

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1276/25/02

Dated: 31.07.2025

**NOTIFICATION**

Sub: Amendment to Ordinance V

(ECR 24-16/ dated 12.07.2025)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of following Departments under the Faculty of Social Sciences based on Postgraduate Curriculum Framework 2024 for Semester-I and Semester-II, are notified herewith for the information of all concerned:

Department	Syllabi
Continuing Education & Extension	M.A. Lifelong Learning & Extension – <b>Annexure-1</b>
Economics	M.A. Economics – <b>Annexure-2</b>
Political Science	M.A. Political Science- <b>Annexure-3</b>
History	M.A. History- <b>Annexure-4</b>

*22/6/25*  
*3/2/25*  
REGISTRAR

## **Annexure-3**

**UNIVERSITY OF DELHI**

**MASTER OF ARTS in POLITICAL**

**SCIENCE NEP-2020 based PGCF**

**(Two-Year Programme)**

**[Document for 1st and 2nd Semester of PG course of MA Political Science]**

**(M.A. in Political Science)**

**(Effective from Academic Year 2025-26)**

**PROGRAMME BROCHURE**



Revised Syllabus as approved by Academic Council on XXXXXXXX, 2025 and Executive  
Council on XXXXXXXX, 2025

***Department of Political Science, University of Delhi***

## **Table of Contents**

<b>I. About the Department .....</b>	<b>3</b>
<b>1.1 About the Programme .....</b>	<b>4</b>
<b>II. Introduction to NEP-2020 based PGCF (Post Graduate Curricular Framework) .....</b>	<b>4</b>
<b>II.4. Postgraduate Curricular Framework 2024 (based on NEP 2020) .....</b>	<b>7</b>
<b>III. Master of Arts in Political Science Programme Details.....</b>	<b>12</b>
<b>IV. Semester wise Details of M.A.in Political Science Course.....</b>	<b>14</b>
<b>V. List of Courses .....</b>	<b>15</b>
<b>VI. Course Wise Content Details for MA (Political Science) Programme .....</b>	<b>19</b>

## **I. About the Department**

The Department of Political Science is a premier seat of learning and centre of knowledge production in India. The Department provides academic leadership to the single largest fraternity of students, scholars and faculty doing Political Science in the country. It enjoys an exceptional reputation in both teaching and research in the discipline. The Department was established in 1952, with about 40 postgraduate students. Since then the strength of the students has gone beyond 800.

The growth of the Department has coincided with the progress of the discipline of Political Science from a narrow body of legal and institutional knowledge to more comprehensive social sciences discipline that integrates and interrogates sociological, economic, philosophical and cultural dimensions and thereby better relates to a purposive study of politics, especially keeping Indian realities in focus.

The Department has been granted the Centre for Advanced Studies status by University Grants Commission since 2005. It was first granted a Special Assistance Programme by the UGC in 1999. On its completion in 2004, it was elevated to Centre for Advanced Studies status and currently it's in the third stage of this grant. Over the years, the Department has used this opportunity to do extensive new research, create new syllabi at both undergraduate and postgraduate levels, build an impressive Departmental library and network with a large number of national and international scholars through conferences and workshops.

The Department provides a platform for a wide array of research endeavours ranging from national and international projects, international collaborations, University's CAS-SAP Programme, Conferences, Seminars and Workshops both at the national and international level to Research Networks/groups. The Department is undertaking extensive research in varied thrust areas including Globalization, Justice and Democracy; Democracy, Norms and Institutions; Social Inclusion/Exclusion, Representation and Discriminatory Practices; Nyaya-Global Justice and Global Poverty; Cultures of Governance and Conflict Resolution; Federalism: Institutions and Processes among others.

The wide ranging international collaborations of the Department highlight its continuing endeavours toward providing opportunities to its students and faculty to engage with fellow scholars across the world. Some of the Department's key international collaborations since 2010 include: Exchange by Promoting Quality Education Research and Training in South and South East Asia Program (EXPERTS), U21 Teaching Program, Nyaya-Global Justice Program, Continuity and Change in Federalism, Role of Governance in Resolution of Socio-Economic and Political Conflict in India and Europe and System of Relatedness, Culture and Vulnerability in Transition: Dalit Life Worlds in Post-Liberalized India.

One of the unique features of the Department is its research networks. The Department acts as an umbrella for numerous and varied research networks across and through disciplines and sub-disciplines. Each group consists of both researchers and faculty members from the

Department of Political Science and other constituent colleges of Delhi University. These groups facilitate sharing of research findings by organizing conferences and workshops in collaboration with different national and international institutions. The ongoing research networks include: Intellectual History Research Group (IHRG), Comparative Federalists Research Group (CFRG), Global Justice Research Group (GJRC), Modern South Asian Thinkers, Peace and Security in International Politics Research Network (PSIP), Feminist Engagements with Law and the State (FELS), Southeast Asia Research Group (SEARG), Research Network on Modern South Asian Thinkers (MSAT), Comparative Political Theory Research Group (CPTRG).

### **I.1 About the Programme:**

The Masters Degree Programme of the Department continues to be among the most sought after and one of the most prestigious programmes being run in the country. Each year, the Department receives a significant number of applications for its Masters programme. It is only after a very rigorous admission regimen that the best out of them are able to secure admission. The acceptance rate of applications into the Department's MA program stands at 1/17

The Masters programme aims to impart, through core and elective courses, both foundational as well as advanced knowledge to the students in the discipline of Political Science. The coursework covers the entire spectrum of six sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Politics and Public Administration.

## **II. Introduction to NEP 2020 PG Curricular Framework (PGCF)**

The **NEP 2020 PG Curricular Framework (PGCF)** provides an opportunity for the students to choose courses from the prescribed courses comprising core, discipline specific elective, generic elective and skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

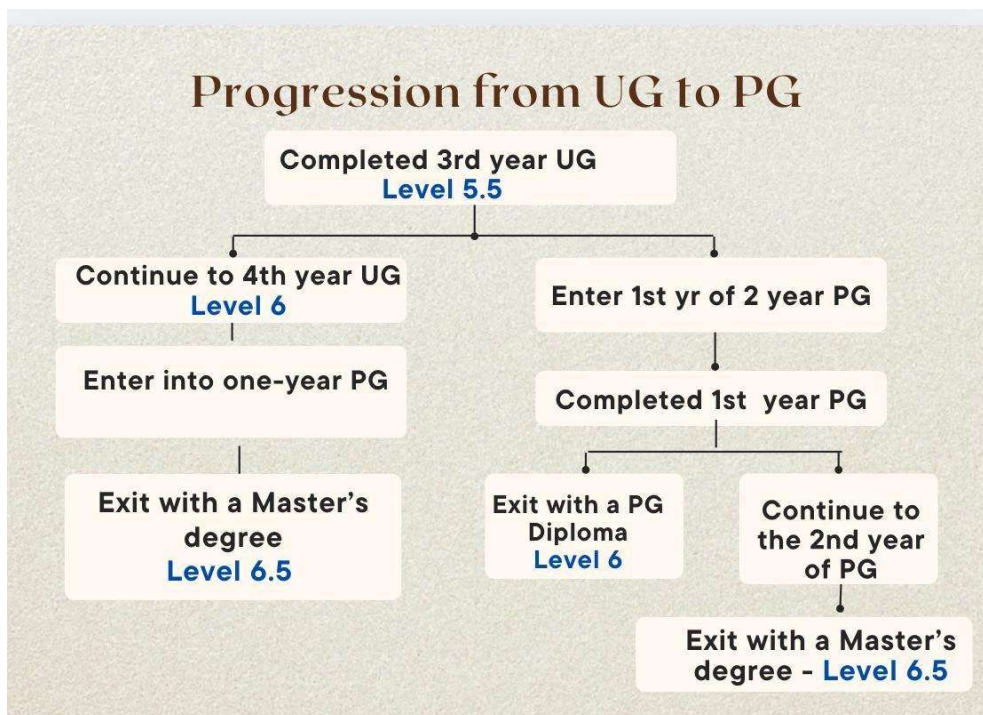
### **II.1 Definitions:**

- 'Course' means a segment of a subject that is part of an Academic Programme.
- 'Programme Structure' means a list of courses (Core, Discipline Specific Elective, Generic Elective, Skill Based Courses) that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.

- ‘Core Course (CC)’ means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- ‘Discipline Specific Elective (DSE) Course’ means an optional course to be selected by a student out of such courses offered in the same Department/Centre.
- ‘Generic Elective (GE) Course’ means an elective course which is available for students of Masters programmes of other Departments of the University of Delhi in addition to the students of the Department of Political Science. Students of other Departments will opt these courses subject to fulfilling of eligibility criteria as laid down by the Department offering the course. The Department may limit the total number of students who may opt for any open elective.
- ‘Skill Based Course (SBC)’ means those courses that include a strong component of imparting skills to the students. These skills may include understanding based on hands-on exercises, methodological skills, and socio-political relevance.
- ‘Credit’ means the value assigned to a course which indicates the level of instruction.

One-hour lecture per week equals 1 Credit, 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

## II.2 Progression from UG to PG:



### II.3 Programme of Study and the corresponding qualification levels

First year UG Programme – Level 4.5

Second Year UG Programme – Level 5

Third Year UG Programme – Level 5.5

Fourth Year UG Programme – Level 6

First year of Two Year PG Programme – Level 6 Second

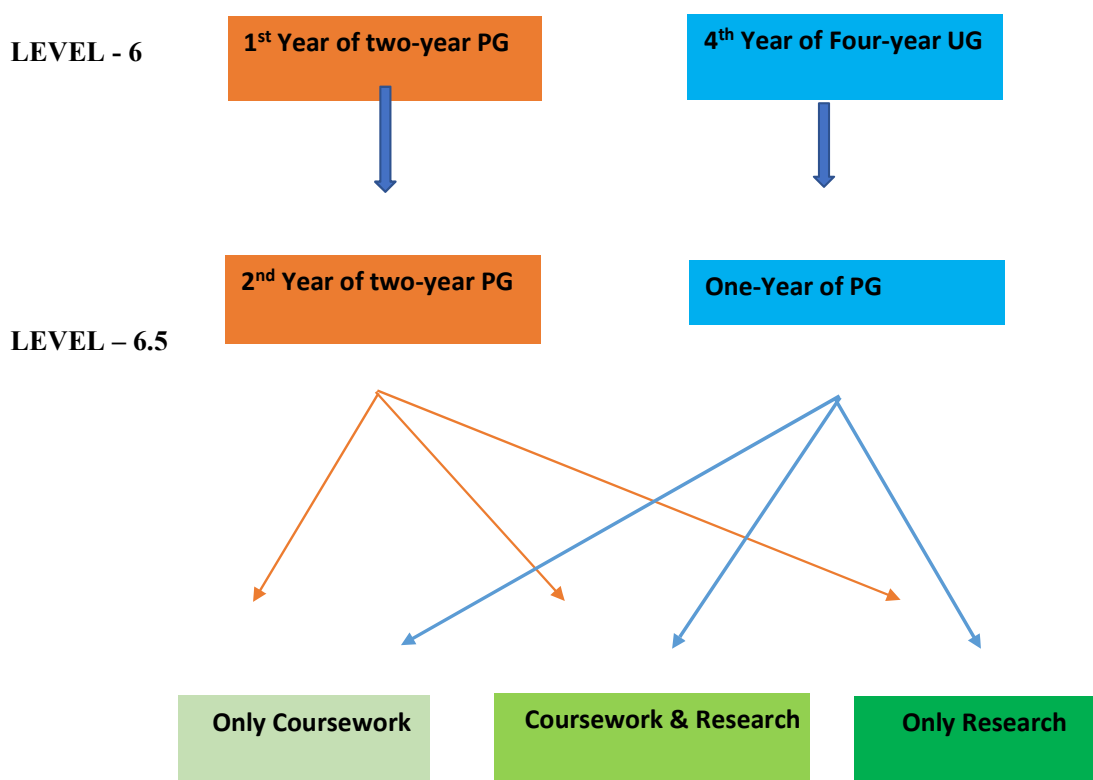
Year of Two Year PG Programme – Level 6.5 One year of

PG Programme after 4 Year UG – Level 6.5

First year of Two Year PG Programme after 4 Year UG – Level 6.5

Second year of Two Year PG Programme after 4 Year UG – Level 7

Postgraduate Curricular Framework 2024 (based on NEP 2020)



**1<sup>st</sup> Year of PG curricular structure for 2 year PG Programmes (3+2)**

<b>Semester</b>	<b>DSC</b>	<b>DSE</b>	<b>2 Credit course</b>	<b>Dissertation/ Academic Project/ Entrepreneur ship</b>	<b>Total Credits</b>
<b>Semester - I</b>	<b>DSC-1</b>  <b>DSC -2</b>  <b>DSC - 3</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  OR  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	<b>22</b>
<b>Semester - II</b>	<b>DSC-4</b>  <b>DSC -5</b>  <b>DSC - 6</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  OR  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	<b>22</b>



**Curricular Structures of 2nd Year of PG for Two-year PG Programme (3+2)**

**Or**

**One year PG Programme after completion of Four-Year UG Programme (4+1)**

**Structure 1 (Level 6.5) : PG Curricular Structure with only course work**

<b>Semester</b>	<b>DSC</b>	<b>DSE</b>	<b>2 Credit course</b>	<b>Dissertation/ Academic Project/ Entrepreneurship</b>	<b>Total Credits</b>
<b>Semester-III</b>	<b>DSC- 7</b>  <b>DSC -8</b>  <b>(8 credits)</b>	<b>Three DSEs</b>  <b>OR</b>  <b>Two DSEs &amp; One GE</b>  <b>(12 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning  <b>(2 credits)</b>	<b>Nil</b>	<b>22</b>
<b>Semester-IV</b>	<b>DSC – 9</b>  <b>DSC -10</b>  <b>(8 credits)</b>	<b>Three DSEs</b>  <b>OR</b>  <b>Two DSEs &amp; One GE</b>  <b>(12 credits)</b>	Skill-based course/ workshop/Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning  <b>(2 credits)</b>	<b>Nil</b>	<b>22</b>

**Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester - III	DSC- 7  DSC -8  (8 credits)	Two DSEs  OR  One DSE & One GE* (8 credits)	Nil	See detailed outcomes below  (6 credits)	22
Semester - IV	DSC- 9  DSC - 10  (8 credits)	Two DSEs  OR  One DSE & One GE* (8 credits)	Nil	See detailed outcomes below  (6 credits)	22

\* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

**NOTE:** *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **not a repetition of work done in the 4<sup>th</sup> Year of the UG programme**. It may be an extension though of the work done in the 4<sup>th</sup> Year of UG programme.*

#### A. Outcomes expected of Dissertation writing track in the 2<sup>nd</sup> Year of PG Programmes

##### Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

##### Semester IV

The following **three** outcomes must be achieved by the end of IV Semester:

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of **any one** of the following –
  - Prototype or product development/ patent
  - Any other scholastic work as recommended by the BRS and approved by the Research Council
  - Publication in reputed journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher

#### B. Expected outcomes of Academic Projects in the 2<sup>nd</sup> Year of PG Programmes

##### Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

##### Semester IV

The following three outcomes must be achieved by the end of IV Semester:

- i. Completion of the experimentation, fieldwork or similar task.
- ii. Submission of project report
- ii. Research output in the form of **any one** of the following –
  - Prototype or product development or patent

- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in reputed journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher

**Structure 3 (Level 6.5): Research**

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing  (2 courses)	One intensive problem- based research	Total Credits
<b>Semester - III</b>	<b>1 DSC</b>  (course related to the area identified for research)  <b>(4 Credits)</b>	<b>1 DSE</b>  (course related or allied to the area identified for research  <b>(4 Credits)</b>	(a) <b>Advanced Research Methodology</b> of the core discipline  +  (b) <b>Tools for Research</b>  <b>(2x2 = 4 credits)</b>	Outcomes are listed below the table  <b>(10 credits)</b>	<b>22</b>
<b>Semester IV</b>	-	<b>1 DSE</b>  or a DSE of an allied subject  related to the area identified for research  <b>(4 Credits)</b>	<b>Techniques of research writing</b>  <b>(2 credits)</b>	<b>(16 credits)</b>	<b>22</b>

### **Learning outcomes of semester III of the PG Course Structure 3 focused on “Research”**

The following **four** outcomes must be achieved by the end of III Semester

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

### **Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”**

The following **three** outcomes must be achieved by the end of IV Semester

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:
  - a. Publication in Scopus indexed journals #
  - b. Patent
  - c. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - d. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

## **III. MASTER OF ARTS IN POLITICAL SCIENCE**

### **PROGRAMME: VISION**

Shaping the foundations of the way the discipline of Political Science is understood and taught in India, imbued with a distinctive focus on contributions of the Indian scholarship in understanding our complex and diverse social realities. We are committed to advance education and academic research that fosters possibilities of intellectual and social transformation of our students and prepares them to become citizen leaders committed to values of social and gender justice and public service.

### **PROGRAMME OBJECTIVES (POs):**

- a) To impart education and training in all the varied sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Politics and Public Administration;

- b) To enable students to develop critical thinking and enhance their communication and analytical skills through a variety of methods ranging from textual analyses, experiential learning, and use of statistical data;
- c) To help students develop knowledge, skills, attitudes and values appropriate for the overall civic and cultural development of our society.
- d) To enable students to apply theoretical knowledge for understanding the practical domains of Indian politics, international relations and public policy
- e) To facilitate an interdisciplinary approach for better understanding and engagement with India's social problems, inclusions/exclusions, situations and issues of development

**IV. SEMESTER WISE DETAILS FOR THE 1<sup>ST</sup> YEAR OF THE 2-YEAR PG POLITICAL SCIENCE COURSE**

<b>Semester I</b>		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 101	Key Texts in Political Philosophy	4
PS-CC 102	Democracy and Political Institutions in India	4
PS-CC 103	Theories of International Relations	4
PS-DSE/PS-GE	Two DSEs (or 1 DSE and 1 GE) from the list offered by the Department in that particular semester	8
PS-SBC	Skill-based Course/workshop	2
<b>Total Credits in the first semester</b>		<b>22</b>

<b>Semester II</b>		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 201	Theoretical Foundations and Frontiers of Public Administration	4
PS-CC 202	Comparative Political Analysis	4
PS-CC 203	Themes in Indian Political Thought	4
PS-DSE/PS-GE	Two DSEs (or 1 DSE and 1 GE) from the list offered by the Department in that particular semester	8
PS-SBC	Skill-based Course/workshop	2
<b>Total Credits in second semester</b>		<b>22</b>

**Total credits of the course = Semester I + II = 22+22**

**44**

## V. CREDIT DISTRIBUTION AND LIST OF COURSES

Course Title and Code	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial/Practical		
Core Courses	4	3	1	Bachelor's degree in any course	None
Discipline Specific/ General Elective (DSE)	4	3	1	Bachelor's degree in any course	None
Skill based	2	1	1	Bachelor's degree in any course	None

### V.1 List of Core Courses

Course Number	Title of the Course
PS-CC 101	Key Texts in Political Philosophy
PS-CC 102	Democracy and Political Institutions in India
PS-CC 103	Theories of International Relations
PS-CC 201	Theoretical Foundations and Frontiers of Public Administration
PS-CC 202	Comparative Political Analysis
PS-CC 203	Themes in Indian Political Thought

### V.2 List of Discipline Specific Elective (DSE) Course

Course Number	Title of the Course
PS-DSE 01	Ethics and Politics
PS-DSE 02	Theory and Practice of Democracy
PS-DSE 03	Egalitarianism: Theory and Practice
PS-DSE 04	Politics and Psychoanalysis
PS-DSE 05	Political Theology Debates: Vedic and Buddhist
PS-DSE 06	Comparative Political Theory
PS-DSE 07	Theorizing the Politics of Diversity



<b>PS-DSE 08</b>	Politics and Ethnic Conflicts in J&K
<b>PS-DSE 09</b>	Law, Crime and Politics in India
<b>PS-DSE 10</b>	State Politics in India
<b>PS-DSE 11</b>	Elections and Electoral Process in India
<b>PS-DSE 12</b>	Contemporary Debates in Indian Federalism
<b>PS-DSE 13</b>	International Relations of South Asia
<b>PS-DSE 14</b>	Security Studies
<b>PS-DSE 15</b>	Power Transition and the Dynamics of Foreign Policy in International Relations
<b>PS-DSE 16</b>	United States of America in the Transforming Global Order
<b>PS-DSE 17</b>	Public Policy in South Asia
<b>PS-DSE 18</b>	Urban Governance
<b>PS-DSE 19</b>	Public Institutions and Governance
<b>PS-DSE 20</b>	The Political in Local Governance
<b>PS-DSE 21</b>	Environmental Policies & Politics
<b>PS-DSE 22</b>	Comparative Federalism: Theory and Practice
<b>PS-DSE 23</b>	The Modern State in Comparative Perspective
<b>PS-DSE 24</b>	Society, State and Politics: Comparing India and Israel
<b>PS-DSE 25</b>	Key Concepts in Indian Political Thought
<b>PS-DSE 26</b>	Dalit-Bahujan Thought
<b>PS-DSE 27</b>	Discourses on Hindu Nationalism
<b>PS-DSE 28</b>	Interpreting Indian Classical Texts

### V.3 List of Skill-Based Courses (SBC)

<b>Course Number</b>	<b>Title of the Course</b>
<b>PS-SBC 01</b>	Elections and Data-Driven Electoral Analysis
<b>PS-SBC 02</b>	Public Policy Analysis
<b>PS-SBC 03</b>	Policy Innovation and Design Thinking

**Teaching:**

The faculty of the Department shall be primarily responsible for organizing lecture work for the M.A Political Science programme. The instructions related to tutorials shall be provided by the Department. There shall be 90 instructional days, excluding examination in a semester.

**4.3 Eligibility for Admission:**

Refer to the Bulletin of Information as published by the University of Delhi.

**4.4 Reservations/ Concessions:**

The reservation policy related to admissions will be followed as per the applicable law. Refer to the Bulletin of Information as published by the University of Delhi.

**Reservation of Seats for Schedule Caste (SC)/Tribe (ST) Applicants**

22½ % of the total numbers of seats is reserved for applicants belonging to Scheduled Caste and Scheduled Tribes (15% for Scheduled Caste and 7½% for Scheduled Tribes, interchangeable, if necessary). For detailed information candidates may refer to the Bulletin of Information of the University.

**Reservation of Seats for Other Backward Classes (Non-Creamy layer, Central List)**

27% seats will be reserved for the applicants belonging to Other Backward Classes (OBC) (non-creamy layer, central list). For detailed information candidates may refer to the Bulletin of Information of the University.

**Reservation of Seats for Economically Weaker Section (EWS)**

The department has increased the intake of the students as per the rules of the University and required changes in all other categories of reservation has been made accordingly. For detailed information candidates may refer to the Bulletin of Information of the University.

**Supernumerary seats****Reservation of Seats for Persons with Disabilities (PwD)**

As per the provisions of Rights of Persons with Disabilities Act, 2017, not less than five percent (5%) seats are reserved for Persons with Benchmark Disabilities, where “Person with benchmark disability” means a person with not less than forty percent (40%) of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority. It may be noted that the erstwhile Persons with Disability Act, 1995, under which reservation for Persons with Disabilities in admissions was provided earlier has now been repealed.

The PwD applicants shall be given a relaxation in the minimum eligibility in the qualifying examination and in the minimum eligibility (if any) in the admission entrance test to the extent of 5%. For detailed information candidates may refer to the Bulletin of Information of the University.

**Sports Quota:**

The admission to the Sports Quota (Supernumerary) will be only on the basis of Entrance Examination and shall be finalized by the concerned Department i.e. Marks obtained in Merit/ Participation Sports Certificate and Sports Trials be added to the Marks obtained in Entrance Examination of the concerned Department. The Department shall then prepare a Merit List for admission on the basis of Sports and make admissions accordingly. The intake of candidates seeking admission under sports quota would be five percent of the total intake. Candidates seeking admission under this category are advised to follow the procedure/ guidelines/ rules laid down in the bulletin of information of the University.

**Registration /Admission of Foreign Nationals:**

The foreign nationals seeking admission in the Department shall have to get themselves registered with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The intake of foreign nationals would be three percent of the total intake. The website link is: <http://fsr.du.ac.in>

---

## **VI: Course Wise Content Details for MA (Political Science) Programme:**

### **PS-CC 101: Key Texts in Political Philosophy**

**Credits: 4**

**Duration: 4 hrs./week**

#### **Course Objectives**

This course aims to introduce students to select classical texts in Western Political Philosophy through two methods (i) an intensive reading of selected parts of the text, and (ii) by making them familiar with different interpretations of the texts. The idea is to instill in students an interest in reading original works, in the desire to closely follow the debates around the work, and to become aware of the different ways a text can be read. An academic session will offer a detailed study of any four texts from the given list.

#### **Course Learning Outcomes**

By the end of the course, students would be able to:

- Understand how to read and analyse the classics and use them to solve contemporary sociopolitical problems.
- Connect with historically written texts and interpret them in a familiar way (the way philosophers think).
- Present their arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

#### **Course Content:**

##### **Unit I: Introduction**

- a) Why study the history of ideas?
- b) Theories of interpretation
- c) Meaning and context
- d) The importance of language

##### **Unit II: Any one thinker**

- a) Plato – The Republic
- b) Aristotle – Politics
- c) Machiavelli – The Prince

##### **Unit III: Any one thinker**

- a) Hobbes – Leviathan
- b) Locke – Second Treatise of Government
- c) Rousseau – Social Contract

---

**Unit IV: Any two thinkers**

- a) Kant – Groundwork on the Metaphysics of Morals *or* Toward Perpetual Peace
- b) Wollstonecraft – A Vindication of the Rights of Woman
- c) Hegel – Philosophy of Right
- d) Marx – Economic and Philosophic Manuscripts of 1844 *or* The German Ideology
- e) Mill – Utilitarianism *or* On Liberty
- f) Simone de Beauvoir – The Second Sex
- g) Nietzsche – On the Genealogy of Morals
- h) Rawls – A Theory of Justice
- i) Gandhi – Hind Swaraj
- j) Dr. Ambedkar and Women Empowerment

**Essential Readings:****Unit I:**

Ball, T. (2004). History and the interpretation of texts. In G. F. Gaus & C. Kukathas (Eds.), *Handbook of political theory*. Sage.

Pocock, J. G. A. (1962). The history of political thought: A methodological enquiry. In P. Laslett & W. G. Runciman (Eds.), *Philosophy, politics and society* (2nd series). Blackwell.

Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and Theory*, 8(1), 3–53.

Strauss, L. (1959). *What is political philosophy?* Glencoe, IL: Free Press.

**Unit II:**

Aristotle. (2013). *Politics* (C. Lord, Trans., 2nd ed.). University of Chicago Press. (Original work ca. 350 BCE)

Machiavelli, N. (1998). *The prince* (H. C. Mansfield Jr., Trans., 2nd ed.). University of Chicago Press.

Plato. (1991). *The Republic of Plato* (A. Bloom, Trans., 2nd ed.). Basic Books. (Original work ca. 380 BCE)

**Unit III:**

Hobbes, T. (1968). *Leviathan* (C. B. Macpherson, Ed.). Penguin Books. (Original work published 1651)

Locke, J. (1980). *Second treatise of government* (C. B. Macpherson, Ed.). Hackett Publishing. (Original work published 1689)

Rousseau, J.-J. (1978). *On the social contract: With Geneva manuscript and political*

---

*economy* (R. D. Masters, Ed. & J. R. Masters, Trans.). St. Martin's Press. (Original work published 1762)

**Unit IV:**

Ambedkar, B. R. (1936). *The Woman and the CounterRevolution*. In V. Moon (Ed.), *Dr. Babasaheb Ambedkar: Writings and Speeches* (Vol. 3, pp. 429–437). Bombay: Education Department, Government of Maharashtra. (Reprinted from *Mook Nayak*)

Beauvoir, S. de. (1984). *The second sex* (H. M. Pashley, Trans.). Penguin. (Original work published 1949)

Gandhi, M. K. *Hind Swaraj and Other Writings*. Ed. By Anthony Parel. Cambridge University Press, 1997.

Hegel, G. W. F. (1942). *The philosophy of right* (T. M. Knox, Trans.). Clarendon Press

Kant, I. (1991). From the critique of pure reason to perpetual peace. In H. Reiss (Ed.), *Kant: Political writings* (2nd ed., pp. 93–175) (H. B. Nisbet, Trans.). Cambridge University Press.

Mill, J. S. (1991). *On liberty and other essays* (J. Gray, Ed.). Oxford University Press. (Original work published 1859)

Nietzsche, F. (1967). *On the genealogy of morals and Ecce Homo* (W. Kaufmann & R. J. Hollingdale, Trans.). Vintage Books.

Rawls, J. (1971). *A theory of justice*. Harvard University Press.

Tucker, R. C. (Ed.). (1978). *The Marx-Engels reader* (2nd ed.). W. W. Norton & Co.

Wollstonecraft, M. (1993). A vindication of the rights of woman. In J. Todd (Ed.), *Wollstonecraft: Political writings* (pp. 67–296). University of Toronto Press. (Original work published 1792)

**Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

---

## **Master of Political Science**

### **PS CC-102: Democracy and Political Institutions in India**

**Credits: 4**

**Duration: 4hrs/week**

#### **Course Objective**

Studying political institutions is indispensable for an adequate understanding of democracies. While institutions are often studied as parts of the state apparatus, this course hopes to place them within the shared common space of democracy, which is created by the exchanges and interactions among institutions. The manner in which institutions are constituted and function in relation to each other, and in the context of the wider social and political processes, are therefore, crucial for making sense of the democratic practices of the state. While the focus in this course will be on contemporary institutional forms and practices, their historical underpinnings, will also be studied through an exploration of the debates that endure from the past.

#### **Course Learning Outcomes**

- After completing this course, the students would become conscious of the historical roots of the Indian Constitution and its emergence as a foundational document of India's constitutional democracy.
- They would develop an understanding of the relationship between democracy, constitutionalism and political institutions.
- They would be able to comprehend and explain the complex relationship among political institutions and between institutions and political processes.
- They would learn to study political institutions through the conceptual lens of constitutional democracy.

#### **Course Content:**

##### **Unit I. Historical understanding of democracy and constitutionalism in India**

- a) Republics and constitutions in ancient India
- b) Salient features of India constitutionalism: representation, key debates in the Constituent Assembly of India.
- c) Constitutional freedoms and reasonable restrictions, emergency provisions, first amendment, preventive detention and debate over extraordinary laws

##### **Unit II Governmental Institutions: Functioning and inter-relationships**

- a) Judiciary: judicial independence, judicial review, judicial activism and judicial accountability
- b) Executive: Power and role of President in parliamentary democracy; Prime Minister and coalition government
- c) Legislature: issues of representation and diversity; anti-defection provision, parliamentary committees and privileges
- d) Issues of institutional supremacy and the debate on basic structure doctrine

---

### Unit III Federalism

- a) Union-State relations
- b) Accommodation of diversity
- c) Intergovernmental mechanisms.
- d) Local Self Government: Panchayats and Municipalities

### Unit IV Rule of law, rights and accountability

- a) Rule of law and the decolonization of criminal laws
- b) Constitutional and statutory bodies: Election Commission of India, National Human Rights Commission

### Essential Readings:

#### Unit I

Austin, G. 1966. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press. (Introduction, Chapters 1,2,3 and 13)

Austin, G. 1999. Democracy Rescued or Constitution Subverted: Emergency and 42<sup>nd</sup> Amendment. In *Working a Democratic Constitution*. Oxford University Press.

Baxi, U. 1997. Accumulation and Legitimacy: The Indian Constitution and State Formation. In Singh, M.P. and Chaube, S. K. (eds.) *Indian Constitution: A Review*. Har-Anand.

Burra, A. 2018. Freedom of Speech in the Early Constitution: A Study of the Constitution (First Amendment) Bill. In Bhatia, U. (ed.) *The Indian Constituent Assembly: Deliberations on Democracy*. Routledge.

Constituent Assembly Debates (Proceedings) on Draft Article 15-A, Personal Liberty and Procedure Established by Law (Article 22), September 15 and 16, 1949, Volume IX (<http://164.100.47.194/loksabha/writereaddata/cadebatefiles/vol9.html> )

De, R. and Shani, O. 2023. Assembling the Indian Constitution. *Past and Present*, 263(1).

Iyer, V. 2000. Emergency Law in India: the Background and the Development of the Law. In *States of Emergency, the Indian Experience*. Butterworths.

Jaiswal, K. P. 2023 *Hindu Polity: A Constitutional History of India in Hindu Times*, fourth edition. Jyoti Enterpfor your attetirises.

Mukherjee, S. P. 1990. Preventive Detention (Parliamentary Debates, 13 February, 1951), in *Eminent Parliamentarians Monograph Series*, Lok Sabha Secretariat, pp. 61-81 ([https://eparlib.nic.in/bitstream/123456789/58670/1/Eminent\\_Parliamentarians\\_Series\\_Syama\\_Prasad\\_Mookerjee.pdf](https://eparlib.nic.in/bitstream/123456789/58670/1/Eminent_Parliamentarians_Series_Syama_Prasad_Mookerjee.pdf) )

Narrain, A. 2022. Roots of the Emergency: Preventive Detention. In *India's Undeclared Emergency*:



---

*Constitutionalism and the Politics of Resistance*. Westland Publications Pvt. Ltd.

Primary Text: Articles 352, 353, 356, 358, 359, Part XVIII, The Constitution of India

Shankar, S. 2009. *Scaling Justice: India's Supreme Court, Anti-terror Laws, and Social Rights*. Oxford University Press.

Singh, U. K. and Roy, A. 2017. B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy. *Summerhill IAS Review*, XXIII(2).

## **Unit II**

Baxi, U. 1985. Taking Suffering Seriously: Social Action Litigation in the Supreme Court of India. *Third World Legal Studies*, 4(6).

Bhuwania, A. 2017. *Courting the People: Public Interest Litigation in the Supreme Court of India*. Cambridge University Press.

Kapur, D. and Mehta, P. B. 2006. The Indian Parliament as an Institution of Accountability. *Democracy, Governance and Human Rights Programme Paper Number 23*.

Khosla, M. and Vaishnav, M. 2024. Democracy and Defections. *International Journal of Constitutional Law*, 22(2).

Krishnaswamy, S. 2009. Amending Power: The Constitutional Basis for Basic Structure Review. In *Democracy and Constitutionalism in India, A Study of the Basic Structure Doctrine*. Oxford University Press.

Madhavan, M. R. 2017. Parliament. In Kapur, D., Mehta, P. B. and Vaishnav, M.(eds.) *Rethinking Public Institutions in India*. Oxford University Press.

Manor, J. 2017. The Presidency. In Kapur, D., Mehta, P. B. and Vaishnav, M.(eds.) *Rethinking Public Institutions in India*. Oxford University Press.

Mehta, P. B. 2002. The Inner Conflict of Constitutionalism: Judicial Review and the 'Basic Structure'. In Hasan, Z., et al. (eds.), *India's Living Constitution*. Permanent Black.

Sen, R. 2022. *House of the People: Parliament and the Making of Indian Democracy*. Cambridge University Press.

Shankar, B.L., and Rodrigues, V. 2011. *The Indian Parliament: A Democracy at Work*. Oxford University Press.

## **Unit III**

Arora, B., Kailash, K. K., Saxena, R., & Suan, H. K. (2013). Indian federalism. In K. C. Suri (Ed.), *Indian democracy* (ICSSR Survey Research). Oxford University Press.

Bhatia, G. 2025. Power Decentralized: Federalism. In *The Indian Constitution: Conversations with*

---

*Power*. HarperCollins India.

Datta, P. K. and Sodhi, I. S. 2021. The Rise of the Panchayati Raj Institutions as the Third Tier in Indian Federalism: Where the Shoe Pinches. *Indian Journal of Public Administration*, 67(1).

deSouza, P. 2011. Decentralisation and Local Government: The 'Second Wave' of Democracy in India. In Hasan, Z. et.al. (eds.) *India's Living Constitution: Ideas, Practices, Controversies*. Third impression. Permanent Black.

Khosla, M. 2024. Framing Indian Federalism. *Comparative Constitutional Studies*, 2(2).

Manor, J. 1999, *The Political Economy of Democratic Decentralization*. The World Bank.

Mathur, K. 2013, *Panchayati Raj*. Oxford India Short Introductions.

Saxena, R. 2021. The Working of Cooperative and Collaborative Federalism in India: Understanding Intergovernmental Relations. *Indian Journal of Public Administration*, 67(2).

Saxena, R. 2024. The Changing Nature of Federalism in India. In Ganguly, S. and Sridharan, E. (eds.) *The Oxford Handbook of Indian Politics*. Oxford University Press.

Singh, M. P. 2022. *Federalism in India*. Sage.

Singh, S. 2016. *The Local in Governance: Politics, Decentralization, and Environment*. Oxford University Press.

Singh, S. and Sharma P. K. (eds.). 2009. *Decentralisation: Institutions and Politics in Rural India*. Sage.

#### **Unit IV**

Ahuja, A. and Ostermann, S. 2021. The Election Commission of India: Guardian of Democracy', in, A. et.al. (eds.) *Guardians of Public Value: How Public Organisations Become and Remain Institutions*. Palgrave Macmillan.

Baxi, U. 2007. The Rule of Law in India. *SUR – International Journal of Human Rights*, 4 (6).

Burra, A. 2016. What's Colonial about Colonial Law. *American University International Law Review*, 31(2).

Shah, A. 2023. *Union Home Minister and Minister of Cooperation introduces the Bharatiya Nayay Samhita Bill in the Lok Sabha*. PIB release (11 August. 2023).

Singh, U. K. 2018. The 'Inside-Outside 'Body: National Human Rights Commission of India. *Economic and Political Weekly*, LIII(3).

Singh, Ujjwal Kumar and Anupama Roy, 2018. 'Regulating the Electoral Domain: The Election Commission of India', *Indian Journal of Public Administration*, 64(3).

---

### **Suggested Readings:**

- Basu, D.D. 1992. *Introduction to the Constitution of India*. Prentice Hall.
- Baviskar, B.S. and Mathew, G. (eds.). 2009. *Inclusion And Exclusion In Local Governance: Field Studies from Rural India*. Sage.
- Baxi, U. 1980. *The Supreme Court in Indian Politics*. Eastern Book Company.
- Baxi, U. 1985. *Courage, Craft and Contention, The Indian Supreme Court in the Eighties*, N.M. Tripathi.
- Baxi, U. 2007. The Rule of Law in India. *SUR – International Journal on Human Rights*, 4 (6).
- Bhargava, R. (ed.). 2008. *Politics and Ethics of the Indian Constitution*. Oxford University Press.
- Bhatia, G. 2025. *The Indian Constitution: A Conversation with Power*. Oxford University Press.
- Chaube, S.K. 2000. *Constituent Assembly of India: Springboard of Revolution*. Manohar.
- Debroy, B. and Hazra, A. K. 2007. *Judicial Reforms in India: Issues and Aspects*. Academic Foundation.
- Dua, B.D. and M.P. Singh (eds.), 2003, *Federalism in the New Millennium*, Manohar, Delhi.
- Dua, B.D., Singh, M.P. and Saxena, R. (eds.). 2006. *Indian Judiciary and Politics: The Changing Landscape*. Manohar.
- Govinda Rao, M. and Singh, N. 2005. *The Political Economy of Federalism in India*. Oxford University Press.
- Jayal, N. G. 2006. *Representing India: Ethnic Diversity and Governance of Public Institutions*. Palgrave Macmillan.
- Kapur, D. and Mehta, P. B. (eds.). 2007. *Public Institutions in India: Performance and Design*. Oxford University Press.
- Kashyap, S. (ed.). 2004. *Constitutional Reforms: Problems, Prospects and Perspectives*. Radha Publications.
- Khosla, M. 2020. *India's Founding Moment: The Constitution of a Most Surprising Democracy*. Harvard University Press.
- Kirpal, B.N., et al. 2000. *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*. Oxford University Press.
- Krishnaswamy, S. 2008. *Democracy and Constitutionalism in India: A Study of the Basic Structure Doctrine*. Oxford University Press.

- 
- Louis, P. and Vashum, R. 2002. *Extraordinary Laws in India*, Indian Social Institute.
- Manor, J.(ed.). 1994. *Nehru to the Nineties: The Changing Office of Prime Minister in India*, Viking.
- Mehta, U. 2016. Indian Constitutionalism: Crisis, Unity, and History. In Choudhry, S., Khosla, M. and Mehta, P. B.(eds.) *The Oxford Handbook of the Indian Constitution*. Oxford University Press.
- Morris-Jones, W.H. 1957. *Parliament in India*, University of Pennsylvania Press.
- Mukherji, N. and Arora, B. (ed.). 1992. *Federalism in India: Origins and Development*. Vikas.
- Rudolph, L. and Rudolph, S. 2008. *The Realm of Institutions: State Formation and Institutional Change, Vol II*. Oxford University Press.
- Ruet, J. and Lama-Rewel, S. T. 2009. *Governing India's Metropolises*, Routledge.
- Saez, L. 2002. *Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System*. Sage.
- Sathe, S.P. 2002. *Judicial Activism in India: Transgressing Borders and Enforcing Limits*, Oxford University Press.
- Sen, S. 2007. *The Constitution of India, Popular Sovereignty and Democratic Transformations*. Oxford University Press.
- Shiva Rao, B. 1968. *The Framing of India's Constitution, A Study and Select Documents*. N. M. Tripathi.
- Singh, U. K. 2007. *The State, Democracy and Anti-terror Laws in India*. Sage.
- Singh, U. K. and Roy, A. 2019. *Election Commission of India: Institutionalising Democratic Uncertainties*. Oxford University Press.
- Sivaramakrishnan, K.C. 2009. *Power to the People? (2008) Courts and Panchayats: Background and Review of the Case Law, and Nagarpalikas*. Academic Foundation.
- Vora, R. and Palshikar, S. 2004. *Indian Democracy: Meanings and Practices*. Sage.
- Wadhwa, D.C. 2008 *Endangered Constitutionalism: Documents of a Supreme Court Case*. Gokhale Institute of Politics and Economics.

### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular

---

class presentations and group discussions.

- Term papers and field work provide a training ground for students to test their theoretical knowledge, develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research

---

## **Master of Political Science**

### **PS-CC 103: Theories of International Relations**

**Credits: 4**

**Duration: 4 hrs./week**

#### **Course Objective**

This course introduces Master's students to diverse traditions of theoretical endeavours in International Relations theory, including explanatory as well as normative paradigms. The course is designed to provide a thorough background in different schools of International Relations theory and the debates between them regarding their perspectives on the nature of international politics and how it is to be conceptualized, understood, and judged, bearing in mind their geo-cultural specificities.

#### **Course Learning Outcome**

Towards the end of the course, the students shall have acquired a grounding in the academic debates and research literature in the field of international relations (IR), and understood how to apply key theories and concepts of IR to global and regional issues. The students would gain knowledge of significant developments in contemporary international relations, and would develop practical skills relevant to a career in international affairs, including in academia, research, think-tanks, international organisations, government, media, and NGOs.

#### **Course Content:**

##### **Unit I: Introduction: Evolution of the Discipline**

- a) The Eurocentric Origin of the Discipline
- b) Understanding the Multiple Births of the Discipline

##### **Unit II: Major Paradigms in IR**

- a) Realism and its Variants
- b) Liberalism and its Variants
- c) Marxism, Neo-Marxism and Critical Theory

##### **Unit III: Alternative Approaches in IR**

- a) Constructivism
- b) Feminism
- c) Post-Modernism/Post Structuralism
- d) Post Colonial/ Decolonial approaches
- e) Historical Sociology

##### **Unit IV: State of the Discipline and Indian Contributions to Theorizing IR**

- a) The Great Debates
- b) Indian Contributions to Theorizing IR
- c) The End of IR theory Debate

---

## Essential Readings:

### Unit I (a)

Burchill, S. and Linklater, A. (1996). Introduction. Burchill, S. et. al. (Eds.) *Theories of International Relations*. St Martin Press, pp. 67-92.

Hollis, M. and Smith, S. (1991). The Growth of a Discipline. *Explaining and Understanding International Relations*. Oxford: Clarendon Press, pp. 16- 44.

Kurki, M., & Wight, C. (2013). International relations and social science. *International relations theories: Discipline and diversity*, 3, 14-35.

Walt, S. M. (1998). International relations: One world, many theories. *Foreign Policy*, 110, Spring, pp. 29-32

### Unit I (b)

Thakur, V., Davis, A. E., & Vale, P. (2017). Imperial mission, 'scientific method': An alternative account of the origins of IR. *Millennium: Journal of International Studies*, 46(1), 3–22.

Vitalis, R. (2005). Birth of a discipline. In D. Long & B. C. Schmidt (Eds.), *Imperialism and internationalism in the discipline of international relations* (pp. 159–182). Albany, NY: State University of New York Press.

Thakur, V., & Smith, K. (2021). Introduction to the special issue: The multiple births of International Relations. *Review of International Studies*, 47(5), 571–579.

### Unit II (a)

Ashley, R. K. (1986) The Poverty of Neorealism and Robert O. Keohane Theory of World Politics: Structural Realism and Beyond. In Keohane, R. O. (Ed.) *Neorealism and Its Critics* (pp. 255-297). Columbia University Press.

Ayoob, M. (2002). Inequality and Theorizing in International Relations: The Case for Subaltern Realism. *International Studies Review* 4(3), pp. 27-48.

Burchill, S. (1996). Realism and Neo-Realism. In Burchill, S. et. al. (Eds.) *Theories of International Relations*. St Martin Press, pp. 67-92.

Buzan, B. (1996). The Timeless Wisdom of Realism? in Smith, S., Booth, K. & Zalewski, M. (Eds.) *International Theory: Positivism and Beyond*. Cambridge University Press, pp. 47-65.

Patomäki, H. and Wight, C. (2001). After Post-positivism? The Promises of Critical Realism. *International Studies Quarterly*, 44, 53-75.

Tickner, J. A. (1988) Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation. *Millennium: Journal of International Studies*, 17, pp. 429-440.

Waltz, K. (1986). Laws and Theories, Reductionist and Systemic Theories and Political Structures.

---

In Keohane, R. O. (Ed.) *Neorealism and Its Critics*. Columbia University Press, pp. 27-97.

### **Unit II (b)**

Baldwin, D. A. (1993). Neo-liberalism, Neo-Realism and World Politics. In Baldwin, D. A. (ed.) *Neo-Realism and Neo-liberalism: The Contemporary Debate*. Columbia University Press, pp. 3-28.

Burchill, S. (1996). Liberal Internationalism in Scott Burchill and Andrew Linklater, eds. *Theories of International Relations*, St. Martin Press, pp. 28-66.

Grieco, J. (1988) Anarchy and the Limits of Cooperation: A Realist Critique of the New Liberal Institutionalism, *International Organization*, 42(3), 485-507.

### **Unit II (c)**

Cox, R. (1986) Social Forces, States and World Orders: Beyond International Relations Theory in Robert O. Keohane, ed., *Neorealism and its Critics*, Columbia University Press.

Devetak, R. (1996) Critical Theory. In Burchill, S. et.al. (Eds.) *Theories of International Relations*. Macmillan Press, pp. 145-178.

Devetak, R. (2014). A Rival Enlightenment? Critical International Theory in Historical Mode. *International Theory*, 6(3), pp. 417-453.

Linklater, A. (2006). Realism, Marxism and Critical International Theory. In Chan, S. and Moore, C. (Eds.) *Theories of International Relations*, Vol. 3. Sage, pp. 110-125.

Rosenberg, J. (1994). Social Structures and Geopolitical Systems. *The Empire of Civil Society: A Critique of the Realist Theory of International Relations* (pp. 54-58). Verso.

Teschke, B. (2003). *The Myth of 1648: Class, Geopolitics and the Making of Modern International Relations* (pp.1-12; 42-46). Bath Press.

### **Unit III (a)**

Hopf, T. (2000). The Promise of Constructivism in IR Theory. In Linklater, A. (Ed.) *Critical Concepts in Political Science*. Vol. 4. Routledge, pp. 1756-1783.

Wendt, A. (1992). Anarchy is What States Make of It: The Social Construction of World Politics. *International Organization*, 46(2), 391-425.

Wendt, A. (2006). Constructing International Politics. In Chan, S. and Moore, C. (Eds.) *Theories of International Relations*, Vol. 4. Sage, pp 201-210.

### **Unit III (b)**

Enloe, C. (2006) Gender Makes the World Go Round. In Chan, S. and Moore C. (Eds.) *Theories of International Relations*, Vol. 4 (pp. 89-105). Sage.

Peterson, V.S. (2000). A Gendered Global Hierarchy. In Fry, G. and O'Hagan, S. (Eds.)



---

*Contending Images of World Politics* (pp. 199-213). McMillan Press.

Tickner, J. A. (2001). Troubled Encounters: Feminism Meets IR. In *Gendering World Politics: Issues and Approaches in the Post Cold War Era* (pp. 9-35). Columbia University Press.

True, J. (1996). Feminism. In Burchill, S. and Linklater, A. (Eds.) *Theories of International Relations* (pp. 210-251). Macmillan Press.

### **Unit III (c)**

Devetak, R. (1996). Post-Modernism. In Burchill, S. and Linklater, A. (Eds.) *Theories of International Relations* (pp. 179-209). St Martin Press.

Rosenau, P. M. (1992) *Post-Modernism and the Social Sciences: Insights, Inroads and Intrusions* (pp. 3-41). Princeton University Press.

### **Unit III (d)**

Grovogui, S.N. (2013). Postcolonialism. In Dunne, T. et. al. (Eds.) *International Relations Theory: Discipline and Diversity* (pp. 247-265). Oxford University Press.

Philip, D. and Paolini, A.J.(1994). Bridging International Relations and Postcolonialism. *Alternatives: Global, Local, Political*, 19 (3), 371-97.

Seth, S. (2011). Postcolonial Theory and the Critique of International Relations. *Millenium: Journal of International Studies*, 40(1), 167-183.

Mignolo, W. (2011). The Darker Side of Western Modernity: Global futures, decolonial options. Duke University Press, pp. 1-26.

Capan, Z. G. (2017). Decolonising International Relations?. *Third World Quarterly*, 38(1), 1-15.

### **Unit III (e)**

Hobson, J. M. (2002). What's at Stake in 'Bringing Historical Sociology back into International Relations'?. In Hobden, S. and Hobson, J. M. (Eds.,) *Historical Sociology of International Relations*, Cambridge University Press.

Go, J., & Lawson, G. (2017). *Global Historical Sociology*. Cambridge University Press, pp. 1-34.

Go, J., Lawson, G., & de Carvalho, B. (2021). Historical Sociology in International Relations: The Challenge of the global. In Carvalho, Benjamin de., Lopez, Julia Costa and Leira, Halvard (Eds.,) *Routledge Handbook of Historical International Relations*, Routledge, pp. 47-58.

### **Unit IV (a)**

Brown C. (2001) Theory and International Relations 1: Past Debates and International Relations Theory Today. *Understanding International Relations*. Palgrave, pp. 21-61.

---

Bull, H. (2000). International Theory: The Case for a Classical Approach. In Linklater, A. (Ed.) *Critical Concepts in Political Science*, Vol. 2. Routledge, pp. 363- 376.

Cameron, G. T. (2002) Progress, History and Identity in International Relations Theory: The Case of the Idealist–Realist Debate. *European Journal of International Relations*, 8(2), 147- 85.

Kaplan, M. A. (2006). The new great debate: Traditionalism vs. science in international relations. In Chan, S. and Moore, C. (Eds.) *Theories of International Relations*, Vol. 1, Sage, pp. 72- 88.

Linklater A. (1996) Rationalism. In Burchill, S. and Linklater, A. (Eds.) *Theories of International Relations*. St Martin Press, pp. 93-118.

Singer, J. D. (2000) The Incomplete Theorist: Insight without Evidence in Andrew Linklater, ed., *Critical Concepts in Political Science*, Vol. 2, Routledge, pp. 394- 412.

Smith, S. (2000) Positivism and Beyond. In Linklater, A. (Ed.), *Critical Concepts in Political Science*, Vol. 2. Routledge, pp. 568-596.

Vasquez, J.A. (1995). The Post-Positivist Debate: Reconstructing Scientific Inquiry and IR Theory after Enlightenment's fall. In Booth, K. and Smith, S. (Eds.) *International Relations: Theory Today*. Pennsylvania State University Press, pp. 217-240.

Waever, O. (1996). The Rise and the Fall of Inter-Paradigm Debate. In Smith, S., Booth, K. and Zalewski, M. (Eds.) *International Theory: Positivism and Beyond* (pp. 149-185). Cambridge University Press.

Wilson, P. (1998). The myth of the 'first great debate'. *Review of International Studies*, 24(5), 1-16.

#### **Unit IV (b)**

Sarkar, B. K. (1919). Hindu Theory of International Relations. *The American Political Science Review*, 13(3), 400-414.

Shahi, Deepshika. (2019) *Advaita as a Global International Relations Theory*, Routledge, pp. 21-50.

Shani, George and Navnita Chadha Behera. (2022) Provincializing IR Through a Reading of *Dharma*, *Review of International Studies*, 48 (5), 837-856.

Devare, A. (2018) Dialogical International Relations: Gandhi, Tagore and Self-Transformation. In Rutazibwa, Olivia U., and Shilliam, Robbie. (Eds.), *Routledge Handbook of Postcolonial Politics*, Routledge, pp. 385-399.

Ramakrishnan, A.K. (2013) Normative Dimensions of India's International Engagement. In Behera, Navnita Chadha. (Ed.), *India Engages the World*, Oxford University Press.

---

Krishna, S. (2014). A postcolonial racial/spatial order: Gandhi, Ambedkar, and the construction of the international. In *Globalization and postcolonialism: Hegemony and resistance in the twenty-first century*, Routledge, pp. 139–156.

#### **Unit IV (c)**

Bennett A. (2013). The Mother of All Isms: Causal Mechanisms and Structured Pluralism in International Relations Theory. *European Journal of International Relations*, 19(3): 459-481.

Dunne, T. et al. (2013) The End of International Relations Theory?. *European Journal of International Relations*, 19(3), 405-425.

#### **Suggested Readings:**

Adler, E. (1997). Seizing the middle ground: Constructivism in world politics. *European journal of international relations*, 3(3), 319-363.

Anievas, A. (Ed.) (2010). *Marxism and World Politics: Contesting Global Capitalism*. Routledge.

Anievas, A. (Ed.), Manchanda, N., Shilliam, R. (2015). *Race and Racism in International Relations*. Routledge.

Ashley, R. K. (1987). The geopolitics of geopolitical space: toward a critical social theory of international politics. *Alternatives*, 12(4), 403-434.

Bain, W. (2000). Re-Confusing Morgenthau: Moral Inquiry and Classical Realism Reconsidered. *Review of International Studies*, 26, 445-464.

Banks, M. (2006). The Evolution of International Relations Theory. In Chan, S. and Moore,

C. (Eds.) *Theories of International Relations, Vol. I* (pp. 75-100). Sage.

Bozeman A. (1989). International Order in a Multicultural World in Headley Bull and Adam Watson, eds., *The Expansion of International Society* (pp. 387-406). Clarendon Press.

Brown, C. (2001). Definitions and Perspectives: Theory and Practice. *Understanding International Relations*. Palgrave, pp. 5- 20.

Brown, C. (2001). World Society and the English School: An International Society' Perspective on World Society. *European Journal of International Relations*, 7(4), 423-441.

Bull H. (1995). *The Anarchical Society*, Columbia University Press.

Buzan, B. (2001). The English School: an underexploited resource in IR. *Review of international studies*, 27(3), 471-488.

Carr, E. H. (1981). *The Twenty Years Crisis: 1919-1939*. Macmillan, pp. 63-94.

Casti, J. L. (1989). *Paradigms Lost: Images of Man in the Mirror of Science*. William Morrow, pp.

---

1-67.

Checkel, J. T. (1998). The constructive turn in international relations theory. *World politics*, 50(2), 324-348.

Chowdhry, G. and Nair, S.(eds.) (2004) *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*. Routledge.

Clark, I. (1998). Beyond the Great Divide: Globalization and the Theory of IR. *Review of International Studies*, 24, 474-498.

Cohn C. (1987). Sex and Death in the Rational World of the Defense Intellectuals. *Signs*, 12(4), 687-718.

Copeland, D. (2003). A realist critique of the English School. *Review of International Studies*, 29(3), 427-441.

Desch, M. (1998) Culture Clash: Assessing the Importance of Ideas in Security Studies. *International Security*, 23(1), 141-170.

Devetak R. Post-Modernism in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, St Martin Press, pp. 179-209.

Edkins, J. and Zehfuss, M. (2005). Generalizing the International. *Review of International Studies*, 31, 451-472.

Enloe C. (2000). *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. University of California Press.

Evans, P. (1979) *Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil*. Princeton University Press.

Finnemore, M., & Sikkink, K. (1999). International norm dynamics and political change. in Katzenstein, P. J. et al. (Eds.) *Exploration and Contestation in the Study of World Politics*, MIT Press, pp. 247-278.

Germain, R. D. and Kenny, M. (1998). Engaging Gramsci: International Relations Theory and the New Gramscians. In *Review of International Studies*, 24(1), 3-21.

Giddens A. (1991) *The Consequences of Modernity* (pp. 1-54), Polity Press.

Gowen, H. H. (1929). The Indian Machiavelli. *Political Science Quarterly*, 44(2), 173-192.

Grant R. and Newland K., eds., (1991) *Gender and International Relations*, Bloomington: Indiana University Press.

Grovogui, S. (2010) Your Blues Ain't My Blues: How 'International Security' Breeds Conflicts in Africa. In Soyinka-Airelwele, P. and Edozie, R. K. (Eds.) *Reframing Contemporary Africa: Politics, Culture and Society in the Global Era*. CQ Press, pp. 177-94.

---

Hobson, J. A. (2013). The Other Side of the Westphalian Frontier. In Seth, S. (Ed.) *Postcolonial Theory and International Relations* (pp. 32-48). Routledge.

Itty. Abraham. (2008). From Bandung to NAM: Non-alignment and Indian Foreign Policy, 1947-65. *Commonwealth & Comparative Politics*, 46 (2), pp 195-219.

Jackson, R. H. (1995). The political theory of international society. *International Relations Theory Today*, 110-28.

Jervis, R. (1999). Realism in the Study of World Politics. In Katzenstein, P., Keohane, R. O. and Krasner, S. D. (Eds.) *Exploration and Contestation in the Study of World Politics*. MIT Press, pp. 331-351.

Juan Jr., E. San. (2002). Nation-State, Postcolonial Theory, and Global Violence. *Social Analysis: The International Journal of Social and Cultural Practice*, 46(2), 11-32.

Katzenstein, P. (Ed.) (1996). *The Culture of National Security: Norms and Identity in World Politics*. Columbia University Press:1, 2, 5.

Kaviraj, S. (2010). *The Trajectories of the Indian State: Politics and Ideas*. Permanent Black.

Keohane, R. O., & Martin, L. L. (1995). The promise of institutionalist theory. *International Security*, 20(1), 39-51.

Keohane, Robert O. (2012) Twenty Years of Institutional Liberalism. *International Relations* 26(2), 125-138.

Kobayashi, A. and Boyle, M. (2014)"Colonizing, Colonized: Sartre and Fanon." In Bakan, A. and Dua, E. (Eds.) *Theorizing Anti-Racism: Linkages in Marxism and Critical Race Theories* (pp. 184-204). University of Toronto Press.

Kratochwil, F.V. (1998) Politics, Norms and Peaceful Change. In Dunne, T., Cox, M. and Booth, K. (Eds.) *The Eighty Years Crisis: International Relations - 1919-1999*. Cambridge University Press, pp. 193-218.

Legro, J. and Moravcsik, A. (1999). Is Anybody still a Realist? *International Security*, 24(2), 5-55.

Linklater, A. (1996). The Achievements of Critical Theory", in Smith, S., Booth, K. and Zalewski, M. eds., *International Theory: Positivism and Beyond*. Cambridge University Press, pp. 279-300.

Linklater, A. (2000). The Question of the Next Stage in IR Theory: a Critical Theoretical Point of View. In Linklater, A. (Ed.) *Critical Concepts in Political Science, Vol. IV*. Routledge, pp. 1633-1654.

Lopez-Alves, F. (2012). The Latin American nation-state and the international. In Tickner, A. B. and Blaney, D. L. (Eds) *Thinking International Relations Differently* (pp. 161-180). Routledge.

Luard, E. (1992). The World Society Approach. In *Basic Texts in International Relations: The Evolution of Ideas about International Society* (pp. 559-574). Palgrave Macmillan.

- 
- Maclean, J. (2006) Marxism and International Relations: A Strange Case of Mutual Neglect. Chan, S. and Moore, C. (Eds.) *Theories of International Relations, Vol. 3* (pp. 48-74). Sage.
- Maggio, J. (2007). Can the Subaltern Be Heard?: Political Theory, Translation, Representation, and Gayatri Chakravorty Spivak. *Alternatives: Global, Local, Political*, 32 (4), 419-43.
- Mamdani, M. (1996) *Citizens and Subjects; Contemporary Africa and the Legacy of Late Colonialism*. Princeton University Press.
- Mansbach, R. W. (2000). Changing Understanding of Global Politics: Preinternationalism, Internationalism, and Postinternationalism. In Hobbs, H. H. (Ed.) *Pondering Postinternationalism: A Paradigm for the Twenty-First Century*. State University of New York Press, pp. 9-21.
- Mehta, V. R. (1999). The Pragmatic Vision: Kautilya and His Successors. In *Foundations of Indian Political Thought*. Manohar Publishers, pp. 80-102.
- Modelski, G. (1964). Kautilya: Foreign policy and international system in the ancient Hindu world. *American Political Science Review*, 58(3), 549-560.
- Morgenthau, H. (1997). *Politics Among Nations*. Kalyani, pp. 1-27.
- Nardin, T. (2006). The Moral Basis of Humanitarian Intervention. In Chan, S. and Moore, C. (Eds.) *Theories of International Relations, Vol. 2*. Sage, pp.380- 396.
- Nye, J. S. (1987). Power and Interdependence Revisited. *International Organization*, 41(4), 725-53.
- Paul, T.V. (2018). *Restraining Great Powers: Soft Balancing from Empires to the Global Era* Yale University Press. [Ch.1, 2 & 8].
- Price, R., & Reus-Smit, C. (1998). Dangerous liaisons? Critical international theory and constructivism. *European journal of international relations*, 4(3), 259-294.
- Quayum, M. A. (2006). Imagining "One World": Rabindranath Tagore's critique of nationalism. *Interdisciplinary Literary Studies*, 7(2), 33-52.
- Robert, G. (1981). *War and Change in World Politics*. Cambridge University Press [Preface, Ch., 1, 5 & 6].
- Rodney, W. (1982) *How Europe Underdeveloped Africa*. Howard University Press.
- Rosenau P.M. (1992). *Post-Modernism and the Social Sciences: Insights, Inroads and Intrusions* (pp. 3-41). Princeton University Press.
- Rosenberg, J. (1994). The Trouble with Realism. *The Empire of Civil Society: A Critique of the Realist Theory of International Relations*. London: Verso, pp. 9-37.
- Rosenberg, J. (2000). *The Follies of Globalization Theory*. Verso, pp. 65-85.
- Rotter, A. (2000). Saidism without Said: Orientalism and US Diplomatic History. *American Historical Review*, 105(4), 1205-17.

- 
- Ruggie, J. G. (1999) What Makes the World Hang Together? Neo-Utilitarianism and the Social Constructivist Challenge. In Katzenstein, P. J., Keohane, R. O. and Krasner, S. D. (Eds.) *Exploration and Contestation in the Study of World Politics* (pp. 215-246). MIT Press.
- Ruggie, J. G. (1986). Continuity and Transformation in the World Polity: Towards a Neo-Realist Synthesis. In Keohane, R. O. (Ed.) *Neorealism and Its Critics* (pp. 129-157). Columbia University Press.
- Ruggie, J. G. (1983). International Regimes, Transactions, and Embedded Liberalism in the Postwar Economic Order. In Krasner, S. (Ed.), *International Regimes* (pp. 195-232). Cornell University Press.
- Runyan, A. S. & Peterson, V. S. (2000). The Radical Future of Realism: Feminist Subversions in IR Theory. In Linklater, A. (Ed.), *Critical Concepts in Political Science, Vol. 4* (pp. 1693-1730), Routledge.
- Schmidt, B. C. (2002). On the History and Historiography of International Relations. In Carlsnaes, W., Risse, T. and Simmons, B. A. (Eds.) *Handbook of International Relations* (pp. 3-22). Sage.
- Shani, G. (2022). From "critical" nationalism to "Asia as method": Tagore's quest for a moral imaginary and its implications for post-Western international relations. *Global Studies Quarterly*, 2 (4), pp. 1-11.
- Sil, N. P. (2020). Pilgrim man: Rabindranath Tagore's cosmopolitanism and cosmic consciousness. In Quayum, M. A. (Ed.), *Tagore, nationalism and cosmopolitanism: Perceptions, contestations and contemporary relevance*, Routledge, pp. 126-144.
- Sorenson, G. (1998). IR Theory After the Cold War. In Dunne, T., Cox, M. and Booth, K. (Eds.) *The Eighty Years Crisis: International Relations 1919-1999* (pp. 83-100). Cambridge University Press.
- Sullivan, W.M. (2008). *The globalization of ethics: religious and secular perspectives*. Cambridge University Press.
- Sylvester, C. (2002) *Feminism in International Relations*. Cambridge University Press.
- Thomson, J. (1994). *Mercenaries, Pirates and Sovereigns*. Princeton University Press.
- Tickner, J. A. (1992). Man, the State and War: Gendered Perspectives on National Security. In *Gender in International Relations: Feminist Perspectives on Achieving Global Security* (pp. 27-66). Columbia University Press.
- Vivekanandan, Jayashree. (2011). *Interrogating International Relations: India's Strategic Practice and the Return of History*, Routledge.
- Waltz, K. N. (1959). *Man, the State and War: A Theoretical Analysis*. Columbia University Press.
- Waltz, K. N. (1979). *Theory of International Politics*. Addison-Wesley Publishing.
- Weber, C. (2006) Good Girls, Little Girls and Bad Girls: Male Paranoia in Robert Keohane's Critique of International Relations. In Chan, S. and Moore, C. (Eds.) *Theories of International Relations, Vol.*

---

4 (pp.104-117). Sage.

Weber, C. (1998). Reading Martin Wight's 'Why Is There No International Theory? As History. *Alternatives: Social Transformation and Human Governance*, 23, 451-70.

Wight, M. (1966). Why is There No International Theory? In Butterfield, H. and Wight, M. (Eds.) *Diplomatic Investigations* (pp. 17-34). Harvard University Press.

Williams, M. C. (2003) Words, Images, Enemies: Securitization and International Politics. *International Studies Quarterly*, 47(4): 511-531.

Williams, P., Goldstein, D. M. and Shafritz, J. M. (Eds.) (1994) *Classic Readings of International Relations*. Wadsworth Publishing Co. [Morgenthau, H. J.: Six Principles of Political Realism (pp. 34-38); and Carr, E. H.: The Realist Critique and the Limitations of Realism (pp. 31-34).

Yongjin, Z. (2001). System, Empire and State in Chinese International Relations. *Review of International Studies*, 27(5), pp. 43-63.

Young, C. (1988). The Colonial State and Post-Colonial Crisis. In Gifford, P. and Louis, Wm. R. (Eds.), *Decolonization and African Independence: The Transfers of Power 1960-80*. Yale University Press.

### **Facilitating the achievement of Course Learning Outcomes:**

Facilitating the achievement of the Course Learning Outcomes will involve a structured engagement with foundational and advanced theoretical frameworks in International Relations. Through lectures, seminars, and critical readings, students will explore both mainstream and alternative paradigms, allowing them to understand key theoretical debates and their geo-cultural contexts. Case-based discussions and simulations will help in applying these theories to real-world global and regional issues. Regular written assignments and presentations will enhance analytical and communication skills. Exposure to contemporary research and interdisciplinary approaches will prepare students for professional roles in academia, policy, and international affairs, equipping them with both theoretical insight and practical competencies.



---

## **Master of Arts in Political Science**

### **PS-CC 201: Theoretical Foundations and Frontiers of Public Administration**

**Credits: 4**

**Duration: 4 hrs. /week**

#### **Course Objectives**

This course offers a theoretically grounded and critically engaged exploration of public administration as both an academic discipline and a field of practice. It traces the evolution of administrative thought from classical foundations to contemporary paradigms, connecting debates on bureaucracy, efficiency, and institutional rationality with broader concerns of state-building and public value. The course examines key themes such as leadership, motivation, conflict, and administrative ethics, while also addressing governance innovations like participatory frameworks and institutional reform, particularly in Global South contexts. It concludes with a forward-looking engagement with futures thinking and comparative administrative traditions.

#### **Course Learning Outcomes**

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

- Demonstrate a clear understanding of classical, behavioral, and institutional theories in public administration.
- Critically evaluate administrative practices in relation to leadership, motivation, conflict, and ethics.
- Analyze governance paradigms and institutional innovations with attention to inclusion and participation.
- Apply theoretical insights to real-world administrative challenges in diverse political and regional contexts.
- Engage with contemporary debates on futures thinking, global crises, and comparative traditions in public administration.

#### **Course Content:**

##### **Unit I: Classical Thinking and Beyond**

###### **a) Classical Thought**

Wilson's politics-administration dichotomy and its reinterpretation in postcolonial contexts; Taylor's scientific management and administrative efficiency; Human Relations School (Elton Mayo and the Hawthorne Studies); Weberian bureaucracy and its critiques: Merton (dysfunctions), Gouldner (goal displacement).

###### **b) Contemporary Behavioral and Institutional Theories**

Simon's bounded rationality; March & Olsen's neo-institutionalism; Selznick's institutionalization.

---

**c) Post-Weberian and Governance-Oriented Models**

Public Value Theory (Mark Moore); Public Choice Theory (Buchanan & Tullock); Polycentric Governance (Elinor Ostrom).

**Unit II: Governance Paradigms and Institutional Innovation**

**a) Governance Frameworks**

New Public Management (NPM); New Public Governance (NPG); New Public Service (Denhardt & Denhardt); Collaborative Governance (Ansell & Gash).

**b) Institutional Innovation**

Agile bureaucracy; Citizen Charters; Learning Organizations.

**Unit III: Leadership, Motivation, and Conflict**

**a) Leadership Theories**

Transformational Leadership; Transactional Leadership; Intersectional Leadership; Adaptive Leadership, Feminist Theory.

**b) Motivation and Public Service Ethos**

Herzberg's Two-Factor Theory; ERG Theory (Alderfer); Self-Determination Theory (Deci & Ryan); Public Service Motivation (Perry & Wise).

**c) Conflict Resolution in Organizations**

Constructive Conflict (Mary Parker Follett); Structural Conflict Theory (Lewis Coser); Principled Negotiation (Fisher & Ury).

**Unit IV: Management Beyond Anglo-Indian Traditions**

**a) Indian Classical Thought in Administration**

Arthashastra (Kautilya); Sukraniti.

**b) East Asian Administrative Models**

Japanese Administrative Ethos; Korean Developmental State.

**Essential Readings:**

**Unit I: Classical Thinking and Beyond**

**a) Classical Thought**

Gouldner, A. W. (1954). *Patterns of industrial bureaucracy*. Free Press.

Mayo, E. (1933). *The human problems of an industrial civilization*. Macmillan.

Merton, R. K. (1940). Bureaucratic structure and personality. *Social Forces*, 18(4), 560–568.

Nhema, A. G. (2015). Relevance of classical management theories to modern public administration: A review. *Journal of Public Administration and Governance*, 5(3), 165–179.

Roethlisberger, F. J., & Dickson, W. J. (1939). *Management and the worker: An account of a research program conducted by the Western Electric Company, Hawthorne Works, Chicago* (Harvard Business School Studies in Business Administration). Harvard University Press.

---

Taylor, F. W. (1911). *The principles of scientific management*. Harper & Brothers.

Weber, M. (1946). Bureaucracy. In H. H. Gerth & C. W. Mills (Eds.), *From Max Weber: Essays in sociology* (pp. 196–244). Oxford University Press.

Wilson, W. (1887). *The study of administration*. *Political Science Quarterly*, 2(2), 197–222.

### **b) Contemporary Behavioral and Institutional Theories**

March, J. G., & Olsen, J. P. (1984). The new institutionalism: Organizational factors in political life. *American Political Science Review*, 78(3), 734–749.

Selznick, P. (1957) *Leadership in Administration: A Sociological Interpretation*. Harper & Row, New York, 62, 67-68.

Simon, H. A. (1947). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization*. New York: Macmillan.

### **c) Post-Weberian and Governance-Oriented Models**

Buchanan, J. M., & Tullock, G. (1962). *The calculus of consent: Logical foundations of constitutional democracy*. University of Michigan Press.

Moore, M. H. (1995). *Creating public value: Strategic management in government*. Harvard University Press.

Ostrom, E. (2010). Beyond markets and states: Polycentric governance of complex economic systems. *American Economic Review*, 100(3), 641–672.

## **Unit II: Leadership, Motivation, and Conflict in Public Administration**

### **a) Leadership Theories**

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press; Collier Macmillan

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19–31.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Heifetz, R. A. (1994). *Leadership without easy answers*. Harvard University Press, Cambridge

Jain, D., & Elson, D. (Eds.). (2011). *Harvesting feminist knowledge for public policy: Rebuilding progress*. SAGE Publications; International Development Research Centre.

Stivers, C. M. (2002). *Gender images in public administration: Legitimacy and the administrative state* (2nd ed.). SAGE Publications, Inc.

### **b) Motivation and Public Service Ethos**

---

Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4(2), 142–175.

Deci, Edward & Ryan, Richard. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*. 11. 227-268.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. John Wiley & Sons.

Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367–373.

### **c) Conflict Resolution and Conflict Management**

Coser, L. A. (1956). *The functions of social conflict*. London: Routledge and Kegan Paul.

Fisher, R., & Ury, W. (1981). *Getting to yes: Negotiating agreement without giving in*. Penguin Publishing Group.

Follett, M. P. (1942). *Dynamic administration: The collected papers of Mary Parker Follett* (H. C. Metcalf & L. F. Urwick, Eds.). Harper & Row.

Rahim, M. A., & Bonoma, T. V. (1979). Managing organizational conflict. *Psychological Reports*, 44(3), 1323–1344.

## **Unit III: Governance Paradigms and Institutional Innovation**

### **a) Governance Frameworks**

Hood, C. (1991). A public management for all seasons? *Public Administration*, 69(1), 3–19.

Osborne, S. P. (2006). The New Public Governance? *Public Management Review*, 8(3), 377–387.

Denhardt, J. V., & Denhardt, R. B. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, 60(6), 549–559.

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571.

Hood, C., & Dixon, R. (2015). *A government that worked better and cost less?* Oxford University Press.

### **b) Institutional Innovation**

Dunleavy, P, Margetts, H, John, S. and McCarthy, D. (1999) *Government on the Web*. . Stationery Office, London, UK.

Mergel, I., Ganapati, S., & Whitford, A. B. (2021). Agile: A new way of governing. *Public Administration Review*, 81(1), 161–165. <https://doi.org/10.1111/puar.13202>

---

Osborne, S. P., Radnor, Z., & Nasi, G. (2012). A New Theory for Public Service Management? Toward a (Public) Service-Dominant Approach. *The American Review of Public Administration*, 43, 135-158

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York.

#### **Unit IV: Management Beyond Anglo-Saxon Traditions**

Aoki, K. (2008). Transferring Japanese Kaizen activities to overseas plants in China. *International Journal of Operations & Production Management*, 28(6), 518–539.

Kautilya. (1992). *Arthashastra* (L. N. Rangarajan, Trans.). Penguin Books India.

Kim, P. S. (1996). South Korea: Searching for a new direction of administrative reform. *Australian Journal of Public Administration*, 55(4), 30-44.

Sarkar, B. (1975). *The Sukraniti-An old book*. Munshiram Manoharlal Publications Ltd.

Sharma, T. R. (2011). *The concept of equity in Sukraniti and Arthashastra: A comparative study*. Indian Institute of Advanced Study.

Suk Kim, P., & Yun, T. (2017). Strengthening Public Service Ethics in Government: The South Korean Experience. *Public Integrity*, 19(6), 607–623.

#### **Facilitating the Achievement of Course Learning Outcomes**

The course is designed to achieve its learning outcomes through a combination of conceptual clarity, critical engagement, and contextual relevance. Core theories are introduced not only as abstract models but also as frameworks to analyze contemporary administrative practices, with specific attention to Global South contexts. Readings from classical texts and contemporary scholarship are complemented by case-based discussions, policy simulations, and reflective writing assignments. This approach ensures that students develop both theoretical insight and the ability to critically evaluate public institutions, leadership models, governance innovations, and administrative responses to emerging global challenges.

---

## **Master of Arts in Political Science**

### **PS-CC 202: Comparative Political Analysis**

**Credits: 4**

**Duration: 4hrs/week**

#### **Course Objectives**

This course introduces students to different perspectives, approaches and conceptual frameworks of comparative political analysis. It presents to them critical considerations regarding conceptual and methodological problems with comparing categories and phenomena across time and cultures. The course emphasizes the importance of adopting a historical sensibility while being conscious simultaneously of the specificity of context while comparing. The course, therefore, sets out to enable the students to understand the history of comparative politics as a sub-discipline of political science, and exposing them to debates on different approaches and methods that constitute comparative political analysis. While anchoring the discussions in concepts that lend themselves to comparative analysis, the course consciously steers clear of looking for patterns of sameness to focus also on explaining differences. It emphasizes the importance of theoretical and conceptual rootedness in making comparisons and eschewing the tendency to look at the universe for comparison in terms of entrenched binaries. The course identifies specific conceptual categories such as colonialism, constitutionalism, state, political parties and party systems, and revolutions and social movements, as framing the universe of comparison and also as units of comparison, whose understanding would be enhanced by looking at them as historically located relational concepts.

#### **Course Learning Outcomes**

- After completing this course, the students would become familiar with the debates on concepts and approaches in comparative political analysis
- They would learn to use the comparative method to study political institutions, processes, regimes, and ideologies over time and across regions
- They would be able to use conceptual tools to understand political change from a historical, sociological, political economy, and institutional approaches
- They would understand that political realities across time and culture may be understood in terms of institutional forms and structures, political processes, and economic and social relationships

#### **Course Content:**

##### **Unit I: Comparative Politics, evolution, methods and approaches**

- a) Evolution of the sub discipline, Comparative methods and challenges of comparison
- b) Institutionalism and new-institutionalism; political economy and development debates; political culture and democracy
- c) Discourses on colonialism, anti-colonial nationalism and national cultural identities

---

## **Unit II: State and Constitutionalism in comparative perspective**

- a) Approaches to the study of modern states, capitalism and state formation in Europe, colonial and post colonial societies.
- b) Forms of states: welfare, populist, security, state of exception and biometric states
- c) Approaches to constitutionalism: comparative, transformative, emergency, gendered and digital constitutionalism.

## **Unit III: Political Parties, Electoral Systems and Federalism**

- a) What are political parties? Formation, evolution and transformation
- b) Party systems: genealogy, morphology and dynamic of party systems
- c) Elections and Electoral Systems
- d) Federalism: Types and Models of Power Sharing

## **Unit IV: Revolutions and Social Movements**

- a) Theories of revolution and comparative study of revolutions
- b) Theories of social movements
- c) Cyberspace and new modes of mobilization

## **Essential Readings:**

### **Unit I: Comparative Politics, evolution, methods and approaches**

Anderson, B. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. [Selections]

Anderson, B. 1998. *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*. Verso.

Blondel, J. 1999. Then and Now: Comparative Politics. *Political Studies*, XLVIII: 152-160.

Cabral, A. 1994. National Liberation and Culture. In Williams, P. and Chrisman, L. (eds.) *Colonial Discourse and Post-Colonial Theory* (pp. 53-65). Harvester Wheatsheaf, New York, 1994,.

Cesaire, A. 1994. From *Discourses on Colonialism*. In Williams, P. and Chrisman, L. (eds.) *Colonial Discourse and Post-Colonial Theory* (pp. 172-80). Harvester Wheatsheaf.

Chandhoke, N. 1996. Limits of Comparative Political Analysis. *Economic and Political Weekly*, XXXI (4). Landman, T. 2000 *Issues and Methods in Comparative Politics: An Introduction*, Routledge. (Part I and II).

Chatterjee, P. 1993. Whose Imagined Community? In *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

Clark, W. R., Golder, M. and Golder, S. N. 2018. *Principles of Comparative Politics*. Sage. [Ch.6. 'The Economic Determinants of Democracy and Dictatorship' (pp.175-212) and Ch.7. 'The Cultural Determinants of Democracy and Dictatorship' (pp.223-262)].

---

Davis, H. B. 1978. *Toward a Marxist Theory of Nationalism*. Monthly Review Press. [Chapter 6: Nationalism and the Chinese Revolution, pp. 165-181; Ch. 7: Latin America: Nationalism or Revolution, pp. 182-201; Ch. 8: Social Classes and the Formation of Nations: Fanon, Cabral, and the African Liberation Struggle, pp. 202-239].

Dogan, M. and Pelassy, D. 1998. *How to Compare Nations: Strategies in Comparative Politics*. Vision Books. (Part I: The Compass of the Comparativist; Chapter 1: Comparing to Escape from Ethnocentrism, pp. 5-11; Chapter 5: Functional Equivalences, pp. 31-37).

Esteva, G. 1997. Development. In Sachs, W. (ed.) *The Development Dictionary* (pp.8-34). Orient Longman.

Fanon, F. 1994. On National Culture. In Williams, P. and Chrisman, L. (eds.) *Colonial Discourse and Post-Colonial Theory* (pp. 36-52). Harvester Wheatsheaf.

Frank, A. G. 1989. The Development of Underdevelopment. *Monthly Review*, 41, (reprinted from September 1966 issue), pp. 37-51.

Gandhi, M. K. 1938. *Hind Swaraj*. (Trans. Desai, V. G.). Navajivan Publishing House.

Huntington, S. 1995. *The Clash of Civilizations and the Making of World Order*. Simon & Schuster.

Mohanty, M. 2000. *Contemporary Indian Political Theory* Samskriti.

Nandy, A. "The Psychology Of Colonialism: Sex, Age and Ideology In British India," in *The Intimate Enemy*, OUP, 1983.

Przeworski, A. 2007. Is the Science of Comparative Politics Possible? In Boix, C. and Stokes, S. C. (eds.) *Oxford Handbook of Comparative Politics*. Oxford University Press.

Renan, E. 1990 (1882). What is a Nation? In Bhabha, H. K. (ed.) *Nation and Narration*. Routledge.

Rhodes, R. A. W., Binder, S. A. and Rockman, B. A. (eds.). 2006. *The Oxford Handbooks of Political Institutions*. Oxford University Press. [Ch.1: March, J. G. and Olsen, J. P. 'Elaborating the 'New Institutionalism'', pp.3-22. (Part I & 2).]

Said, E. 1994. From *Orientalism*. In Williams, P. and Chrisman, L. (eds.) *Colonial Discourse and Post-Colonial Theory* (pp. 132-49), Harvester Wheatsheaf.

Shah, R., Abidi, A. A. and Naseem, M. A. 2008. Identity in Colonial and Postcolonial Contexts, Select Issues and Analyses. In Abdi, A. A. and Richardson, G. (ed.), *Decolonizing Democratic Education: Trans-disciplinary Dialogues* (pp.57-66). Brill.

Shohat, E. 1992. Notes on the Post-Colonial. *Social Text*, Third World and Post-Colonial Issues, No. 31/32: 99-113.

Wallerstein, I. 1974. The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis. *Comparative Studies in Society and History*, 16(4): 387-415.



---

Zhang, C. 2023. Postcolonial nationalism and the global right. *Geoforum* 144.

## **Unit II: State and Constitutionalism in comparative perspective**

---

Agamben, G. 2005. *State of Exception* (Trans. by Attell, K.). University of Chicago Press [Chapter One: State of Exception as a Paradigm of Government (pp.1-31)].

Celeste, E., Palladino, N., Redeker, D. and Yilma, K. 2023. *The Content Governance Dilemma: Digital Constitutionalism, Social Media and the Search for a Global Standard*. Palgrave Macmillan. [Chapter Two: The Content Governance Dilemma (pp. 7-20)]

Chandra, B.1999. Colonialism, Stages of Colonialism and the Colonial State (pp. 58-78).In *Essays on Colonialism*. Orient Longman.

Chatterjee, P. 1994. The Colonial State (pp. 14-34). In *The Nation and its Fragments: Colonial and Postcolonial Histories*, Oxford University Press.

Dann, P., Riegner, M. and Bonnemann, M.2020. The Southern Turn in Comparative Constitutional Law: An Introduction. In Dann, P., Riegner, M. and Bonnemann, M.(eds.) *The Global South and Comparative Constitutional Law*. Oxford University Press.

De Gregorio, G. 2022. *Digital Constitutionalism in Europe: Reframing Rights and Powers in the Algorithmic Society*. Cambridge University Press.

Dixon, R. 2024. Comparative Constitutional Modalities: Towards a Rigorous but Realistic Comparative Constitutional Studies. *Comparative Constitutional Studies*, 2 (1):60-79.

Garland, D. 2016. *The Welfare State: A Very Short Introduction*. Oxford University Press.

Greene, J. and Tew, Y. 2018. Comparative Approaches to Constitutional History', *Columbia Public Law Research Paper no. 14-613*.

Gustavsson, S. 2010. Thick and Thin Constitutionalism. *Statsvetenskaplig Tidskrift*, 112 (1).

Hailbronner, M. 2017. Transformative Constitutionalism: Not Only in the Global South. *American Journal of Comparative Law*, 65(3): 527-565.

---

Held, D. 1992. The Development of the Modern State. In S. Hall and B. Gieben (eds.) *Formations of Modernity*. Polity in association with The Open University.

Jessop, B. 2006. The State and State Building (pp.111-130). In Rhodes, R.A.W., Binder, S.A. and Rockman, B. A. (eds.) *The Oxford Handbook of Political Institutions*. Oxford University Press.

Langa, P. 2006. Transformative Constitutionalism', *17 Stellenbosch Law Review*, 351.

---

Miliband, R. 1969. *The State in Capitalist Society* Basic Books.

Mudde, C. and Kaltwasser, C. R. 2017. *Populism, A Very Short Introduction*, Oxford University Press.

---

Nandy, A. 1997. State. In W. Sachs (ed.) *The Development Dictionary: A Guide to Knowledge and Power* (pp.353-67). Orient Longman.

Pitkin, H. F. 1987. The Idea of a Constitution. *Journal of Legal Education*, 37(2): 167-169.

Ramraj, V. 2011. Emergency Power and Constitutional Theory. *Hong Kong Law Journal*, 41: 2.

Sartori, G. 1994. *Comparative Constitutional Engineering: An Inquiry into Structures, Incentives and Outcomes*. Macmillan. [Comparative Constitutional Engineering (pp.197-204)].

Schepple, K. L. 2003. The Agendas of Comparative Constitutionalism. *Law and Courts*, pp.5-22.

### **Unit III: Political Parties, Electoral Systems and Federalism**

Boix, C. 2007. The Emergence of Parties and Party Systems', Part VI, Chapter XXI. In C. Boix and S. C. Stokes (eds.) *The Oxford Handbook of Comparative Politics* (pp. 499-521). Oxford University Press.

Caramani, D. 2014. *Comparative Politics*, Oxford University Press. [Ch.12, Richard Katz, 'Political Parties' (pp.199-215); Ch.13, Daniele Caramani, 'Party Systems' (pp.216-236)].

Choudhary, S. K. 2018. Theorizing Parties and Party Systems. In *The Changing Face of Parties and Party Systems: A Study of Israel and India* (pp. 3-22). Springer and Palgrave Macmillan.

Clark, W.R., Golder M. and Golder, S. N. 2018. *Principles of Comparative Politics*, Sage. [Ch. 13: Elections and Electoral Systems (pp. 521-584); Ch. 14: Social Cleavages and Party Systems (pp.585-644)].

Sartori, G. 1976. *Parties and Party System: A framework for Analysis*. Cambridge University Press.

Saxena, R. (Ed.) 2011. *Varieties of Federal Governance: Major Contemporary Models*. Foundation Cambridge University Press.

Watts, R.L. 2008. *Comparing Federal Systems, third edition*. Institute of Intergovernmental Relations. Queens University Press

### **Unit IV: Revolutions and Social Movements**

Della Porta, D. and Diani, M. 2006. *Social Movements: An Introduction*, Blackwell.

Kahne, J. and Bowyer, B. 2018. The Political Significance of Social Media Activity and Social Networks, *Journal Political Communication*, 35 (3): 470-493.

Loader, B. D., Vromen, A. and Xenos, M. A. The Networked Young Citizen: Social Media, Political Participation and Civic Engagement, *Information, Communication & Society*, 17(2): 143-150.

Moore Jr., B. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Allen Lane and Penguin.

---

Norris, P. 2022. New Social Movement, Protest Politics and the Internet. In *Democratic Phoenix, Reinventing Political Activism*. Cambridge University Press.

Skocpol, T. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge University Press.

Tilly, C. 2004. *Social Movements, 1768-2004*. Paradigm Publishers.

Tufekci, Z. 2014. Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape. *Journal of International Affairs*, 68 (1): 1-18.

Wallerstein, I. 2004. New Revolts Against the System. In Mertes, T. (ed.) *A Movement of Movements, Is Another World Really Possible*. Verso.

### **Facilitating the achievement of Course Learning Outcomes:**

---

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. The teachers use varied pedagogical techniques including class projects (in individual and group mode), term papers, class presentations and field research to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

---

## **Master of Arts in Political Science**

### **PS-CC 203: Themes in Indian Political Thought**

**Credits: 4**

**Duration: 4 hrs./week**

#### **Course Objectives**

This course aims to introduce students to the richness and variety of Indian Political Thought. This tradition spans centuries, if not millennia, culminating in the various present-day understandings of Indian society.

#### **Course Learning Outcomes**

The course will provide students a preliminary grasp of some critical issues animating Indian political thought today and acquaint them with some key debates within this tradition.

#### **Course Content:**

##### **Unit I: Perspectives**

- a) What is Indian in Indian Political Thought?
- b) Classical: Vedic and Shramanic
- c) Syncretic, Islamic, Reformist
- d) Tradition and Modernity Debate
- e) Contemporary Perspectives: Liberal, Gandhian, Socialist, Hindutva, Dalit Bahujan

##### **Unit II: Theories and Practices of Knowledge**

- a) Indological and Orientalist
- b) Post-colonial

##### **Unit III: State and Community**

- a) The monarchical, colonial and postcolonial state
- b) Janapada, Sangha, Jati, Quam
- c) Community and Civil Society

##### **Unit IV: Nationalism in Indian Political Thought**

- a) Cultural, Religious and Economic Nationalism
- b) Critiques of Nationalism

#### **Essential Readings:**

##### **Unit 1 (a)**

Parel, A. (2009). From political thought in India to Indian political thought. In T. Shogimen & C. J.

---

Nederman (Eds.), *Western political thought in dialogue with Asia* (pp. 187–208). Lexington Books.

Ramanujan, A. K. (2001). Is there an Indian way of thinking? An informal essay. In V. Dharwadker (Ed.), *The collected essays of A. K. Ramanujan* (pp. 34–51). Oxford University Press.

#### **Unit 1 (b)**

Mookerji, R. K. (1957). *Men and thought in ancient India*. Motilal Banarsidass.

Mookerji, R. K. (2003). *The fundamental unity of India*. Bharatiya Vidya Bhavan.

Pandey, G. C. (n.d.). Shramanic lectures 1, 2, and 3. In *Sramana tradition: Its history and contribution to Indian sociology*. L.D. Institute of Indology.

Varma, V. P. (1974). *Studies in Hindu political thought and its metaphysical foundations*. Motilal Banarsidass.

#### **Unit 1(c)**

Das, N. K. (n.d.). *Cultural diversity, religious syncretism and people of India: An anthropological interpretation*.

Hess, L. (2002). *The Bijak of Kabir*. Oxford University Press.

Ranganathan, S., & Peetush, A. (2017). The ethics of radical equality: Vivekananda and Radhakrishnan's neo-Hinduism as a form of spiritual liberalism. In *The Bloomsbury research handbook of Indian ethics*. Bloomsbury.

Sen, A. P. (n.d.). Introduction to the special issue on "Hinduism: Historical perspectives and contemporary developments." *Religions*, 12(85).

Stewart, C. (1999). Syncretism and its synonyms: Reflections on cultural mixture. *The Journal of Religion*, 29(3), Autumn.

Venugopal, C. N. (1990). Reformist sects and the sociology of religion in India. *Sociological Analysis*, 51(S), S77–S88.

#### **Unit 1(d)**

Kapoor, K., & Singh, A. K. (2005). *Indian knowledge systems*. Indian Institute of Advanced Study.

Kapoor, K., & Singh, A. K. (2005). *Text and interpretation: The Indian tradition*. D. K. Print world.

Nandy, A. (1983). *The intimate enemy: The loss and recovery of self under colonialism*. Oxford University Press.

#### **Unit 1 (e)**

Maclean, K. (2017). *The fundamental rights resolution*. *Comparative Studies of South Asia, Africa*

---

and the Middle East, 37(2), 213–219.

Parel, A. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge University Press.

### **Unit II (a)**

Cohn, B. S. (1996). *Colonialism and its forms of knowledge: The British in India*. Princeton University Press.

Inden, R. (1986). Orientalist constructions of India. *Modern Asian Studies*, 20(3), 401–446.

### **Unit II (b)**

Chakrabarty, D. (2000). *Provincialising Europe: Postcolonial thought and historical difference*. Oxford University Press.

Dharampal. (1999). *Despoliation and defaming of India*. Bharat Peetham.

Dharampal. (2017). *Bhartiya chitta, manas and kala* (Rev. ed.). In *Essential writings of Dharampal*. Bharat Peetham.

### **Unit III (a)**

Drekmeier, C. (1962). *Kingship and community in early India*. Stanford University Press.

Guha, R. (1998). *Dominance without hegemony: History and power in colonial India*. Harvard University Press.

Sarkar, S. (1985). *A critique of colonial India*. Papyrus.

### **Unit III (b)**

Heesterman, J. C. (1988). *The inner conflict of tradition: Essays in Indian ritual, kingship and society*. University of Chicago Press.

Nair, J. (1996). *Women and law in colonial India*. Zubaan/Kali for Women.

### **Unit III (c)**

Featherstone, D. (2013). Black internationalism, subaltern cosmopolitanism, and the spatial politics of antifascism. *Annals of the Association of American Geographers*, 103(6), 1406–1420.

Fraser, N. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. *Social Text*, 25/26, 56–80.

Habermas, J., Lennox, S., & Lennox, F. (1974). The public sphere: An Encyclopedia article (1964). *New German Critique*, 3, 49–55.

Kumar, S. (2005). *Self, society and value: Reflections on Indian philosophical thought*. Vidyanidhi Prakashan.

---

#### **Unit IV (a)**

Baughn, C. C., & Yaprak, A. (1996). Economic nationalism: Conceptual and empirical development. *Political Psychology*, 17(4), 759–778.

Bose, S. (2017). *The nation as mother and other visions of nationhood*. Penguin.

Chandra, B. (2010). *The rise and growth of economic nationalism in India: Economic policies of Indian national leadership, 1880–1905*. Har-Anand Publications.

Paranjape, M. (1993). *Decolonization and development: Hind Swaraj revisited*. Sage.

#### **Unit IV (b)**

Habib, S. I. (2017). *Indian nationalism: Essential writings*. Aleph Book Company.

Omvedt, G. (1991). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. Sage.

Pantham, T. (2004). The Indian nation-state. In V. Das (Ed.), *Handbook of Indian sociology* (pp. 426–450). Oxford University Press.

Paranjape, M. (2010). *Altered destinations: Self, society, and nation in India*. Anthem Press.

Rudolph, L. I., & Rudolph, S. H. (1984). *The modernity of tradition: Political development in India*. University of Chicago Press.

Singh, S. P. (2018). Introduction. In *Politics for a new India*. Rupa Publications.

Srinivas, M. N. (1967). *Social change in modern India*. Orient Longman.

#### **Suggested Readings:**

Chandra, B. (2010). Indian political economy. In *The rise and growth of economic nationalism in India: Economic policies of national leadership, 1885–1905*. Har-Anand Publications.

Das, N. K. (n.d.). Cultural diversity, religious syncretism and people of India: An anthropological interpretation. *Bangladeshi Anthropologist*.

Pandey, G. C. (n.d.). Shramanic lectures 1, 2, and 3. In *Sramana tradition: Its history and contribution to Indian sociology*. L.D. Institute of Indology.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams.

---

The teachers use varied pedagogical techniques, including class projects (in individual and group mode), term papers, class presentations, and field research to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and evaluation.



---

**Master of Arts in Political Science**  
**PS-DSE 01 Ethics and Politics**

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 01 Ethics and Politics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

### **Course Objectives**

The purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life from the issues of hunger and poverty to matters of violence and war to the problems of family, political virtues and the ethics of professional behaviour. As many contemporary political practices demand ethical reasoning, we need a more focused and comprehensive engagement between ethics and politics that the paper provides.

### **Course Learning Outcomes**

The course offers a more focused and comprehensive engagement between ethics and politics and helps imbibe skills of ethical reasoning to evaluate contemporary political practices, policies and phenomena.

### **Course Content:**

#### **Unit I: The Nature of Ethical Reasoning**

- a) Rationality and objectivity in ethics
- b) Ethical Reasoning in politics

#### **Unit II: Dealing with Poverty**

- a) Hunger, Homelessness and Freedom
- b) Hunger: Capabilities and the Right to Food
- c) International obligations to remove poverty

#### **Unit III: Prevention of Corruption**

- a) Public ethics and Private Morality
- b) Corruption in Public and Private Life
- c) The Problem of Dirty Hands

#### **Unit IV: Secularism, Tolerance and Minority Rights**

- a) Traditions of Tolerance in India

- 
- b) Secularism and Minority rights
  - c) Secularism and Pluralism

### **Essential Readings:**

#### **Unit I**

Aristotle (2004), *The Nicomachean Ethics*, Penguin Books.

Bell, Duncan (ed.) (2010), *Ethics and World Politics*, Oxford University Press.

Deigh, John (2010), *An Introduction to Ethics*, Cambridge University Press.

Lazari-Radek, Katarzyna de, and Singer, Peter (2012), "The Objectivity of Ethics and the Unity of Practical Reason", *Ethics*, Vol. 123, No. 1, pp. 9-31.

Singer, Peter (1979), *Practical Ethics*, Cambridge, Cambridge University Press.

#### **Unit II**

Adams, Francis (2021), *The Right to Food: The Global Campaign to End Hunger and Malnutrition*, Palgrave Macmillan.

Sen, Amartya (1992), *Inequality Reexamined*, Oxford University Press.

Sen, Amartya (2005), 'Capabilities, Lists, and Public Reason: Continuing the Conversation', in B. Agarwal et al. (eds.), *Amartya Sen's Work and Ideas: A Gender Perspective*, pp. 335-338, Routledge.

Somerville, Peter (2013), "Understanding Homelessness", *Housing Theory and Society*, DOI: 10.1080/14036096.2012.756096

Walzer, Michael (1983), *Spheres of Justice: A Defence of Pluralism and Equality*, New York: basic Books.

#### **Unit III**

Barrington, Robert, et al (2022), *Understanding Corruption: How Corruption Works in Practice*, Agenda Publishing.

Kravis, Jonathan and Hessick, Carissa Byrne (2022), *Public Corruption*, Carolina Academic Pr.

Kubbe, Ina and Engelbert, Annika (2019), *Corruption and Norms: Why Informal Rules Matter (Political Corruption and Governance)*, Palgrave Macmillan

Walzer, Michael (1973), "Political Action: The Problem of Dirty Hands", *Philosophy and Public Affairs*, Vol. 2, No. 2, pp. 160-180.

---

Wellborn, Charles (1978), "Public versus Private Morality: Where and How Do We Draw the Line?", *Journal of Church and State*, Vol. 20, No. 3, pp. 491-505

#### **Unit IV**

Balasubramanian, R. (ed.) (2004), *Tolerance in Indian Culture*, Indian Council of Philosophical Research

Cohen, Marshall, Thomas Nagel and Thomas Scanlon (eds.) (1977), *Equality and Preferential Treatment*, Princeton University Press.

Walzer, Michael (1997), *On Toleration*, Yale University Press.

#### **Suggested Readings:**

Delgado, Richard, and Stefania, Jean (2004), *Understanding Words that Wound*, Westview Press, 2004.

Fuller, R. Buckminster (1974), *Operating Manual for Spaceship Earth*, Pocket.

Ostrom, Elinor (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.

Robin, Marie-Monique (2009), *Corruption, and the Control of the World's Food Supply*, The New Press.

Simon, Thompson, (2006) *The Political Theory of Recognition*, Polity Press, 2006.

Thompson, Dennis F (1987), *Political Ethics and Public Office*, Harvard Mass, Harvard University Press.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.
- The students are given space to articulate their views through posters, cartoons, photographs and multimedia presentations, including short films.

---

**Master of Arts in Political Science**  
**PS-DSE 02 Theory and Practice of Democracy**

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 02 Theory and Practice of Democracy	4	3	1	Bachelor's degree in any course	None

**Course Objectives**

This course will trace the evolution of democracy with a focus on modern and contemporary influences, approaches and theories.

**Course Learning Outcomes**

The course intends to deepen an understanding of the relationship between norms, institutions and political processes as they have evolved in some political communities, including India.

**Course Content:**

**Unit I: The Idea of Democracy**

- a) The historical evolution of the idea
- b) Ancient and modern variants
- c) Foundations of modern democracy

**Unit II: Democracy and Political Community**

- a) Boundaries of Political Community: nationalism and nation-state
- b) Membership in political community: who belongs?
- c) Democratic education and the idea of civic virtues

**Unit III: Democracy and Representation**

- a) Democratic recognition of marginalized groups
- b) Political Equality and Proportional Representation
- c) The idea of group representation

**Unit IV: Democracy and Liberal Constitutionalism**

- a) Challenges of plural societies
- b) Institutions of power-sharing: federalism; consociationalism
- c) Rights as trumps

---

## Essential Readings:

### Unit I

Arblaster, Anthony (1994), *Democracy*, 2nd Edition, Milton Keynes: Open University Press.

Dahl, Robert A. (1998), *On Democracy*, Yale: Yale University Press.

Ober, Josiah (2008), "The Original Meaning of "Democracy": Capacity to Do Things, not Majority Rule", *Constellations*, Vol. 15, No. 1, pp. 3-9.

Tilly, Charles (2007), *Democracy*, Cambridge: Cambridge University Press.

### Unit II

Bauböck, Rainer (2017), "Political Membership and Democratic Boundaries" in Ayelet Shachar et al (eds.), *The Oxford Handbook of Citizenship*, Oxford University Press.

Gutmann, Amy (1987), *Democratic Education*, Princeton University Press.

Kymlicka, Will and Norman, Wayne (2016), "The Return of the Citizen", in Ricardo Blaug and John Schwarzmantel (eds.), *Democracy: A Reader*, Columbia University Press.

Pateman, Carole (2016), "Participation and Democratic Theory", in Ricardo Blaug and John Schwarzmantel (eds.), *Democracy: A Reader*, Columbia University Press.

Shapiro, Ian (2003) *The State of Democratic Theory*, Princeton University Press.

### Unit III

Bakunin, Michael (2016), *The Illusion of Universal Suffrage*, in Ricardo Blaug and John Schwarzmantel (eds.), *Democracy: A Reader*, Columbia University Press.

Phillips, Anne (1995), *The Politics of Presence*, Oxford University Press.

Pitkin, Hanna (1967), *The Concept of Representation*, University of California Press.

Young, Iris Marion (1990), *Justice and the Politics of Difference*, Princeton University Press.

### Unit IV

Cruse, Harold (1988), *Plural but Equal: Blacks and Minorities in America's Plural Society*, William Morrow & Co.

Dworkin, Ronald (1977), *Taking Rights Seriously*, Harvard University Press.

Saxena, Rekha (ed.), (2020), *New Dimensions in Federal Discourse in India*, Routledge India.

Somayaji, Sakarama et al (eds.) (2024), *The Plural Social Sphere: Insight from Contemporary Indian Society*, Routledge India.

---

Vieytez, Eduardo, J and Dunbar, Robert (eds.) (2000), *Human Rights and Diversity: New Challenges for Plural Societies*, Universidad de Deusto.

**Suggested Readings:**

Barber, Benjamin R (1984), *Strong Democracy: Participatory Politics for a New Age*, University of California Press.

Benhabib, Seyla (ed.) (1996) *Democracy and Difference*, Princeton University Press.

Calhoun, Craig (1999), "Nationalism, Political Community and the Representation of Society Or, Why Feeling at Home is not a Substitute for Public Space", *European Journal of Social Theory*, Vol. 2, No. 2, pp. 217-231.

Dunn, John (2019), *Setting the People Free: The Story of Democracy*, Princeton University Press.

Held, David (1996), *Models of Democracy*, Stanford University Press.

Macpherson, C. B. (1977), *The Life and Times of Liberal Democracy*, Oxford: Oxford University Press.

Schumpeter, Joseph (1942), *Capitalism, Socialism, and Democracy*, Harper and Row.

**Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

**Master of Arts in Political Science**  
**PS-DSE 03: Egalitarianism: Theory and Practice**

**Credits: 4**

**Duration: 4 hrs./week**

Course Code and Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 03: Egalitarianism: Theory and Practice</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

**Course Objectives**

Egalitarianism is central to some of the most recent debates in normative political theory pertaining especially to distributive justice. In many ways, however, different stripes of egalitarianism respond to, and engage with, various forms and practices of inequality. The course intends to acquaint students with contemporary egalitarian thinkers and theories as well as shed light on recent manifestations of inequality and its different dimensions.

**Course Learning Outcomes**

The course offers a comprehensive understanding of egalitarian discourses cutting across ideological divides, and equips students with analytic skills to question inegalitarian practices.

**Course Content:**

**Unit I:** Egalitarianism as a Moral and Political Ideal

- a) Social and economic inequalities: 20th century ideological responses
- b) Social Hierarchies and the Promise and Limits of Equal Opportunity

**Unit II:** Welfare egalitarianism; Resource egalitarianism; and Capability approach

- a) Luck Egalitarianism and its Critique
- b) Egalitarianism: Global Dimensions

**Unit III:** Alternatives to Egalitarianism: Desert, Priority, Sufficiency

**Unit IV:** Social Equality and Relational Egalitarianism; Equality for Whom?

**Essential Readings:**

---

**Unit I:**

Arneson, R. J. (1989). Equality and equal opportunity for welfare. *Philosophical Studies*, 56, 77–93.

Carter, I. (2011). Respect and the basis of equality. *Ethics*, 121, 538–571.

Cohen, G. A. (1989). On the currency of egalitarian justice. *Ethics*, 99, 906–944. Cohen, J. (1989). Democratic equality. *Ethics*, 99, 727–751.

Fishkin, J. (1983). *Justice, equal opportunity, and the family*. Yale University Press.

Fleurbaey, M. (1995). Equal opportunity or equal social outcome? *Economics and Philosophy*, 11, 25–55.

Frankfurt, H. (1987). Equality as a moral ideal. *Ethics*, 98, 21–42.

Temkin, L. S. (1993). *Inequality*. Oxford University Press.

**Unit II:**

Dworkin, R. (2000). *Sovereign virtue: Equality in theory and practice*. Harvard University Press.

Knight, C., & Stemplowska, Z. (Eds.). (2011). *Responsibility and distributive justice*. Oxford University Press.

Kymlicka, W. (1990). *Contemporary political philosophy: An introduction*. Oxford University Press.

Anderson, E. (1999). What is the point of equality? *Ethics*, 109, 287–337.

Anderson, E. S. (2010). The fundamental disagreement between luck egalitarians and relational egalitarians. *Canadian Journal of Philosophy*, 40(sup1), 1–23.

Tan, K.-C. (2008). A defense of luck egalitarianism. *Journal of Philosophy*, 105, 665–690.

Sen, A. (1992). *Inequality reexamined*. Harvard University Press.

**Unit III:**

Crisp, R. (2003). Equality, priority, and compassion. *Ethics*, 113, 745–763.

\_\_\_\_\_ (2000). *Women and human development: The capabilities approach*. Cambridge University Press.

Parfit, D. (1997). Equality and priority. *Ratio*, 10, 202–221.

Pogge, T. (1994). An egalitarian law of peoples. *Philosophy and Public Affairs*, 23, 195–224.

**Unit IV:**



---

Elford, Gideon. 2012. Equality of status and distributive equality. *Journal of Value Inquiry*, 46, 353–67.

Wilkinson, R., & Pickett, K. (2009). *The spirit level: Why greater equality makes societies stronger*. New York, NY: Bloomsbury Press.

Wolff, J. (1998). Fairness, respect, and the egalitarian ethos. *Philosophy and Public Affairs*, 27, 97–122.

Young, I. M. (2001). Equality of whom? Social groups and judgments of injustice. *Journal of Political Philosophy*, 9(1), 1–18.

**Facilitating the achievement of Course Learning Outcomes:**

- The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:
- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

**Master of Arts in Political Science**  
**PS-DSE 04: Politics and Psychoanalysis**

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 04: Politics and Psychoanalysis</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

### **Course Objectives**

Away from the focus on resistance and protest, this course will take us to the question of over-identification and surplus investment in the circuits of power, capital and the state. Starting from Freud's notion of the unconscious and Lacan's notion of the Real, we will arrive at recent theories of ideology and the gaze of the big Other. The post-structuralist critique of the Oedipal complex by those like Deleuze will also be studied. Colonialism and the big Other will be discussed with reference to Fanon. There is a section on ideology, the gaze and cinema.

### **Course Learning Outcomes**

This course aims to equip students with the conceptual tools to relate the political and the social with the domain of the individual self, psyche and the other. It will help students see the underlying psychic investments that constitute both the real-life domains of the political and the economic.

### **Course Content:**

**Unit I.** Why Psychoanalysis?

**Unit II.** Freud's unconscious and Lacanian Real

**Unit III.** The Gaze, cinema, and ideological interpellation

**Unit IV.** The end of psychoanalysis: Anti-Oedipus

### **Essential Readings:**

#### **Unit I**

Freud, S. (1995). *The Freud reader* (P. Gay, Ed.). W. W. Norton & Company.

Freud, S. (2003). *Beyond the pleasure principle*. Penguin Classics.

#### **Unit II**

---

Lacan, J. (1989). The mirror stage; The subversion of the subject and the dialectic of desire in the Freudian unconscious. In *Écrits: A selection* (A. Sheridan, Trans., pp. 1–7, 292–325). Routledge.

Lacan, J. (2004). The Freudian unconscious and ours. In *The four fundamental concepts of psychoanalysis* (A. Sheridan, Trans.). Routledge. (Original work published 1973)

### Unit III

Fanon, F. (1986). *Black skin, white masks* (C. L. Markmann, Trans.). Pluto Press. (Original work published 1952)

Kristeva, J. (1986). Psychoanalysis and the polis. In T. Moi (Ed.), *The Kristeva reader* (pp. 231–246). Columbia University Press.

### Unit IV

Althusser, L. (1969). Freud and Lacan. *New Left Review*, 55, 65–76.

Butler, J. (1997). *The psychic life of power: Theories in subjection*. Stanford University Press.

Deleuze, G., & Guattari, F. (2004). *Anti-Oedipus: Capitalism and schizophrenia* (R. Hurley, M. Seem, & H. R. Lane, Trans.). Continuum. (Original work published 1972)

Zupančič, A. (2007). Psychoanalysis. In C. V. Boundas (Ed.), *The Edinburgh companion to twentieth-century philosophies* (pp. 249–266). Edinburgh University Press.

Žižek, S. (1989). *The sublime object of ideology*. Verso.

### Suggested Readings

Copjec, J. (2015). *Reading my desire: Lacan against the historicists*. Verso.

Dolar, M. (2012). One divides into two. *E-flux*, (33). <https://www.e-flux.com/journal/33/68270/one-divides-into-two/>

Dor, J. (1998). *Introduction to the reading of Lacan: The unconscious is structured like a language* (S. Fairfield, Trans.). Other Press.

McGowan, T. (2007). *The real gaze: Film theory after Lacan*. State University of New York Press.

Mitchell, J. (2000). *Psychoanalysis and feminism: The return to Freud* (2nd ed.). Basic Books.

Stavrakakis, Y. (1999). *Lacan and the political*. Routledge.

### Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated

---

requirements of the University of having internal assessments and end-semester exams.

These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non-governmental sector and learn skills to undertake future research.

**Master of Arts in Political Science**  
**PS-DSE 05: Political Theology Debates: Vedic and Buddhist**

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 05: Political Theology Debates: Vedic and Buddhist</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

**Course Objectives**

This course will introduce students to a select few original texts. We will focus on the debates between Buddhist and Vedic philosophers, through a selective reading of Kumarila Bhatt, Vasubandhu, Nagarjuna and Adi Shankara. The debates revolve around questions of epistemology and cognition and their relation to the Dhamma/Dharma and politics. The convergence of sovereign power (cakravartin) and dhamma will be explored.

**Course Learning Outcomes:**

This will give students a small window to the richness of Indian philosophical debates and also give them some grasp of the key conceptual categories that are foundational to Indian thinking on morality and politics.

**Contents:**

**Unit I.** What is Dhamma and Dharma?

**Unit II.** Kumarila Bhatt: The Poverty of perception or why Buddhism is not Dharma

**Unit III.** Is perception always self-cognition? The Buddhist response

**Unit IV.** 'Consciousness-only' (vijñapti-matrata-siddhi) as a critique of realism

**Essential Readings:**

**Unit I**

Patrick Olivelle, The Dharma Reader

Sankaracharya, Commentary to the Brihadarankya Upanishad, Translated by Swami Madhavananda, Advaita Ashram, Almora, 1950.

---

## **Unit II**

Kumarila Bhatt, "The Determination of Perception" (Pratyakshaparichedda), in *A Hindu Critique Middle Way*, Translated by David J. Kalupahana, New York, State University of New York.

Nagarjuna, *Mulamadhyamakakarika*, English Translation: Nagarjuna: The Philosophy of the of Buddhist Epistemology, English Transaltion of *Slokavarttika* by John Taber, London and New York, Routledge, 2012.

## **Unit III**

Vasubandhu, *Vimsatika* and *Trimsatika*. English Translation by Stefan Anacker. Seven works of Vasubandhu, the Buddhist psychological doctor. Issue 4 of *Religions of Asia* series. New Delhi, Motilal Banarsidass, 1984.

## **Unit IV**

Adi Sankara, *Dasasloki*. English Translation by K.N. Subramanian, Varanasi, Rishi Publication, 1989.

Friedrich Nietzsche, *The Will to Power*, Translated by Walter Kaufmann and R.J. Hollingdale, Vintage Books, New York, 1968.

Friedrich Nietzsche, *On The Genealogy of Morals*, Translated by Walter Kaufmann and R.J. Hollingdale, Vintage Books, New York, 1989.

*Selections from the Pali Canon: Mahasatipatthana Suttam*, Vipassana Research Institute, Igatpuri, 1993.

## **Suggested Readings**

David J. Kalupahana, *Nagarjuna's Mulamadhyamakarika*, State University of New York, New York, 1986.

Stefan Anacker, *Seven Works of Vasubandhu*, Motilal Banarsidass, Delhi, 1998.  
Schterbatsky, *Buddhist logic*, Vols. I & II, Motilal Banarsidass, Delhi, 2008.

Rahul Sankrityayana, *Darshan aur Digdarshan*, Kitab Mahal, Delhi, 2014.

Zhihua Yao, *The Buddhist theory of self-cognition*, Routledge, London and New York, 2005.

Jonardan Ganeri, *The Concealed Art of the Soul: Theories of the Self and Practices of Truth in Indian Ethics and Epistemology*, Oxford University Press, New Delhi, 2012.

## **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

---

These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

**Master of Arts in Political Science**  
**PS-DSE 06: Comparative Political Theory**

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 06: Comparative Political Theory</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

**Course Objectives**

This course engages with the debates surrounding the contemporary status of normative political theory and its methodological underpinnings, postcolonial critiques of Eurocentric thinking, and contemporary reflections on comparative political theory.

**Course Learning Outcomes**

This course hopes to encourage deep reading and reflection, as well as discussion and writing, on methodological issues in political theory, both contextual and comparative.

**Course Content:**

**Unit I.** Deparochializing Political Theory: Explorations Beyond the Western Canon;  
What is Comparative Political Theory?

**Unit II.** Political Ideas across Time and Space; Diverse conceptions of 'the political';  
Revisiting the Methods and Tools of Normative Political Theory ;  
The inevitability of comparative theorizing in a globalized world

**Unit III.** CPT: cross-cultural dialogue vs. methods-centered approach

**Unit IV.** CPT and the invitation to Global Political Theory

**Essential Readings:**

**Unit I:**

Black, A. (2011). The way forward in comparative political thought. *Journal of International Political Theory*, 7(2), 221–228.

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton: Princeton University Press.

Dallmayr, F. (2004). Beyond monologue: For a comparative political theory. *Perspectives on*



---

*Politics*, 2(2), 249–257.

Taylor, C. (1985). Understanding and ethnocentricity. In *Philosophy and the human sciences: Philosophical papers 2* (pp. 116–133). Cambridge: Cambridge University Press.

Tully, J. (2016). Deparochializing political theory and beyond: A dialogue approach to comparative political thought. *Journal of World Philosophies*, 1, 51–74.

## **Unit II:**

Carens, J. H. (2004). A contextual approach to political theory. *Ethical Theory and Moral Practice*, 7(2), 117–132.

Cohen, G. A. (2003). Facts and principles. *Philosophy & Public Affairs*, 31(2), 211–245.

Stears, M., & Leopold, D. (Eds.). (2008). *Political theory: Methods and approaches*. Oxford: Oxford University Press.

## **Unit III:**

Euben, R. L. (2006). Traveling theorists and translating practices. In *Journeys to the other shore: Muslim and Western travelers in search of knowledge* (pp. 20–46). Princeton: Princeton University Press.

Godrej, F. (2009a). Response to ‘What is comparative political theory?’. *Review of Politics*, 71, 567–582.

Godrej, F. (2009b). Towards a cosmopolitan political thought: The hermeneutics of interpreting the other. *Polity*, 41(2), 135–165.

Jenco, L. K. (2007). “What does heaven ever say?”: A methods-centered approach to cross-cultural engagement. *The American Political Science Review*, 101(4), 741–755.

March, A. (2009). What is comparative political theory? *Review of Politics*, 71, 531–565.

## **Unit IV:**

Kohn, M., & Mc Bride, K. (2011). Postcolonial political theory and the problem of foundations. In *Political theories of decolonization: Postcolonialism and the problem of foundations* (pp. 14–34). Oxford: Oxford University Press.

Taylor, C. (2002). Modern social imaginaries. *Public Culture*, 14(1), 91–124.

von Vacano, D. (2015). The scope of comparative political theory. *Annual Review of Political Science*, 18, 465–480.

Williams, M. S., & Warren, M. E. (2014). A democratic case for comparative political theory. *Political Theory*, 42(1), 26–57.

---

**Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

**Master of Arts in Political Science**  
**PS-DSE 07: Theorizing the Politics of Diversity**

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 07: Comparative Political Theory</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

**Course Objectives:**

This course explores the normative and pragmatic dimensions of diversity in modern democratic societies. It investigates contemporary debates on multiculturalism, pluralism, and identity politics, with an emphasis on the accommodations of difference and their implications for citizenship and belonging. The course aims to develop a critical understanding of how liberal democracies negotiate the politics of recognition, representation, and redistribution.

**Course Learning Outcomes:**

By the end of this course, students will:

- Gain conceptual clarity on identity, diversity, and pluralism in democratic settings.
- Understand theoretical frameworks underpinning recognition, redistribution, and group rights.
- Critically engage with feminist and postcolonial critiques of multiculturalism.
- Analyze the contextual challenges of implementing diversity politics in postcolonial democracies.

**Course Content:**

**Unit I: Identity and the Politics of Difference**

- a) Understanding Culture, Ethnicity, Religion, Language, Caste, and Race
- b) Historical and political contexts of identity
- c) Problematizing essentialism and fixed categories

**Unit II: Theorizing Recognition, Redistribution, and Group Rights**

- a) The politics of recognition and redistribution
- b) Representation and multiculturalism
- c) Group Rights: Conceptual and Normative Debates

**Unit III: Gender, Multiculturalism, and the Limits of Tolerance**

- a) Feminist critiques of multiculturalism
- b) Gender justice and cultural practices

- 
- c) Minority within minorities: Intersectional dilemmas

#### **Unit IV: Pluralist Frameworks and Postcolonial Contexts**

- a) Liberal accommodations, democratic negotiations, and egalitarian aspirations
- b) Diversity and constitutionalism in postcolonial democracies
- c) Challenges in implementing pluralist policies

#### **Essential Readings:**

##### **Unit I: Identity and the Politics of Difference**

Bhargava, R. (1999). Should we abandon the majority-minority framework? In D. L. Sheth & G. Mahajan (Eds.), *Minority identities and the nation-state* (pp. 169–205). Oxford University Press.

Gutmann, A. (1993). The challenge of multiculturalism in political ethics. *Philosophy and Public Affairs*, 22(3), 171–206.

Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.

Modood, T. (1998). Anti-essentialism, multiculturalism, and the “recognition” of religious groups. *Journal of Political Philosophy*, 6(4), 378–399.

Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Palgrave.

Taylor, C. (1991). Shared and divergent values. In R. Watts & D. Brown (Eds.), *Options for a new Canada* (pp. 53–76). University of Toronto Press.

##### **Unit II: Theorizing Recognition, Redistribution, and Group Rights**

Banting, K., & Kymlicka, W. (Eds.). (2006). *Multiculturalism and the welfare state: Recognition and redistribution in contemporary democracies*. Oxford University Press.

Fraser, N. (1997). *Justice interruptus: Critical reflections on the “postsocialist” condition*. Routledge.

Fraser, N., & Honneth, A. (2003). *Redistribution or recognition? A political-philosophical exchange*. Verso.

Kymlicka, W., & Norman, W. (2000). Citizenship in culturally diverse societies: Issues, contexts, concepts. In W. Kymlicka & W. Norman (Eds.), *Citizenship in diverse societies* (pp. 1–41). Oxford University Press.

Patten, A. (2014). *Equal recognition: The moral foundations of minority rights*. Princeton University Press.

Taylor, C. (1994). The politics of recognition. In A. Gutmann (Ed.), *Multiculturalism: Examining the politics of recognition* (pp. 29–73). Princeton University Press.

Williams, M. S. (1995). Justice toward groups: Political not juridical. *Political Theory*, 23(1), 67–91.

Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press.

---

### **Unit III: Gender, Multiculturalism, and the Limits of Tolerance**

Okin, S. M. (2005). Multiculturalism and feminism: No simple questions, no simple answers. In A. Eisenberg & J. Spinner-Halev (Eds.), *Minorities within minorities: Equality, rights, and diversity* (pp. xx–xx). Cambridge University Press.

Phillips, A. (2007). *Multiculturalism without culture*. Princeton University Press.

Shachar, A. (2001). *Multicultural jurisdictions: Cultural differences and women's rights*. Cambridge University Press.

### **Unit IV: Pluralist Frameworks and Postcolonial Contexts**

Carens, J. H. (2000). *Culture, citizenship, and community: A contextual exploration of justice as evenhandedness*. Oxford University Press.

Kivisto, P. (2002). *Multiculturalism in a global society*. Blackwell.

Kymlicka, W. (2007). *Multicultural odysseys: Navigating the new international politics of diversity*. Oxford University Press.

Mahajan, G. (1998). *Identities and rights: Aspects of liberal democracy in India*. Oxford University Press.

Tully, J. (1995). *Strange multiplicity: Constitutionalism in an age of diversity*. Cambridge University Press.

### **Facilitating the Achievement of Course Learning Outcomes**

The Department employs a blend of formative and summative assessment methods to meet the University's evaluation standards. These include:

- Class presentations and discussions to assess analytical reasoning and interpretive ability.
- Term papers and written assignments that integrate theoretical insight with empirical exploration.
- Research-based projects that build capacity for independent academic inquiry and policy-oriented thinking.

---

## Master of Arts in Political Science

### PS-DSE 08: Politics and Ethnic Conflicts in Jammu & Kashmir

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 08: Politics and Ethnic Conflicts in Jammu & Kashmir	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course critically examines the historical, constitutional, political, and social dimensions of Jammu and Kashmir within the framework of the Indian Union. It seeks to explore the unique journey of the region from monarchical rule to democratic integration, highlighting the principles of federalism, diversity, and unity that shape India's constitutional ethos. The course aims to enable students to understand the region's ethnic complexities, challenges of terrorism and insurgency, and the evolving dynamics of electoral and identity politics. It encourages critical inquiry into the region's political transformations while reaffirming the importance of democratic institutions, constitutional values, and national sovereignty.

#### Course Learning Outcomes

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

1. Comprehend the historical evolution of the state of Jammu & Kashmir and its integration into the Indian Union.
2. Critically analyze the constitutional provisions, including Article 370 and its abrogation, and their implications for federalism.
3. Evaluate the role of political parties, identity politics, and electoral processes in shaping democratic participation in the region.
4. Understand the socio-political impact of terrorism, the forced exodus of communities, and human rights debates in the region.
5. Reflect on the resilience of India's democratic institutions in managing ethnic diversity and regional aspirations within a constitutional framework.

#### Course Content:

##### Unit I: State in Historical Perspective

- a) State and Society: A Historical Overview
- b) Transition from Kingship to Constitutional Democracy
- c) Instrument of Accession and the Maharaja of Kashmir

##### Unit II: Constitution within the Constitution

- 
- a) State Constitution and Governing Structures
  - b) Citizenship Rights
  - c) Abrogation of Article 370

### **Unit III: Political Parties and Electoral Politics**

- a) Legitimacy of Elections and Politics of Representation
- b) Delimitation of Electoral Constituencies
- c) Identity Politics: Kashmiriyat, Communalism and Communal Politics

### **Unit IV: Terrorism, Violence, and Exodus**

- a) Factors, Forces, and Nature of Terrorism in Kashmir
- b) Exodus of Pundits from the Valley
- c) Secessionism and Secessionist Politics
- d) Debates and Controversies over Armed Forces Special Powers Act; Issues in Human Rights

### **Essential Readings:**

#### **Unit I: State in Historical Perspective**

Menon, V. P. (1956). *The story of the integration of the Indian states*. Orient Longman.

Zutshi, C. (2017). *Kashmir: A very short introduction*. Oxford University Press.

#### **Unit II: Constitution within the Constitution**

Behera, N. C. (2007). *Demystifying Kashmir*. Pearson Education.

Ganguly, S. (1997). *The crisis in Kashmir: Portents of war, hopes of peace*. Cambridge University Press.

Government of India. (2021). *Delimitation of the landscape of the Union Territory of Jammu & Kashmir*. Ministry of Law and Justice, Government of India.

#### **Unit III: Political Parties and Electoral Politics**

Arakotaram, K. (2009). The rise of Kashmiriyat: People-building in 20th-century Kashmir.

*Columbia Undergraduate Journal of South Asian Studies*, 1(1), 29–43.

Tremblay, R. C. (2010). Kashmir's secessionist movement resurfaces: Ethnic identity, community competition, and the state. *Asian Survey*, 49(6), 924–950.

#### **Unit IV: Terrorism, Violence, and Exodus**

Behera, N. C. (2010). A tangled web: Jammu & Kashmir, India. *International Centre Quarterly*, 37(3/4), 80–89.

DN. (1991). Kashmir and India. *Economic and Political Weekly*, 26(34), 1959–1961.

Jagmohan. (1991). *My frozen turbulence in Kashmir*. Allied Publishers.

Pandita, R. (2013). *Our moon has blood clots: The exodus of the Kashmiri Pandits*. Random House India.

### **Suggested Readings**

---

Akbar, M. J. (2002). *Kashmir: Behind the Veil*. Roli Books.

Varma, B. (1988). *Insurgency and Counter-Terrorism*. Uppal Publishing House.

**Facilitating the achievement of Course Learning Outcomes:**

To ensure a well-rounded understanding of the complex issues surrounding Jammu and Kashmir, the Department adopts a multi-pronged pedagogical approach:

- Weekly lectures are supplemented by structured discussions to encourage analytical thinking and diverse perspectives grounded in India's democratic framework.
- Students will prepare and present on key themes such as constitutional developments, electoral shifts, and the political economy of conflict.
- Students will undertake critical writing assignments that engage with contemporary issues such as autonomy, insurgency, human rights, and governance reforms.
- The course will integrate official documents, legal judgments, and government publications to build direct engagement with institutional frameworks.



---

## Master of Arts in Political Science

### PS-DSE 09: Law, Crime and Politics in India

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 09: Law, Crime and Politics in India	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

In this course, the aim is to understand the relationship between law, crime, judicial interventions and political processes. The students will explore this relationship by asking questions about law's origins (viz., the colonial state, a nationalist elite, popular struggles), the plural sites in which struggles around laws takes place, and the manner in which legal categories are produced and contested. In this context, it also aims to problematise the notion of crime, by locating the historical and political contexts within which definitions of crime and its transformations take place. Specific laws, judgments which enhance the frontiers of law, and government reports form a significant content of the course. Law and judicial pronouncements have to be woven into the dynamics of Indian politics and examined in their specific historical context as well as for their enduring significance in the larger political process. The course will identify in particular, the social and political forces, political and ideological divides that frame the contours of the debates on crime and law, and the relationships between the governmental institutions.

#### Course Learning Outcomes

This course presents intricate relationship between law, crime, judicial intervention. This will enable students to develop citizenship consciousness and negotiate social and political challenges through an understanding of law.

#### Course Content:

##### Unit I. Historical Understanding of criminal Justice system

Law, crime and colonialism, Indian Constitution and rule of law, criminal justice system in India

##### Unit II. Social crimes and laws

Crimes against women: sexual harassment and rape; Caste, atrocities and special laws; Custodial crimes: death, rape and torture.

---

### **Unit III. Decriminalizing politics**

Criminalisation of politics and electoral laws

### **Unit IV: Extraordinary crimes and legal responses**

Terrorism and extraordinary laws, offences against the state, waging war, conspiracy and sedition

### **Essential Readings:**

#### **Unit I. Historical Understanding of criminal Justice system**

Andrew Altman, Arbitrary Government and the Rule of Law in Arguing About Law: An Introduction to Legal Philosophy, Boston: Wadsworth, pp.3-19, 1996.

Bernard S. Cohn, Law and the Colonial State in India in June Starr and Jane

Elizabeth Kolsky, A Note on the Study of Indian Legal History, Law and History Review, Fall 23(3), pp.703-706, 2005.

Elizabeth Kolsky, Colonial Justice in British India: White Violence and the Rule of Law, Cambridge: Cambridge Studies in Indian History and Society, 2010..

Herman Schwendinger and Julia Schwendinger, Social Class and the Definition of Crime, in Tony Platt and Paul Takaji eds., Crime and Social Justice, London: Macmillan, 1981.

Jorg Fisch, Cheap lives and Dear Limbs, The British Transformation of the Criminal law. Wiesbaden, 1983.

Jorg Fisch, Law as a Means and as an End: Some Remarks on the Function of European and Non-European Law in Process of European Expansion, in W. J. Mommsen and J.A. De Moor eds., European Expansion and Law, Oxford and New York: Berg, 1992.

Kalpna Kannabiran and Ranbir Singh eds., Challenging the Rule(s) of Law: Colonialism, Criminology and Human Rights in India, New Delhi: Sage, 2008.

Michael R. Anderson, Classifications and Coercions: Themes in South Asian Legal Studies in the 1980s, South Asia Research, 10 (2), pp.158-177, 1990.

Naseer Hussain, The Jurisprudence of Emergency: Colonialism and the Rule of Law, Ann Arbor: Michigan University Press, 2003.

Satish Saberwal and Heiko Seivers ed, Rules, Laws, Constitutions, New Delhi: Sage, 1998.

#### **Unit II. Social crimes and laws**

Flavia Agnes, Protecting Women against Violence? Review of a Decade of Legislation, 1980-1989 in Partha Chatterjee ed., State and Politics in India, Oxford University Press, pp.521-565, 1997, sixth impression 2004.

---

Girish Agrawal and Colin Gonsalves, *Dalits and the Law*, Human Rights Law Network, New Delhi, 2005

Kalpana Kannabiran, *Tools of Justice: Non-discrimination and Indian Constitution*, New Delhi: Routledge, 2012.

Pratiksha Baxi, *Public Secrets of Law: Rape Trials in India*, New Delhi: Oxford University Press, 2014.

### **Unit III. Decriminalizing politics**

Landmark Judgements on Election Law, Election Commission of India, New Delhi, 2006

### **Unit IV: Extraordinary crimes and legal responses**

Combating Terrorism, Protecting by Righteousness, Eighth Report, Second Administrative Reforms Commission, June 2008.

Law Commission of India, Forty third report on Offences against the National Security, 1971

Michael Head, *Crimes Against the State: From Treason to Terrorism*, Surrey: Ashgate, 2011

Prakash Louis and R.Vashum, *Extraordinary Laws in India*, New Delhi: Indian Social Institute, 2002

### **Suggested Readings**

Akhilshwar Pathak, *Law, Strategies, Ideologies: Legislating Forests in Colonial India*, Delhi: Oxford University Press, 2002.

*Constitutionalism*, London and New York: Routledge, 2008.

David Sugarman, ed., *Legality, Ideology and the State*, London and New York: Academic Press, 1983.

F.Collier, ed., *History and Power in the Study*, New Directions in Legal Anthropology, Cornell University Press, Ithaca, pp.131-152, 1989.

Tarabout, G., & Samaddar, R. (Eds.). (2008). *Conflict, Power, and the Landscape of Constitutionalism*. Routledge India.

Kamala Sankaran and U.K. Singh, *Towards Legal Literacy: An Introduction to Law in India*, New Delhi: Oxford University Press, 2015.

Radhika Singha, *A Despotism of Law: Crime and Justice in Early Colonial India*, New Delhi: Oxford University Press, 1998.

Ranjit Guha, *Chandra's Death* in Ranajit Guha ed., *Subaltern Studies, Volume V*, Oxford: Oxford University Press, pp. 135-165, 1987, paperback ed., 1990.

---

Roger Cotterrell, *The Politics of Jurisprudence: A Critical Introduction to Legal Philosophy*, New Delhi: Oxford University Press, 2003.

**Facilitating the Achievement of Course Learning Outcomes:**

The course will use a combination of lectures, case studies, and discussions to help students critically engage with the relationship between law, crime, and politics in India. Key constitutional provisions, landmark judgments, and legal texts will be studied in historical and political context. Students will analyze laws related to social and political crimes, debate contemporary legal developments, and reflect on the role of the judiciary in shaping democratic governance. Through these methods, the course aims to build legal awareness, analytical skills, and citizenship consciousness.

---

## Master of Arts in Political Science

### PS-DSE 10: State Politics in India

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 10: State Politics in India	4	3	1	Bachelor's degree in any course	None

#### Course Objective

Politics in each state has its own internal dynamics, and it is different from others, multifacetedly. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other. This course attempts to examine the commonalities, diversities and perspectives to study state politics in India. It also seeks to examine the changing role of caste, class and community and their impact on state politics, particularly in the context of global market economy.

#### Course Outcome

The Course will familiarize the students with existing diversities among states in India and the need for addressing the important issues of development and governance. The changing role of primordial identities like caste and tribe will sensitize them towards the need for both social and political inclusion. Moreover, the contemporary challenges of liberalization and globalization will strengthen the cause of local governance from global perspective and global governance from local perspective.

#### Course Content:

##### Unit I: State Politics: Perspectives and Approaches

- a) Institutional
- b) Economical
- c) Developmental

##### Unit II: Patterns of State Politics

- a) Linguistic Dimensions
- b) Community Orientation
- c) Identity Formation

##### Unit III: Power and Participation

- 
- a) Parties and Party Politics
  - b) Political Representation
  - c) Mobilizations and Movements

#### **Unit IV: Grassroots Governance**

- a) Local Self Government – Panchayats and Municipalities
- b) Public Policies and their Implementation
- c) Cooperative Bodies and E-Governance

#### **Essential Readings:**

##### **Unit I**

Kumar, Ashutosh, (ed.) (2012). *Rethinking State Politics in India: Regions within Regions*. Delhi: Routledge.

Mukherjee, Rahul and Bibek Debroy (eds.) (2004). *India: The Political Economy of Reforms*. New Delhi: Rajiv Gandhi Foundation and Bookwell.

Rudolph, Lloyd and Susanne Rudolph (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press.

Singh, M P, Himanshu Roy and A P S Chauhan (eds.) (2017). *State Politics in India*, Delhi: Primus.

##### **Unit II**

Jenkins, Rob (2004). *Regional Reflections: Comparing Politics across India's States*. New Delhi: Oxford University Press.

Narain, Iqbal (1967). *State Politics in India*. Delhi: Meenakshi Prakashan.

Sinha, Aseema (2004). *The Regional Roots of Developmental Politics in India: A Divided Leviathan*. Indiana University Press.

Weiner, Myron (ed.) (1968). *State Politics in India*, Princeton: Princeton University Press.

##### **Unit III**

Chakrabarty, Bidyut (2006). *Forging Power: Coalition Politics in India*. New Delhi: Oxford.

Choudhary, Sunil K (2024). *India@75: A Changing Electoral Democracy*. Delhi: Aakar Books.

Kothari, Rajni (1970) (Reprint 2005). *Politics in India*. Delhi: Orient Longman.

Yadav, Yogendra (2000). 'Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s', in Francine R Frankel et al (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press.

---

## Unit IV

Bagchi, Amaresh and John Kurian (2005). 'Regional Inequalities in India: Pre- and Post-Reform Trends and Challenges for Policy', in Jos Mooij (ed.). *The Politics of Economic Reforms in India*. New Delhi: Sage Publications.

Choudhary, Sunil K (2024). 'Grassroots Governance and Legislation', *Manthan* [Legislation Special], Year 45, No.1, January-March 2024.

Dhal, Sangita (2022). *E-Governance and Citizen Engagement: New Directions in Public Administration*. Delhi: Sage.

Hough, Eleanor M (2019). *The Cooperative Movement in India*. New Book Corner.

### **Facilitating the Achievement of Course Learning Outcomes:**

This course adopts a comparative and thematic approach to analyze the diversity of state politics in India. Through lectures, regional case studies, and group discussions, students will critically examine issues of caste, class, identity, and governance at the state level. Emphasis will be placed on understanding electoral trends, decentralization, policy implementation, and the impact of globalization. The use of real-world examples, participatory exercises, and local governance frameworks will help students build analytical perspectives on federalism, inclusion, and democratic transformation across Indian states.

---

## Master of Arts in Political Science

### PS-DSE 11: Elections and Electoral Process in India

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if Any
		Lecture	Tutorial		
<b>PS-DSE 11: Elections and Electoral Process in India</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

#### Course Objectives

The course acquires importance in view of the growing interest among students of Indian politics about the ways in which Indian citizens exercise their vote, contributing to the success of India's democracy. This course aims to understand the evolution of election studies in India. Furthermore, immense light would be thrown on the role of media in directing election campaigns and the need for reforms in conduct of elections and electoral system.

#### Course Learning Outcomes

The course familiarizes students with the role of the Election Commission of India in conducting free and fair elections in the context of the interplay between structure and agency. The course seeks to answer questions like: what influences voters' behaviour, and what is the possibility of simultaneous elections in India?

#### Course Content:

##### Unit I: Electoral Systems and Election Studies

- a) Classification of Electoral Systems
- b) Electoral Laws and Party System
- c) Evolution of Election Studies

##### Unit II: Election Commission and Electoral Reforms

- a) Interplay of Structure and Agency
- b) Model Code of Conduct and Violation
- c) Administration of Elections
- d) Reforms: Structural Reforms, Administrative Reforms, Finance Reforms



---

### **Unit III: Election Management and Campaigns**

- a) Campaign Management
- b) Modes of Communication
- c) Manifestoes
- d) Speeches and Slogans

### **Unit IV: Voting Behaviour and Political Dynamics**

- a) Role of Social Cleavages in Indian Elections: Exploring Caste, Class, Religion, Ethnicity and Gender
- b) Strategic / Tactical Voting
- c) Clientelism and Money

### **Essential Readings:**

#### **Unit I: Electoral Systems and Election Studies**

Duverger, M. (1964). *Political parties: Their organization and activity in the modern state*. Methuen.

Hasan, Z. (Ed.). (2001). *Parties and party politics in India*. Oxford University Press.

Mair, P. (2006). Party system change. In R. S. Katz & W. Crotty (Eds.), *Handbook of party politics* (pp. 63–73). Sage.

Sartori, G. (2005). *Parties and party systems: A framework for analysis*. ECPR Press.

Sreedharan, E. (2002). The origins of the electoral system: Rules, representation, and power sharing in India's democracy. In Z. Hasan (Ed.), *India's living constitution* (pp. 344–369). Anthem Press.

#### **Unit II: Election Commission and Electoral Reforms**

McMillan, A. (2010). The Election Commission. In P. B. Mehta (Ed.), *The Oxford companion to politics in India* (pp. 98–116). Oxford University Press.

Quraishi, S. Y. (2014). *An undocumented wonder: The great Indian election*. Rupa.

Roy, A. (2012). Identifying citizens: Electoral rolls, the right to vote and the Election Commission of India. *Election Law Journal*, 11(2), 226–240.

Saxena, R. (2009). Is a centralized Election Commission compatible with federalism? *Think India Journal*, 12(2), 47–57.

Singh, U. K. (2012). Between moral force and supplementary legality: A Model Code of Conduct and the Election Commission of India. *Election Law Journal*, 11(2), 226–240.

#### **Unit III: Election Management and Campaigns**

Banducci, S. A., & Karp, J. A. (2003). How elections change the way citizens view the political system. *British Journal of Political Science*, 33(3), 443–467.

Chakrabarty, B., & Hazra, S. (2016). *Winning the mandate: The Indian experience*. Sage.

---

Norris, P., & Sanders, D. (2003). Message or medium? Campaign learning during the 2001 British general election. *Political Communication*, 20(3), 233–262.

Wallace, P. (2015). Introduction: Single party and strong leadership. In P. Wallace (Ed.), *India's 2014 elections: A Modi-led BJP sweep*. Sage.

#### **Unit IV: Voting Behaviour and Political Dynamics**

Ahmed, B. (1970). Caste and electoral politics. *Asian Survey*, 10(11), 979–992.

Blais, A., & Nadeau, R. (1996). Measuring strategic voting: A two-step procedure. *Electoral Studies*, 15(1), 39–52.

Chandra, K. (2004). *Why ethnic parties succeed? Patronage and ethnic head counts in India*. Cambridge University Press.

Evans, G. (2000). The continued significance of class voting. *Annual Review of Political Science*, 3(1), 401–417.

Heath, A., & Yadav, Y. (1999). United colours of Congress: Social profile of Congress voters, 1996 and 1998. *Economic and Political Weekly*, 34(34/35), 2518–2528.

Singh, M. P., & Saxena, R. (2003). *India at the polls*. Orient Longman.

#### **Suggested Readings**

Banducci, S. A., & Karp, J. A. (2003). Campaigns, media effects and electoral outcomes in comparative perspective. *British Journal of Political Science*, 33(3), 443–467.

Blais, A., Gidengil, E., Dobrzynska, A., Nevitte, N., & Nadeau, R. (2003). Candidate effects in the Canadian election of 2000. *Canadian Journal of Political Science*, 36(3), 657–664.

Chandra, K. (2007). Counting heads. In H. Kitschelt & S. I. Wilkinson (Eds.), *Patrons, clients and policies* (pp. 84–140). Cambridge University Press.

Chandra, K. (2016). *Democratic dynasties: State, party, and family in contemporary Indian politics*. Cambridge University Press.

Choi, J. (2009). Strategic voting in India. *Asian Survey*, 49(4), 609–624.

Converse, P. E. (2000). Assessing the capacity of mass electorates. *Annual Review of Political Science*, 3, 331–353.

Heath, A., & Evans, G. (1994). Tactical voting: Concepts, measurement and findings. *British Journal of Political Science*, 24(4), 557–561.

Kinder, D. R. (2006). Belief systems today. *Critical Review*, 18(1–3), 197–216.

Knutsen, O. (2004). Religious denomination and party choice. *International Political Science Review*, 25(1), 97–128.

---

Marsh, M. (2007). Objects of electoral choice in Ireland. *Party Politics*, 13(4), 501–528.

Ornit, S. (2017). *How India became democratic*. Penguin.

Riker, W. H., & Mair, P. (2002). Comparing party systems. In *Comparing democracies 2* (pp. 88–107). Sage.

Shah, G. (2010). Beyond caste voting. *Economic and Political Weekly*, 45(4), 54–61.

Shepard, M., & Jones, R. (2008). Candidate image and electoral preference. *British Politics*, 3(3), 324–349.

Wilkinson, S. I. (2005). Elections in India: Behind the Congress comeback. *Journal of Democracy*, 16(1), 153–167.

Yadav, Y. (2004). The elusive mandate of 2004. *Economic and Political Weekly*, 39(51).

Yadav, Y., & Palshikar, S. (2009). Between fortuna and virtue. *Economic and Political Weekly*, 44(39).

### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide a training ground for students to test their theoretical knowledge and develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research.
- Students are trained in undertaking election surveys

## Master of Arts in Political Science

### PS-DSE 12: Contemporary Debates in Indian Federalism

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 12: Contemporary Debates in Indian Federalism	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

The interest in how India is governed, through its multilevel structures of federal democracy, received a significant boost when constitutional recognition was given to panchayati raj local self-government institutions. The salience of various intergovernmental institutions such as Independent Regulatory Institutions (SEBI, CAGE), National Green Tribunal has increased in recent times. Moreover, the policy concerns requiring cooperation between centre and states have multiplied in recent times. The recent policies are related to infrastructure and construction (smart cities), environment, education and health, internal security etc. This course discusses new areas and perceptions of federalism studies in India.

#### Course Learning Outcome

The course explores varied dimensions of federalism and their relationship with the institutions of the state. It locates policy-making at the axis of intergovernmental interactions in the multilevel federal structure.

#### Course Content:

##### Unit I. Constitutional Organs in Federal Equilibrium

- Legislative Federalism: Rajya Sabha as a Federal Second Chamber
- Executive Federalism: Vertical And Horizontal Interactions
- Judicial Federalism: Role of courts in federal jurisprudence

---

## **Unit II. Fiscal Federalism**

- a) Intergovernmental Transfers
- b) NITI Aayog
- c) Tax Reforms (GST)
- d) Centrally Sponsored Schemes

## **Unit III. All India Services: A Unique Feature of Indian Federalism**

- a) Indian Administrative Service
- b) Indian Forest Service
- c) Cadre deputation

## **Unit IV: New Arenas in Federal Governance**

- a) Green Federalism: Natural Resources, Water Management, Climate Change
- b) Gendering Federalism: Asymmetrical Provisions, Distribution of Competencies, Intergovernmental Relations, Gender Budgeting
- c) Federal Issues: Education, Health and Internal Security

## **Essential Readings:**

### **Unit I**

Arora, B., Kailash, K. K., Saxena, R., & Suan, H. K. (2013). Indian federalism. In K. C. Suri (Ed.), *Indian democracy* (ICSSR Survey Research). Oxford University Press.

Akhtar Majeed. (2005). Republic of India. In J. Kincaid & A. Tarr (Eds.), *Constitutional origins, structure, and change in federal countries* (pp. [insert page numbers]). McGillQueen's University Press.

M. P. Singh, & Saxena, R. (2015). Intergovernmental relations in India. In J. Poirier, C. Saunders, & J. Kincaid (Eds.), *Intergovernmental relations in federal systems*. Oxford University Press.

Saxena, R. (2014). The Rajya Sabha: A federal second secondary chamber? In B. D. Dua, M. P. Singh, & R. Saxena (Eds.), *Indian Parliament: The changing landscape*. Manohar.

Saxena, R., & Singh, M. P. (2010). Role of judiciary in federalization of the Indian polity. In J. Erk & W. Swenden (Eds.), *New directions in federalism studies*. Routledge.

Saxena, R., & Swenden, W. (2017). The Indian Supreme Court and federalism. *Federalism and Regionalism Journal*, 17.

### **Unit II**

Govinda Rao, M., & Singh, N. (2005). *The political economy of federalism in India*. Oxford University Press.

Swenden, W., & Saxena, R. (2017). Rethinking central planning: A federal critique of the Planning Commission. *India Review*, 16(1).

Swenden, W. (2019, May). 'Team India' and the NITI Aayog. Seminar: The Monthly Symposium, 717, 28–33. Retrieved from [https://www.india-seminar.com/2019/717/717\\_wilfried\\_swenden.htm](https://www.india-seminar.com/2019/717/717_wilfried_swenden.htm)

---

Saxena, R., Dhingra, A., & Pathak, R. (2023). Centrally-sponsored schemes and cooperative federalism in India: A case study of Integrated Child Development Scheme. *Indian Journal of Public Administration*, 69(2), 261–274. <https://doi.org/10.1177/001955561221149981>

### Unit III

Arora, B., & Radin, B. (Eds.). (2000). *The changing role of the All India Services*. University of Pennsylvania Institute of Advanced Study of India and Centre of Policy Research.

Saxena, R., & Ranjan, R. (2020). Indian Forest Service: Mandate and state governments. In R. Saxena (Ed.), *New dimensions in federal discourse in India* (pp. 51–59). Routledge India.

<https://doi.org/10.4324/9781003032663-4>

### Unit IV

Chakrabarti, P. G. D., & Srivastava, N. (Eds.). (2015). *Green federalism: Experiences and practices*. The Energy and Resources Institute.

Swenden, W. & Saxena, R. (2019). Environmental competencies in India's federal system. In K. Jorgensen & D. Raghunandan (Eds.), *Environmental policies in India*. Oxford University Press.

Saxena, R. (2018). Gendering federalism in India? *Occasional Paper*, Forum of Federations, Ottawa, Canada.

Jeffery, R. (2021). Health policy and federalism in India. *Territory, Politics, Governance*, 10(1), 67–85. <https://doi.org/10.1080/21622671.2021.1899976>

Saxena, R. (2023). Federalising Education: New Education Policy 2020 and the way ahead. In N. Akhtar (Ed.), *Revolutionizing Education: Navigating the NEP 2020 era*. New Delhi: VL Media Solutions.

### Suggested Readings

#### Unit 1

Alonso, S. (2012). *Challenging the state: Devolution and the battle for partisan credibility. A comparison of Belgium, Italy, Spain and the United Kingdom*. Oxford University Press.

M. P. Singh. (2002). Towards a more federalized parliamentary system in India: Explaining functional change. *Pacific Affairs*, 74(4), 553–568.

Saxena, R. (2013). India: A hybrid federal-unitary state? In J. Loughlin, J. Kincaid, & W. Swenden (Eds.), *Routledge handbook of regionalism and federalism*. Routledge.

Watts, R. L. (2007). Federal second chambers compared. *Special Working Paper Series on Senate Reform 2007–2008*. Institute for Intergovernmental Relations, Queen's University.

#### Unit II

Govinda Rao, M. (2007). Republic of India. In A. Shah (Ed.), *The practice of fiscal federalism: Comparative perspectives* (pp. 151–177). McGill-Queen's University Press.

---

M. P. Singh, & Saxena, R. (2013). *Federalizing India in the age of globalization*. Primus Books.

Noronha, L., Srivastava, N., Datta, D., & Sridharan, P. V. (2009). Resource federalism in India: The case of minerals. *Economic and Political Weekly*, 44(8).

### **Unit III**

Saxena, R (2022). The All India Services and Cadre Deputation. *Economic and Political Weekly*, 57(5).

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop a keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future

---

## Master of Arts in Political Science

### PS DSE 13: International Relations of South Asia

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
<b>PS-DSE 13: International Relations of South Asia</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

#### Course Objective

International relations of South Asia are based on the study of South Asia as a region. The course will consider a number of conceptual and policies 'questions and explore how the South Asian region has been transforming with the globalization of its economy, the resurgent ethnic conflicts, situated in a nuclearized security environment and the ever deepening and rapidly pervading connections with the global and local extremism and terrorism. The students will then be introduced to international relations theories and discuss their applicability to understand various strands of South Asian dynamics. Further, the course will cover a broad spectrum of security issues wherein focus is on the conflict between India and Pakistan; nuclear proliferation in the region; the spread of transnational terrorist forces; left wing insurgency and ethno-nationalistic conflicts. Besides, major issues and prospects involved in regional cooperation will also be discussed. Additionally, aspects relating to democratization, development, energy security and environmental concerns will also be dealt with. So, keeping in view the nature of South Asia's engagement with the complex global dynamics, the course attempts at touching upon the broad contours, which have shaped the diverse spectrum of international relations scholarship pertaining to the region.

#### Course Learning Outcome

By the end of the course, the students would have gained a fair understanding of the various theories of International relations and explore the myriad ways in which various issues pertaining to South Asia may be viewed through these theoretical lenses. The students would further be able to gauge the implications of such issues for the regional and global environments.

#### Course Content:

##### Unit I: Historicising and Defining the Concept of South Asia and its Understanding as a region



- 
- a) The Origins and nature of South Asian States.
  - b) Socio-Cultural Structures and the Post-colonial challenges of State construction and nation-building.

**Unit II: Theorizing the “International” in South Asia**

- a) Limits of Structural realism and South Asian security.
- b) Deterrence theory and Nuclearization of South Asia.

**Unit III: Conflict and Cooperation in South Asia**

- a) Borders and Boundaries : Security Challenges
- b) Internal Conflict and Porous Borders

**Unit IV: Contemporary Issues in South Asia**

- a) Democratization and the Crises of Governance.
- b) Migration, Refugee problems and their impact on peace, stability and development.
- c) Human development.
- d) Issues involved in sharing of water.
- e) Issues of climate change.
- f) Search for energy security

**Essential Readings:**

**Unit 1: Historicising and Defining the Concept of South Asia and its Understanding as a region**

Chatterjee, Partha (1993). *The Nation and its Fragments: Colonial and Post Colonial Histories*. Princeton NJ: Princeton University Press.

HM, S. K. (2020). The colonial genealogies of political decay and legitimation crises: an enquiry into the predicament of state-construction in post-colonial South Asia. *India Quarterly*, 76(2), 276-293.

HM, S. K. (2023). Colonial Governmentality and the Native Intellectual Response: Cultural Plurality, Imperial Education and the Foundations of Democratic Governance in Modern South Asia. *Indian Journal of Public Administration*, 69(2), 289-302.

HM, S. K. (2025). *Orientalism, Liberalism and Colonial Governmentality: Deconstructing the Imperialized Historiography of Modern South Asia*. Bloomsbury Publishing.

Kumar HM, S. (2022). An Orientalised Historiography and the Colonised Geography. *Social Scientist*, 50(3/4 (586-587), 3-22.

Talbot, I. (2016). *A history of modern South Asia: Politics, states, diasporas*. Yale University Press.

**Unit II: Theorizing the “International” in South Asia**

Barthwal-Datta, M. (2012). *Understanding security practices in south Asia*. Taylor & Francis.

Barthwal-Datta, M., & Basu, S. (2017). *Reconceptualizing regional security in South Asia: A critical*

---

security approach. *Security Dialogue*, 48(5), 393-409. (Original work published 2017)

Behera, N. C. (Ed.). (2008). *International relations in South Asia: Search for an alternative paradigm*. New Delhi: Sage Publications.

Buzan, Barry, and Ole Waever (2003), *Regions and Powers: The Structure of International Security*, Cambridge: Cambridge University Press.

Ganguly, S., & O'Donnell, F. (Eds.). (2022). *Routledge Handbook of the International Relations of South Asia*. Taylor & Francis Group.

HM, S. K. (2023). *Decolonizing Grand Theories: Postcolonial Ontology, Historical Sociology and Mid-level Theories in International Relations*. Springer Nature.

### **Unit III: Conflict and Cooperation in South Asia**

Ahmed, Z. S. (2016). *Regionalism and regional security in South Asia: The role of SAARC*. Routledge.

Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the south asian association for regional cooperation (SAARC). *Politics & Policy*, 50(1), 154-179.

Chakma, B. (2018). SAARC and region-building: is South Asia a region?. *Journal of the Indian Ocean Region*, 14(2), 189-205.

DeVotta, Niel (2004), *Blowback: Linguistic Nationalism, Institutional Decay, and Ethnic Conflict in Sri Lanka*, Stanford: Stanford University Press.

Dixit, Kanakmani (2011), *Peace Politics in Nepal: An Opinion from Within*, Katmandu: Himal Publishers.

Ganguly, S. (2016). *Deadly impasse*. Cambridge University Press.

Ganguly, S. (2021). *Mending fences: confidence-and security-building measures in South Asia*. Routledge.

HM, S. K. (2023). *Deconstructing India-Pakistan Relations: State Security and Colonial History*. Taylor & Francis.

Miller, Benjamin (2010). "State, nations and the regional security order of South Asia", in T.V. Paul (ed.) *South Asia's Weak States: Understanding the Regional Security Predicament*, Stanford: Stanford University Press.

Saez, L. (2012). *The South Asian association for regional cooperation (SAARC): An emerging collaboration architecture*. Routledge.

### **Unit IV: Contemporary Issues in South Asia**

Adeney, K., & Wyatt, A. (2004). Democracy in South Asia: Getting beyond the structure-agency dichotomy. *Political Studies*, 52(1), 1-18.

---

Bisht, M. (2019). From the edges of borders: reflections on water diplomacy in South Asia. *Water Policy*, 21(6), 1123-1138.

Bisht, M. (2025). Rational and Relational Paradigms: A Case Study of the Indus Basin. *Water Alternatives*, 18(1), 42-58.

Chellaney, B. (2013). *Water, peace, and war: Confronting the global water crisis*. Rowman & Littlefield

Chowdhory, N. (2018). *Refugees, citizenship and belonging in South Asia*. New Delhi: Springer.

Ebinger, C. K. (2011). *Energy and Security in South Asia: Cooperation or Conflict?* Brookings Institution Press. <http://www.jstor.org/stable/10.7864/j.ctt127x8w>

John, W. (2011). *Water security in South Asia: Issues and policy recommendations*. Observer Research Foundation.

Kar, M., Mukhopadhyay, J., & Deb Sarkar, M. (Eds.). (2021). *South Asia and climate change: Unravelling the conundrum*. Routledge.

Nandy, D., & Roy, S. (2022). *Refugees, migration, and conflicts in South Asia: Rethinking lives, politics, and policy*. Peter Lang.

Tiwari, N. (2021). Analysing the Status of Human Development in South Asia. In: Rahman, A., Tiwari, N. (eds) *Development, Governance and Gender in South Asia*. Springer, Singapore. [https://doi.org/10.1007/978-981-16-5109-0\\_1](https://doi.org/10.1007/978-981-16-5109-0_1)

Tudor, M. (2013). Explaining democracy's origins: lessons from South Asia. *Comparative Politics*, 45(3), 253-272.

### **Suggested Readings**

#### **Unit 1**

Bose, Sugata and Ayesha Jalal (2004). *Modern South Asia: History, Culture, Political Economy*, London: Routledge.

Ludden, David (2002). *India and South Asia: A Short History*, Oxford: One World Publishers.

Jalal, Ayesha (1995). *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge: Cambridge University Press.

Pathak, Dev N. And Sanjeev Kumar H.M.(Ed.). *Modern South Asian Thinkers*. New Delhi: Sage.

#### **Unit II**

Sridharan, E. (ed.) (2011), *International Relations Theory and South Asia*. New Delhi: Oxford University Press.

Hewitt, Vernon M. (2005), *The New International Relations of South Asia*, Manchester: Manchester

---

University Press.

Kumar, Sanjeev H.M. (2014), 'Nuclear Weaponisation and the Nature of Conflict in South Asia', Turkish Journal of Politics, 5 (2) Winter, pp. 83-99.

### **Unit III**

Behera, N. C., & South Asia Centre for Policy Studies. (2009). SAARC & beyond: Civil society and regional integration in South Asia.

Chatterjee, S. (2019). India's spatial imaginations of South Asia: Power, commerce, and community. Oxford University Press.

Singh, Deepak K. (2010), The Stateless in South Asia: The Chakmas Between Bangladesh and India. New Delhi: Sage India pvt ltd.

### **Unit IV**

Ahmed, I., Dixit, A., & Nandy, A. (1999). Water, power and people: A South Asian manifesto on the politics and knowledge of water. Water Nepal, 7(1), 113-121.

Banerjee, Paula (2016). "Permanent exceptions to citizens: the stateless in South Asia", International Journal of Migration and Border Studies., 2(2) Pg no. 119-131.

Kohli, Atul ( 1991) . Democracy and Discontent: India's Growing Crisis of Governability. Cambridge: Cambridge University Press.

Kumar, Sanjeev H.M. ( 2006), "Democratic Paralysis in South Asia: Major Issues and India's Concerns", India Quarterly, 62[3]: 125-151.

Kumar, Sanjeev H.M.(2008), "Contesting Modernity: Crises of Democratisation in South Asia", India Quarterly, 64[4]: 124-155.

Samaddar, Ranabir (2016). "Forced migration situations as exceptions in history?", International Journal of Migration and Border Studies., 2(2) Pg no. 99-118.

### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and in developing keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

## Master of Arts in Political Science

### PS-DSE 14: Security Studies

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 14: Security Studies	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

The course aims to provide students an introduction to the evolution of field of international security and discusses the notion of security through various theoretical frameworks. It deploys the use of sectors/vantage points to understand the new security agenda (political, economic, societal and environmental) and, emphasizes the salience of levels-of-analysis (individual, national, regional and global) in thinking about security. The course begins with the mainstream IR literature on the subject and then works its way towards understanding the security problematique of Third World with special focus on South Asian theorization of security.

#### Course Learning Outcomes

The students would gain an understanding of the mainstream and alternative theoretical approaches to security and shall be aware of the several sectors and levels of analysis that aim towards widening and deepening of the security agenda. The students shall be in a position to identify a particular security issue sectorally and analyse it using the core variables of an appropriate theoretical framework.

#### Course Content:

##### Unit I: Introducing Security Studies: Theoretical Approaches

- Structural Realism
- Critical Security Studies
- The Copenhagen School
- Feminist Conception

##### Unit II: Broadening the Security Agenda

- Environmental Security
- Economic Security and Migration

---

### **Unit III: Deepening the Security Agenda**

- a) Human Security
- b) Regional Security
- c) Global Security

### **Unit IV: Security and the Non-Western World Third World**

- a) Security Problematique of the Third World Countries
- b) South Asian Concept of Security

### **Essential Readings:**

#### **Unit I**

Baldwin, D. A. (2000). The concept of security. In M. Shaheen (Ed.), *National and international security* (pp. 110–132). Routledge.

Booth, K. (1991). Security and emancipation. *Review of International Studies*, 17(4), 313–326.

Buzan, B., Wæver, O., & De Wilde, J. (2013). *Security: A new framework for analysis* (pp. 1–48). Lynne Rienner Publishers.

Tamang, D. (2016). Gendering international security: Seeing feminist theories as international relations. *International Studies*, 50(3), 226–239.

Waltz, K. N. (1959). *Man, the state, and war: A theoretical analysis* (pp. 224–238). Columbia University Press.

Waltz, K. N. (1979). *Theory of international politics* (pp. 79–128). Addison-Wesley.

#### **Unit II**

Akbulut, A. (2014). Environmental degradation as a security threat: The challenge for developing countries. *International Journal of Human Sciences*, 11(1), 1227–1237.

Pécoud, A., & de Guchteneire, P. (2006). International migration, border controls and human rights: Assessing the relevance of a right to mobility. *Journal of Borderlands Studies*, 21(1), 69–86.

Yunus, M. (2009). Economic security for a world in crisis. *World Policy Journal*, 26(2), 5–12.

#### **Unit III**

Buzan, B., & Wæver, O. (2003). *Regions and powers: The structure of international security* (pp. 27–88). Cambridge University Press.

Makinda, S. M. (1998). Sovereignty and global security. *Security Dialogue*, 29(3), 281–292.

Newman, E. (2010). Critical human security studies. *Review of International Studies*, 36(1), 77–94.

#### **Unit IV**

Acharya, A. (1995). The periphery as the core: The Third World and security studies. Centre for International and Strategic Studies, York University.

Ayoob, M. (1995). *The Third World security predicament: State making, regional conflict, and the international system* (pp. 1–45). Lynne Rienner Publishers.

Behera, N. C. (2008). The security problematique in South Asia: Alternative conceptualizations. In H. G. Brauch et al. (Eds.), *Globalization and environmental challenges* (Hexagon Series on Human and Environmental Security and Peace, Vol. 3, pp. 819–828). Springer.

---

## Suggested Readings

### Unit 1

Kolodziej, E. A. (2005). The foundations of security studies: Hobbes, Clausewitz, and Thucydides. In *Security and international relations* (pp. 48–76). Cambridge University Press.

Mearsheimer, J. J. (2014). *The tragedy of Great Power politics* (pp. 1–52). W. W. Norton & Company.

Singer, J. D. (1961). The level-of-analysis problem in international relations. *World Politics*, 14(1), 77–92.

Walt, S. M. (1991). The renaissance of security studies. *International Studies Quarterly*, 35(2), 211–239.

### Unit II

Cable, V. (1995). What is international economic security? *International Affairs*, 71(2), 305–324.

De Wilde, J. (2008). Environmental security deconstructed. In H. G. Brauch et al. (Eds.), *Globalization and environmental challenges* (Hexagon Series on Human and Environmental Security and Peace, Vol. 3). Springer.

### Unit III

Acharya, A. (2001). Debating human security: East versus the West. *International Journal*, 56(3), Summer, 442–460.

Bilgin, P., Booth, K., & Jones, R. W. (1998). Security studies: The next stage? *Nação e Defesa*, 84(2), 131–157.

### Unit IV

Ayoob, M. (1991). The security problematic of the Third World. *World Politics*, 43(2), 257–283.

Buzan, B. (2011). The South Asian security complex in a decentering world order: Reconsidering *Regions and Powers* ten years on. *International Studies*, 48(1), 1–9.

## Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research

---

## Master of Arts in Political Science

### PS-DSE 15: Power Transition and the Dynamics of Foreign Policy in International Relations

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 15: Power Transition and the Dynamics of Foreign Policy in International Relations	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

Power Transition has both a structural and a dynamic form. Structurally, it envisions global politics as composed of a hierarchy of nations with varying degrees of cooperation and competition. It specifies the relative roles of nations within this hierarchy, the system of governing rules, and then outlines how powerful countries attempt to manage global politics. This course shall introduce the theoretical foundations of power transition in international relations, and the changing nature of power relationships that led to the dynamic structure of international system. Further, the foreign policy implications for the major global and regional powers – the United States, Russia, China, the European Union, BRICS and the African Union shall be examined through the lens of power transition in establishing a multi polar international system.

#### Course Learning Outcomes

By the end of the course, the student shall have a fair idea of power transition theory and would be able to analyze any foreign policy shifts, and altered structural arrangements caused by the changing power equations.

#### Course Content:

##### Unit I: Structure, Power and International Order

- Power Transition Theory in International Relations
- Evolution of Countries into the Great Power Status
- Changing Nature of Power Structure: Great Powers, Middle Powers and Emerging Powers.



- 
- d) Understanding International Systems: Bipolarity to Multipolarity

## **Unit II: Declining Hegemony and the Making of US Foreign Policy**

- a) Bipolarity and the Making of US hegemony
- b) Cold War and the Making of United States' Permanent War Economy
- c) The End of US Hegemony: Towards Multipolarity
- d) From Hegemony to Imperialism?

## **Unit III: From Ideological Romanticism to Economic Realism: Russian and Chinese Foreign Policy in a Globalized World**

- a) Liberal Reforms and the Demise of the Soviet Union
- b) Resurgent Russia and its Foreign policy
- c) Debating the "Peaceful" Rise of China

## **Unit IV: Multilateralism and EU's, BRICS and AU's Foreign Policy**

- a) EU's Approach towards Global Politics
- b) BRICS and the Perspectives on Global Governance
- c) AU and call for Economic Development
- d) Migration and Debates on Security

### **Essential Readings:**

#### **Unit I**

Bussmann, M., & Oneal, J. R. (2007). Do hegemons distribute private goods? A test of power-transition theory. *The Journal of Conflict Resolution*, 51(1), 88–111.

DiCicco, J., & Levy, J. (1999). Power shifts and problem shifts: The evolution of the power transition research program. *The Journal of Conflict Resolution*, 43(6), 675–704.

Kennedy, P. (1987). *The rise and fall of great powers: Economic change and military conflict, from 1500 to 2000*. New York: Random House.

Lemke, D. (1997). The continuation of history: Power transition theory and the end of the Cold War. *Journal of Peace Research*, 34(1), 23–36.

Mearsheimer, J. (2001). *The tragedy of great power politics*. Norton.

#### **Unit II**

Calleo, D. P. (2008). The tyranny of false vision: America's unipolar fantasy. *Survival*, 50(5), 61–78.

Du Boff, R. B. (2003). U.S. hegemony: Continuing decline, enduring danger. *Monthly Review*, 55(77), 11–21.

Ferguson, N. (2004). *Colossus: The price of America's empire*. Penguin.

---

Foster, J. B., et al. (2008). The US imperial triangle and military spending. *Monthly Review*, 6(7), 19–37.

Hardt, M., & Negri, A. (2000). *Empire*. Harvard University Press.

Kurth, J. (2007). American way in the world. *Orbis*, 59(2), 21–32.

Wallerstein, I. (2003). US hegemony and the struggle for hegemony. *Monthly Review*, 55(77), 21–40.

### Unit III

Dunlop, J. B. (1993). *The rise of Russia and the fall of the Soviet empire*. Princeton University Press.

Fakiolas, T. E., & Fakiolas, E. T. (2009). Domestic sources of Russia's resurgence as a global great power. *Journal of International and Area Studies*, 16(2), 91–106.

Gaidar, Y., & Bouis, A. W. (2007). *Collapse of an empire: Lessons for modern Russia*. Brookings Institution Press.

Koslowski, R., & Kratochwil, F. V. (1994). Understanding change in international politics: The Soviet Empire's demise and the international system. *International Organization*, 48(2), 215–247.

Kuchins, A. C. (Ed.). (2002). *Russia after the fall*. Carnegie Endowment for International Peace.

Lieven, D. (1995). The Russian Empire and the Soviet Union as imperial polities. *Journal of Contemporary History*, 30(4), 607–636.

Mohan, C. R. (2004). Debating China's 'peaceful rise': The rhyme of the ancient mariner. *Economic and Political Weekly*, 39(33), 3699–3702.

Plokhy, S. (2015). *The last empire: The final days of the Soviet Union*.

Rafass, T. (2012). *The Soviet Union – Federation or empire?* London: Routledge.

Tsygankov, A. P. (2016). *Russia's foreign policy: Change and continuity in national identity*. Lanham: Rowman & Littlefield.

Vinhas de Souza, L. (2008). *A different country: Russia's economic resurgence*. Centre for European Policy Studies.

Zubok, V. M. (2007). *A failed empire: The Soviet Union in the Cold War from Stalin to Gorbachev*. Chapel Hill: University of North Carolina Press.

### Unit IV

Bindi, F. (2012). European Union foreign policy: A historical overview. In F. Bindi & I. Angelescu (Eds.), *The foreign policy of the European Union: Assessing Europe's role in the world* (pp. 11–29). Brookings Institution Press.

---

Biscoff, P. (Eds.). (2020). *African Foreign Policies: Selecting Signifiers to Explain Agency*. Routledge.

Duggan, N., Hooijmaaijers, B., Rewizorski, M., & Arapova, E. (2022). Introduction: 'The BRICS, Global Governance, and Challenges for South–South Cooperation in a Post-Western World'. *International Political Science Review*, 43(4), 469–480

Greenhill, K. (2016). Open arms behind barred doors: Fear, hypocrisy, and policy schizophrenia in the European migration crisis. *European Law Journal*, 22, 317–332.

Jeffray, C. (2017). *Fractured Europe: The Schengen Area and European border security*. Australian Strategic Policy Group.

Monyae, D. & Ndzendze, B. (2021). *The BRICS Order: Assertive or Complementing the West?*, Palgrave Macmillan Cham

Rumelili, B. (2004). Constructing identity and relating to difference: Understanding the EU's mode of differentiation. *Review of International Studies*, 30(1), 27–47.

Srinivas, J. (2022). *Future of the BRICS and the Role of Russia and China*. Palgrave Macmillan Singapore.

Warner, J. & Shaw, T. M. (Eds.). (2018). *African Foreign Policies in International Institutions*. Palgrave Macmillan New York.

### **Suggested Readings:**

#### **Unit I**

Gaddis, J. L. (1987). *The long peace: Inquiries into the history of the Cold War*. Oxford University Press.

Kaplan, M. (1968). Social theory and political science. *Social Research*, 35(1), 30–47.

#### **Unit II**

Ferguson, Y. H. (2008). Approaches to defining empire and characterising United States influence in contemporary world. *International Studies Perspectives*, 9(3), 272–280.

Lake, D. A. (1999). *Entangling illusions: American foreign policy in its century*. Princeton, NJ: Princeton University Press.

#### **Unit III**

Allison, R. (2008). Russia resurgent? Moscow's campaign to "coerce Georgia to peace." *International Affairs*, 84(6), 1145–1171.

Bakken, B. (2018). Introduction: 'Chinese Dream' and Chinese reality; voices from the margins. In B. Bakken (Ed.), *Crime and the Chinese dream* (pp. 1–19). Hong Kong University Press

---

Chandler, A. (2004). *Shocking Mother Russia: Democratization, social rights, and pension reform in Russia, 1990–2001*. Toronto; Buffalo; London: University of Toronto Press.

Fairbank, J. K. (1966). The People's Middle Kingdom. *Foreign Affairs*, 44(4), 574–586.

Popov, V. (2008). Resurgent Russian economy? Putin's policy without Putin? *International Journal*, 63(2), 247–261.

Reid, S. E. (2002). Cold War in the kitchen: Gender and the de-Stalinization of consumer taste in the Soviet Union under Khrushchev. *Slavic Review*, 61(2), 211–252.

Tymoshenko, Y. (2007). Containing Russia. *Foreign Affairs*, 86(3), 69–82.

#### **Unit IV**

Bickerton, C. J. (2007). The perils of performance: EU foreign policy and the problem of legitimization. *Perspectives* (28), 24–42.

Hill, C. (2007). Bringing war home: Foreign policy making in multicultural societies. *International Relations*, 21(3), 259–281.

Huysmans, J. (2006). *The politics of insecurity: Fear, migration, and asylum in the EU*. Routledge.

Lundestad, G. (1998). *Empire by invitation: The United States and the European integration*. Oxford University Press.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

## Master of Arts in Political Science

### PS-DSE 16: United States of America in the Transforming Global Order

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if Any
		Lecture	Tutorial		
PS-DSE 16: United States of America in the Transforming Global Order	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

The way in which the United States of America is being critically analyzed and scrutinized in contemporary international relations indicates an underlying churning in the global order. We live in a complex and transforming global order where the rapidly changing beliefs, norms, and order are being pushed to an extent so as to test their limits. The United States of America, which has been the world's most powerful country, is protecting its turf in the global order. In doing so, it employs various methods and ingenuity that is rare to be seen. This paper will therefore reflect upon the theoretical insights of global order and study in depth the behaviour, pattern, and large array of activities conducted by the United States of America.

#### Course Learning Outcomes

The students will be introduced to contemporary international relations, which will help them to understand and factor in the diplomatic manoeuvres of the United States of America. It will therefore enable them to shape their own independent understanding of complex international events in the world and prepare them for future challenges. This course will also focus on India-US relations.

#### Course Content:

##### Unit I: Theoretical Insights into Global Order

- Making of the Global Order
- One World – Many World Debate
- Non-Western Understanding of Global Order
- Contesting Hegemony in Global Order

##### Unit II: Belief in American Exceptionalism

- 
- a) Understanding American Exceptionalism
  - b) Relevance of Wilsonian Ideology
  - c) Building an Empire

### **Unit III: United States as Permanent War Economy**

- a) Military Industrial Complex
- b) Control over the Global Economy
- c) Economic Aid as Strategy

### **Unit IV: The US-India Relationship**

- a) The Evolution of India-US Relations
- b) The Nature of India-US Strategic Partnership in the 21<sup>st</sup> Century
- c) India, the US, and the Changing World Order

### **Essential Readings:**

#### **Unit I**

Acharya, A, and Barry B. (2010). "Why is there no non-Western international relations theory?: An introduction", in Acharya, Amitav and Barry Buzan, eds. *Non-Western International Relations Theory: Perspectives on and Beyond Asia*. London: Routledge. pp. 1-25.

Bull, H. (1977). *The Anarchical Society: The Study of Order in World Politics*, New York: Palgrave. Chapters 1, 2 and 3. pp. 3-73.

Hoffman, S. (1978). *Primacy or World Order: American Foreign Policy since the Cold War*, New York: McGraw-Hill. Chapter 1. pp. 5-32.

Hurrell, A. (2007). "One World? Many Worlds? The Place of Regions in the Study of International Society". *International Affairs*, 83(1): 127-146.

Hurrell, A. (2007). *On Global Order. Power, Values and the Constitution of International Society*. Oxford, UK: Oxford University Press. Chapter 10. pp. 239-261.

Ikenberry, G. J. (2012). *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*, Princeton, N.J.: Princeton University Press. Chapter 5. pp. 159-220.

Jacques M. (2009). *When China Rules the World: The End of the Western World and the Birth of a New Global Order*, New York: Penguin. Chapter 11. pp. 363- 413.

Khanna, P. (2008). *The Second World: Empires and Influence in the New Global Order*. New York: Random House. Chapter 14, pp. 329-355.

#### **Unit II**

---

Anthony, C. (2008). "American Democratic Interventionism: Romancing the Iconic Woodrow Wilson". *International Studies Perspectives*, 9(3): 239-253.

Calleo, D. P. (2008). 'The Tyranny of False Vision: America's Unipolar Fantasy', *Survival*. 50(5): 61-78.

Ceaser, J. W. (2012). "The Origins and Character of American Exceptionalism", *American Political Thought*, 1(1): 3-28.

Ferguson, N. (2004). *Colossus: The Price of America's Empire*. New York: Penguin. Chapter 1. pp. 33-60.

Ferguson, Y. H. (2008). 'Approaches to Defining "Empire" and Characterizing United States Influence in the Contemporary World', *International Studies Perspective*. 9(3): 272-280.

Hardt, M. and Negri, A., (2000). *Empire*. Cambridge, MA: Harvard University Press. Chapter 2.5. pp. 160-182.

Holsti, K. J. (2011). "Exceptionalism in American Foreign Policy: Is It Exceptional?" *European Journal of International Relations* 17(3): 381-404.

Skowronek, S. (2006). "The Reassociation of Ideas and Purposes: Racism, Liberalism, and the American Political Tradition", *The American Political Science Review* 100 (3): 385-401.

Smith, T. (2017). *Why Wilson Matters: The Origin of American Liberal Internationalism and Its Crisis Today*, New Jersey: Princeton University Press. Chapter 7. pp. 235-275.

Walt, S. M. (2011). "The Myth of American Exceptionalism", *Foreign Policy*, available at <http://foreignpolicy.com/2011/10/11/the-myth-of-american-exceptionalism/>

### **Unit III**

Acharya N. (2016). *The India-US Partnership \$1 Trillion by 2030*. Oxford University Press.

Boutton, A. and Carter D.B. (2014). "Fair-Weather Allies? Terrorism and the Allocation of US Foreign Aid", *The Journal of Conflict Resolution*, 58 (7): 1144-1173.

Estrada K.S. (2023). India and Order Transition in the Indo-Pacific: Resisting the QUAD as a 'Security Community'. *The Pacific Review* 36, no. 2 378-405.

Foster, J.B., Holleman, H and McChesney, R.W. (2008). 'The US Imperial Triangle and Military Spending', *Monthly Review*. 6(7): 19-37.

Garrett, G. (2010). "G2 in G20: China, the United States and the World after the

---

Global Financial Crisis.” *Global Policy* 1(1): 29-39.

Jain B.M. (2016). *India-US Relations in the Age of Uncertainty An uneasy courtship*. Routledge.

Kapur S. P. and Ganguly S. (2007). The Transformation of U.S.-India Relations: An Explanation for the Rapprochement and Prospects for the Future,” *Asian Survey* 47, no. 4 (2007): 642–656.

Mahapatra C. (1998). Pokhran II and After: Dark Clouds over Indo-US Relations. *Strategic Analysis* 22, no. 5 (1998): 711-720.

Malone D. (2011). *Does the Elephant Dance?* Oxford University Press. New Delhi.

Mattoo, A., and Subramanian, A. (2009). “From Doha to the Next Bretton Woods: A New Multilateral Trade Agenda.” *Foreign Affairs* 88(1): 15-26.

Mohan C.R. (2004). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan, 2004.

Phillips, K. (2002). *Wealth and Democracy: A Political History of the American Rich*. New York: Broadway Books. Chapter 4.

Tarnoff, C. and Mariann L.L. (2018). “Foreign Aid: An Introduction to U.S. Programs and Policy”, Congressional Research Service, 25 April 2018.

#### **Unit IV**

Acharya N. (2016). *The India-US Partnership \$1 Trillion by 2030*. Oxford University Press.

Estrada K.S. (2023). India and Order Transition in the Indo-Pacific: Resisting the QUAD as a ‘Security Community. *The Pacific Review* 36, no. 2 378-405.

Jain B.M. (2016). *India-US Relations in the Age of Uncertainty An uneasy courtship*. Routledge.

Kapur S. P. and Ganguly S. (2007). The Transformation of U.S.-India Relations: An Explanation for the Rapprochement and Prospects for the Future,” *Asian Survey* 47, no. 4 (2007): 642–656.

Mahapatra C. (1998). Pokhran II and After: Dark Clouds over Indo-US Relations. *Strategic Analysis* 22, no. 5 (1998): 711-720.

Malone D. (2011). *Does the Elephant Dance?* Oxford University Press. New Delhi.

Mohan C.R. (2004). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan, 2004.

Pant, H.V. (2014). Modi’s Unexpected Boost to India-U.S. Relations,” *Washington Quarterly* 37, no. 3 93-112.

#### **Suggested Readings**

Ahmed M. (2021). *A Matter of Trust: India-US relations from Truman to Trump*. Harper Collins Publishers.



- 
- Ambrosius, L.E. (1990). *Woodrow Wilson and the American Diplomatic Tradition: The Treaty Fight in Perspective*. Cambridge: Cambridge University Press.
- Betts, R. K. (1978). "Analysis, War, and Decision: Why Intelligence Failures Are Inevitable." *World Politics* 31(1): 61-89.
- Betts, R. K. (2005). "The Political Support System for American Primacy." *International Affairs* 81(1): 1-14.
- Carig, C. and Fredrik L. (2009). *America's Cold War: The Politics of Insecurity*, Cambridge: Harvard University Press.
- Chaudoin, S, Milner H.V., and Tingley D.H. (2010). "The Center Still Holds: Liberal Internationalism Survives." *International Security* 35(1): 75-94.
- Denney D.S. (2007). *U.S.-India Military Relationship: Matching Expectations* Carlisle Barracks: U.S. Army War College, Pp. 21-22
- Drezner, D. W. (2010). "Will Currency Follow the Flag?" *International Relations of the Asia-Pacific* 10(3): 389-414.
- Ganguly, S., & Mason, M. C. (2019). *An Unnatural Partnership? The Future Of U.S.-India Strategic Cooperation*. Strategic Studies Institute, US Army War College.  
<http://www.jstor.org/stable/resrep20080>
- Ganguly, Š., & Mason, M. C. (Eds.). (2021). *The future of U.S.-India security cooperation*. Manchester University Press. <http://www.jstor.org/stable/ji.21996579>
- Glaser, C.L. (2013). "How Oil Influences U.S. National Security". *International Security* 38
- Heine, J. (2007). 'Review: Empire Defanged? Non-US Perspectives on US Foreign Policy', *International Political Science Review*. 28(5): 531-543.
- Hornat, J. (2021). Hegemonic stability in the Indo-Pacific: US-India relations and induced balancing. *International Relations*, 37(2), 324-347. <https://doi.org/10.1177/00471178211059253>.
- Hurell, A.(2016). Towards the Global Study of International Relations, *Revista Brasileira de Política Internacional*, 59(2): e008.
- Jones, B. D. and S.J. (2017). "Civil Wars & the Post-Cold War International Order", *Daedalus* 146(4): 33-44.
- Krasner, S. (1978). *Defending the National Interest: Raw Materials Investments and U.S. Foreign Policy*. Princeton, NJ: Princeton University Press.
- Kupchan, C.A., and Trubowitz P.L. (2010). "The Illusion of Liberal Internationalism's Revival." *International Security* 35(1): 95-109.
- Ladwig, W. C., & Mukherjee, A. (2019). India and the United States: The Contours of an Asian Partnership. *Asia Policy*, 14(1), 3-18. <https://www.jstor.org/stable/26642261>

- 
- Layne, C. (2006). "The Unipolar Illusion Revisited: The Coming End of the United States' Unipolar Moment". *International Security* 31(2): 7-41.
- Legro, J.W. (2012). "The Politics of the New Global Architecture: The United States and India." *Strategic Analysis* 36(4): 640-644.
- Magdoff, H. (1969). *The Age of Imperialism: Economics of US Foreign Policy*. New York: Monthly Review.
- Mahapatra, C. (2020). Indo-US Relations under the Biden Administration: Predictable Difficulties Ahead. *Indian Foreign Affairs Journal*, 15(4), 280–285. <https://www.jstor.org/stable/48630192>
- Mitchell, D. and Massoud T.G. (2009). "Anatomy of Failure: Bush's Decisionmaking Process and the Iraq War." *Foreign Policy Analysis* 5(3): 265-286.
- Njolstad, O. (ed.). (2004). *The Last Decade of the Cold War: From Conflict Escalation to Conflict Transformation*, London: Frank Cass.
- Nye J. (2002). *The Paradox of American Power: Why the World's Only Superpower Can't Go It Alone*. New York: Oxford University Press.
- O'Rourke, R. and Moodie M. (2017). "U.S. Role in the World: Background and Issues for Congress", Congressional Research Service, available at <https://fas.org/sgp/crs/row/R44891.pdf>
- Spiro, D. E. (1999). *The Hidden Hand of American Hegemony: Petrodollar Recycling and International Markets*, Ithaca: Cornell University Press.
- Tourangbam, M. (2021). Shifting Geopolitics and Anatomy of India-US Relations. *Indian Foreign Affairs Journal*, 16(2), 153–166. <https://www.jstor.org/stable/48720487>
- Verma R. (ed.) (2025). *India-US Convergence and Divergence under the Trump Administration*. Routledge.
- Vijayalakshmi, K. P. (2018). India–US Strategic Partnership: Shifting American Perspectives on Engaging India. *International Studies*, 54(1-4), 42-61. <https://doi.org/10.1177/0020881718791403> (Original work published 2017).

### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community

---

development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

## Master of Arts in Political Science

### PS-DSE 17: Public Policy in South Asia

**Credit: 4**

**Duration: 4 hours/ week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 17: Public Policy in South	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course adopts an interdisciplinary framework to critically examine public policy processes and governance structures in South Asia. It aims to equip students with the knowledge and analytical tools necessary to navigate complex policy environments, particularly within the developmental and institutional contexts of the Global South. Through comparative and critical approaches, the course explores how political, economic, and socio-cultural dynamics shape policy outcomes in South Asian countries.

Emphasis is placed on understanding the relationship between state institutions, political actors, civil society, and global forces in the formulation and implementation of public policy. The course also investigates key policy sectors—including health, education, environment, gender, and social protection—through empirical case studies and comparative analysis. Ultimately, students will gain a nuanced understanding of how public policies are conceptualized, rationalized, and executed within the diverse policy landscapes of South Asia.

#### Course Learning Outcomes

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

1. Understand and explain major theoretical approaches to public policy and apply them in comparative South Asian contexts.
2. Critically analyze the roles of institutions, political and bureaucratic actors, and socio-economic structures in the policy-making process.
3. Evaluate the influence of civil society, corporate actors, international agencies, and multilateral institutions on public policy in South Asia.
4. Develop foundational skills in policy analysis, planning, and evaluation, with particular emphasis on complex governance environments in the Global South.

---

## Course Content:

### Unit I: Public Policy in Comparative Perspective

- a) Evolution of Comparative Policy Theory
- b) South Asian Contexts: Historical and Geographical Specificities
- c) Politics–Administration Interface

### Unit II: Policy Institutions and Actors in South Asia

- a) Bureaucracy and Political Executives
- b) Legislatures and Specialized Policy Institutions
- c) Civil Society and Policy Networks

### Unit III: Comparing Public Policies in South Asia

- a) Urban Housing
- b) Environmental and Water Governance
- c) Sanitation and Public Health

### Unit IV: Non-State and Global Actors in Policy-Making

- a) Civil Society and Citizen Engagement (NGOs, Cooperatives, Social Action Groups)
- b) Corporate Actors and Multinational Corporations
- c) Global Institutions and Policy Transfer (e.g., WTO, UN, World Bank)

## Essential Readings:

### Unit I: Public Policy in Comparative Perspective

DeLeon, P., & Vogenbeck, D. M. (2019). *Policy sciences at the crossroads*. In F. Fischer, G. J. Miller, & M. Sidney (Eds.), *Handbook of public policy analysis* (pp. 1–10). Routledge.

Gupta, K. (2012). *Comparative public policy: Using the comparative method to advance our understanding of the policy process*. *Policy Studies Journal*, 40(S1), 11–26.

Howlett, M., & Ramesh, M. (2003). *Studying public policy: Policy cycles and policy subsystems*. Oxford University Press.

Koehler, G., & Chopra, D. (2014). *Development and welfare policy in South Asia*. Routledge.

### Unit II: Policy Institutions and Actors in South Asia

Haque, M. S. (2001). *The diminishing publicness of public service under the current mode of governance*. *Public Administration Review*, 61(1), 65–82.

Mathur, K. (2013). *Public policy and politics in India: How institutions matter*. Oxford University Press.

Painter, M., & Peters, B. G. (2010). *Tradition and public administration*. Palgrave Macmillan.

Wagle, U. R. (2014). *Political participation and civic engagement in South Asia: Trends, patterns, and determinants*. *Asian Journal of Political Science*, 22(2), 113–133.

---

### **Unit III: Comparing Public Policies in South Asia**

Bandyopadhyay, J. (2009). *Water governance in South Asia: Issues and challenges*. *International Journal of Water Resources Development*, 25(2), 157–171.

Harris, D. (2015). *Sanitation and public health in South Asia: Policy challenges and opportunities*. *IDS Bulletin*, 46(2), 50–58.

Raza, R. (2020). *Environmental governance in South Asia: Legal and institutional challenges*. *Asian Journal of Comparative Politics*, 5(3), 157–170.

Shatkin, G. (2014). *Contesting the Indian city: Global visions and the politics of the local*. *International Journal of Urban and Regional Research*, 38(1), 74–92.

### **Unit IV: Non-State and Global Actors in Policy-Making**

Kamat, S. (2004). *The privatization of public interest: Theorizing NGO discourse in a neoliberal era*. *Review of International Political Economy*, 11(1), 155–176.

Nay, O. (2014). *International Organisations and the Production of Hegemonic Knowledge: How the World Bank and OECD Helped Invent the Fragile State Concept*. *Third World Quarterly*, 35(2), 243–256.

Shankar, S., & Mehta, P. B. (2008). *Courts and socioeconomic rights in India*. In Gauri & Brinks (Eds.), *Courting Social Justice*. Cambridge University Press.

### **Facilitating the achievement of course Learning Outcomes:**

The Department employs a variety of pedagogical tools to facilitate learning and assess student performance, in accordance with university guidelines. These include:

- Regular classroom engagement through discussions and student-led presentations cultivates analytical reasoning, comparative thinking, and effective communication skills.
- Assignments that encourage critical engagement with course themes, policy evaluation, and real-world problem-solving.
- Opportunities to connect theory with practice, especially in the context of South Asian governance challenges.
- Structured evaluations to test conceptual understanding, analytical depth, and the ability to apply theoretical frameworks to empirical contexts.

---

## Master of Arts in Political Science

### PS-DSE 18: Urban Governance

**Credits:**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial/Practical		
PS- DSE 18 Urban Governance	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

- Understanding the theoretical foundations and global frameworks of urban governance.
- Analyze the institutional and policy structures of urban governance in India.
- Explore challenges like informality, inequality, infrastructure, environment, and participation in urban contexts.
- Equip students with practical and critical tools to assess and engage with urban governance policies and reforms.

#### Course Learning Outcomes

- By the end of this course, students will be able to: Understand key ideas and global discussions around how cities are governed.
- Clearly explain how urban governance works in India, including laws, institutions, and policies.
- Identify major problems cities face today, like inequality, lack of services, and informal settlements, and environmental issues.
- Appreciate the importance of people's participation, gender sensitivity, and inclusive decision-making in city planning.
- Use what they learn to study real-life examples and suggest ways to improve urban governance and citizen.

#### Course Content:

##### Unit I: Foundations of Urban Governance

- a) Urbanization and its governance challenges
- b) Theoretical perspectives: David Harvey, Henri Lefebvre, Michel Foucault
- c) Models of Urban Governance: Managerial, Entrepreneurial, Participatory

##### Unit II: Institutional Structures and Legal Frameworks in India

- 
- a) 74th Constitutional Amendment Act
  - b) Roles of Municipal Corporations, Councils, and Nagar Panchayats

### **Unit III: Urban Planning**

- a) Management of water and sewerage systems
- b) Urban land Use and effect of migration
- c) Transportation infrastructure and smart cities initiatives

### **Unit IV: Participatory and Inclusive Urban Governance**

- a) Gender perspectives and inclusive governance
- b) Participatory Budgeting – Concepts and Meaning; Case Studies: Pune, Delhi, Kerala, Gujarat ( Government Initiative)
- c) Urban social movement and the Right to the City
- d) Citizen participation and ward committees

### **Essential Readings:**

#### **Unit I**

Foucault, M. (1991). Governmentality.

Harvey, D. (2012). Rebel Cities

Opportunities and Risks of the “New Urban Governance” in India. (n.d).  
<https://www.jstor.org/stable/26197975>

Pierre, J. (2011). The Politics of Urban Governance.

UN-Habitat (2020). World Cities Report – The Value of Sustainable Urbanization. United Nations Human Settlements Programme. <https://unhabitat.org>.

#### **Unit II**

Government of India. (1992). *The Constitution (Seventy-fourth Amendment) Act, 1992*. Ministry of Law and Justice.

Mathur, O.P. Urban Local Governments in India, NIPFP

Ministry of Housing and Urban Affairs. Manual on the 74th Constitutional Amendment.

Sivaramakrishnan, K.C. Power to the People?

#### **Unit III**

Benjamin, S. (2008). "*Occupancy Urbanism*" in *urban studies*.

Bhan, G., Srinivas, S., & Watson, V. (2018). *The Routledge Companion to planning in the. Global*



---

South.

NITI Aayog. (2018, March 31). *Sustainable urban transport is the way forward*. NITI Aayog. <https://www.niti.gov.in/sustainable-urban-transport-way-forward>

Roy, A. (2009). *"Why India cannot plan its cities" in planning theory*.

#### Unit IV

Appadurai, A. (2001). *Deep Democracy. Governmentally and the Horizon of Politics*.

Citizen participation and ward committees Ghertner, D.A. (2015). *Rule by Aesthetics: World Class City Making in Delhi*.

Heller, P., Harilal, K. N., & Chaudhuri, S. (2007). Building local democracy: Evaluating the impact of decentralization in Kerala, India. *World Development*, 35(4), 626–648.

Isaac, T. M. T., & Heller, P. (2007). Democracy and development: Decentralized planning in Kerala. *World Development*, 35(4), 626–648. <https://doi.org/10.1016/j.worlddev.2006.07.001>

Roy, A. (2009). *The Right to the City*. *New Left Review*, 53.

Sanskriti, M., Madhale, A., & Amarnath (2013). *Participatory budgeting in Pune: A critical review*. Centre for Environment Education. <http://in/wp-content/uploads/2019/04/PB-Pune-a-critical-review.pdf>

UN-Habitat. (2020). *Gender-responsive urban planning and design*. United Nations Human Settlements Programme. <https://unhabitat.org/gender-ourpuneourbudget-responsive-urban-planning-and-design>

World Bank. (2003). *Case study 3: Gujarat, India – Participatory approaches in planning and financing urban infrastructure* (Water and Sanitation Program Case Study).

#### Suggested Readings

##### Unit I

Dupont, V. (2008). Slum demolitions in Delhi since the 1990s: An appraisal. *Economic and Political Weekly*, 43(28), 79–87.

Ministry of Housing and Urban Affairs (India) India Habitat III National Report (2016).

##### Unit II

Sivaramakrishnan, K. C. (2013). Revisiting the 74th Constitutional Amendment for better metropolitan governance. *Economic & Political Weekly*, XLVIII (13), 86–93.

“Unpacking Local SelfGovernment: The Uncertain Power of Cities in India.” (2018). <https://www.jstor.org/stable/27005212>

##### Unit III

---

*Migration and exclusionary urbanisation in India* (2007). Discusses how migrant flows shape spatial exclusion. <https://www.jstor.org/stable/23251688>

*Smart mobility in India: Urban mobility solutions* (2019). Comprehensive overview of ITS, BRTS, e-vehicles, and transit integration. <https://social-innovation.hitachi/en-in/knowledge-hub/techverse/smart-mobility-india>

*World Bank's urban water report on India: Institutional reform* (2011). Explores public-private partnerships and financial governance of urban water services. <https://www.jstor.org/stable/41720403>

#### **Unit IV**

Kumari, R. (2023). Towards GenderInclusive Cities: Prioritizing Safety Parameters for Sustainable Urban Development Through AHP. *International Journal of Sustainable Building Technology & Urban Development*, 30, 361–374. <https://www.sbt-durabi.org/articles/xml/Abem/>

Kumar, S., & Ghosh, A. K. (2024). *Mapping Women's Leadership in Cities in India*. ORF Expert Speak.

Reports by respective State Finance Commissions Lefebvre, H. (1991). *The Production of Space*

#### **Facilitating the achievement of Course Learning Outcomes:**

This course combines theoretical grounding with empirical analysis and participatory learning to facilitate the achievement of the Course Learning Outcomes. Core concepts from leading urban theorists will be taught through lectures and critical readings. Students will engage with the institutional and legal dimensions of urban governance in India, particularly focusing on the 74th Constitutional Amendment and the roles of municipal bodies. Contemporary urban challenges will be explored through applied discussions and policy analysis, including informality, inequality, and infrastructure. The course will also integrate inclusive governance practices by examining gender perspectives and participatory mechanisms, encouraging students to assess urban governance models and propose contextually relevant reforms critically.

---

## Master of Arts in Political Science

### PS-DSE 19: Public Institutions and Governance

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 19: Public Institutions and Governance	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course aims to understand the foundations of Institutions, particularly public institutions and their publicness. It focuses on the processes of (de) hybridizing relationships between the public and the private and the salience of governance in it, both theoretically and at the Indian-context level. It provides students with an understanding of accountability challenges, transparency, and effectiveness in governance and the evolving relationship between state, society, and markets. The role of institutions and governance in implementing and analyzing public policy in India is the touchstone of the course.

#### Course Learning Outcomes

It enables the student to grasp the public sector's governance vis-à-vis the private sector, development processes, accountability and regulation issues, and social and physical infrastructure development. The course equips students to do research in the areas of public policy and governance issues.

#### Course Content:

##### Unit I: Public Institution and Development

- State versus Markets
- Structural Adjustment Programs to Comprehensive Development Framework.
- Administration and Civil Service Reforms: Engagement and Accountability

##### Unit II: Public Finance and Management

- Budget, deficit & subsidies
- Financial Management & Accountability
- Privatization, Public-Private Partnership, Service Delivery & Regulation
- Public Enterprises in India

---

### Unit III: State Governments: Comparative Development Performance

- a) Water
- b) Sanitation and Wastewater
- c) Transport
- d) Power

### Unit IV: Social Development: Issues, Policies & Challenges

- a) Health & Population
- b) Education and Social Development

### Essential Readings:

#### Unit I

Government of India. (2005). *Second Administrative Reforms Commission: 1st Report – Right to Information: Master Key to Good Governance*. Ministry of Personnel, Public Grievances and Pensions. [https://darp.gov.in/sites/default/files/rti\\_masterkey1.pdf](https://darp.gov.in/sites/default/files/rti_masterkey1.pdf)

Leftwich, A. (1995). Bringing politics back in: Towards a model of the developmental state. *The Journal of Development Studies*, 31(3), 400–427.

Mehta, P. B. (Ed.). (2017). *Rethinking public institutions in India* (C. 2017th ed.). Oxford University Press.

Stiglitz, J. E. (1998). More instruments and broader goals: Moving toward the post-Washington Consensus. *WIDER Annual Lectures*, 2. United Nations University. <https://www.wider.unu.edu/publication/more-instruments-and-broader-goals-0>

World Bank. (2000). *Reforming public institutions and strengthening governance: A World Bank strategy*. World Bank. <https://documents1.worldbank.org/curated/en/994411468766776323/pdf/Reforming-public-institutions-and-strengthening-governance-a-World-Bank-strategy.pdf>

#### Unit II

Government of India. (2025). *Union budget 2025–26*. Ministry of Finance. <https://www.indiabudget.gov.in>

Hanson (1971). *A. H. Managerial Problems of Public Enterprises India*.

Planning Commission of India. (2010). *Public-private partnership in infrastructure: A compendium of case studies*. Government of India. [https://www.pppinindia.gov.in/report/Compendium\\_July8.pdf\\_1685172056.pdf](https://www.pppinindia.gov.in/report/Compendium_July8.pdf_1685172056.pdf)

Sen, S. (2019). *The State of India's public services: Benchmarking governance and service delivery*

---

across Indian states. Oxford University Press.

### Unit III

Government of India. (2020). *Report of the Working Group on Urban Transport for the Twelfth Five Year Plan*. Ministry of Housing and Urban Affairs.

[https://www.mohua.gov.in/upload/uploadfiles/files/UT\\_FYP\\_12.pdf](https://www.mohua.gov.in/upload/uploadfiles/files/UT_FYP_12.pdf)

Kumar, A. (Ed.). (2011). *Rethinking state politics in India: Regions within regions*. Routledge.

Mehta, L. (Ed.). (2010). *The politics and poetics of water: Naturalising scarcity in western India*. Orient BlackSwan.

NITI Aayog. (2023, July). *Report on water neutrality framework for Indian industry*.

[https://www.niti.gov.in/sites/default/files/202308/Report\\_on\\_Water\\_Neutrality\\_Framework\\_WR%26LR\\_vertical.pdf](https://www.niti.gov.in/sites/default/files/202308/Report_on_Water_Neutrality_Framework_WR%26LR_vertical.pdf)

Planning Commission. (2014). *Integrated energy policy: Report of the Expert Committee*. Government of India. <https://lpr.adb.org/sites/default/files/resource/846/india-integrated-energy-policy.pdf.pdf>

United Nations Children's Fund (UNICEF), & World Health Organization (WHO). (2021). *Progress on household drinking water, sanitation and hygiene 2000–2020: Five years into the SDGs*. <https://www.who.int/publications/i/item/9789240030848>

World Bank. (2019). *WASH poverty diagnostic Initiative*. World Bank Group. <https://www.worldbank.org/en/topic/water/publication/wash-poverty-diagnostic>

### Unit IV

NITI Aayog & Ministry of Health & Family Welfare. (2021). *Healthy States, Progressive India: Health Index Round I–III (2017–2020)*. NITI Aayog. [https://www.niti.gov.in/sites/default/files/2023-02/SHI\\_Round\\_one%20\\_Report\\_09102021.pdf](https://www.niti.gov.in/sites/default/files/2023-02/SHI_Round_one%20_Report_09102021.pdf)

NITI Aayog. (2019). *School Education Quality Index (SEQI)*. NITI Aayog. [https://www.niti.gov.in/sites/default/files/2019-09/seqi\\_document\\_0.pdf](https://www.niti.gov.in/sites/default/files/2019-09/seqi_document_0.pdf)

NITI Aayog. (2024). *Expanding Quality Higher Education through States and State Public Universities: Policy Report*. NITI Aayog. <https://www.niti.gov.in/sites/default/files/2025-02/Expanding-Quality-Higher-Education-through-SPUs.pdf>

### Suggested Readings

#### Unit 1

Fukuyama, F. (2013). What is governance? *Governance*, 26(3), 347–368.

<https://datamx.io/dataset/9e67de6e-0ab0-48be-ab24-9f4bcff118ff/resource/fc5f0b3f-c54a-4c8e-b1f7-0e5a90b5515a/download/whatisgovernance.pdf>

---

Robinson, Mark & White Gordon (Eds) (1999). *The Democratic Developmental State: Politics and Institutional Design*. Oxford University Press.

UNDP. (2007). *Public administration reform: Practice note*. United Nations Development Programme. [https://www.undp.org/sites/g/files/zskgke326/files/publications/PARPN\\_English.pdf](https://www.undp.org/sites/g/files/zskgke326/files/publications/PARPN_English.pdf)

## **Unit II**

Bhargava, R. C. (2013). *The Maruti story: How a public sector company put India on wheels*. Collins Business.

## **Unit III**

Centre for Science and Environment. (2012). *Excreta matters: How urban India is soaking up water, polluting rivers and drowning in its own waste* (Vol. 1 & 2). CSE.

Government of India. (2019). *Jal Jeevan Mission operational guidelines*. Ministry of Jal Shakti, Department of Drinking Water and Sanitation. <https://jaljeevanmission.gov.in>

## **Unit IV**

Dreze, Jean & Sen, Amartya (1995). *India: Economic Development & Social Opportunity*. Oxford University Press.

Ministry of Education. (2020). *National Education Policy 2020*. Government of India.

## **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

## Master of Arts in Political Science

### PS-DSE 20: The Political in Local Governance

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 20: The Political in Local Governance	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course introduces students to the politics of local governance within the broader framework of development and decentralization. It offers a theoretical and practical understanding of how institutional architectures, policy frameworks, and power relations shape governance outcomes at the grassroots level. Special emphasis is placed on rural–urban interfaces, decentralization laws including PESA, and participatory development.

#### Course Learning Outcomes

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

- Comprehend the role of local institutions in development governance.
- Critically analyze decentralization through a political lens.
- Assess the interplay of rural–urban dynamics and power asymmetries.
- Evaluate the institutional frameworks governing development and participation.
- Interpret the impact of legislations like PESA and 74th CAA on democratic deepening.

#### Course Content:

##### Unit I: Locating the Local in Development

- a) Economic development and the evolution of localism
- b) Historical perspectives on centralisation vs. decentralisation
- c) Conceptualising “local” in governance and development theories

##### Unit II: Understanding Rural–Urban Interface

- a) Defining the rural–urban continuum: space, identity, and function
- b) Peri-urbanization and hybrid spaces

##### Unit III: Institutional Frameworks and Legal Architecture

- 
- a) Political executives, planning institutions, and state-local interfaces
  - b) Implementation agencies and delivery mechanisms
  - c) Constitutional Amendments: 73rd, 74th, and PESA Act (1996)

#### **Unit IV: Participatory Development and the Urban–Rural Continuum**

- a) Decentralized planning: case studies from states
- b) Role of NGOs, citizens' groups, and social audit mechanisms
- c) Social movements in local governance

#### **Essential Readings:**

##### **Unit I: Locating the Local in Development**

Bardhan, P. (2002). Decentralization of governance and development. *Journal of Economic Perspectives*, 16(4), 185–205.

Meier, G. M. (2001). The old generation of development economists and the new. *World Development*, 29(11), 1875–1886.

Sen, A. (1999). *Development as freedom* (Ch. 6: The importance of democracy). Oxford University Press.

Singh, S., & Menon, A. (Eds.). (2024). *Environmental politics at the local: Natural resource governance in India*. Orient BlackSwan.

##### **Unit II: Understanding Rural–Urban Interface**

Bhagat, R. B. (2011). Emerging pattern of urbanization in India. *Economic and Political Weekly*, 46(34), 10–12.

Narain, V., Anand, P. S., & Banerjee, P. (2013). *Periurbanization in India: A review of the literature and evidence* (Urbanization and Emerging Population Issues Working Paper 7). IIED–UNFPA.

Ravetz, J., Fertner, C., & Nielsen, T. S. (2013). The dynamics of peri-urbanization. In K. Nilsson et al. (Eds.), *Peri-urban futures: Scenarios and models for land use change in Europe* (pp. 13–44). Springer.

Tacoli, C. (1998). Rural–urban interactions: A guide to the literature. *Environment and Urbanization*, 10(1), 147–166.

##### **Unit III: Institutional Frameworks and Legal Architecture**

Baviskar, B. S., & Mathew, G. (Eds.). (2009). *Inclusion and exclusion in local governance: Field studies from rural India*. Oxford University Press.

Johnson, C. (2003). *Decentralisation in India: Poverty, politics and Panchayati Raj* (ODI Working



---

Paper 199). Overseas Development Institute.

Kumar, S. (2006). Local government and decentralised planning in India. *Indian Journal of Public Administration*, 52(3), 365–379.

Mathew, G. (2000). Status of Panchayati Raj in the states of India, 1994. *Economic and Political Weekly*, 35(10), 587–590.

#### **Unit IV: Participatory Development and the Urban–Rural Continuum**

De Wit, J., & Berner, E. (2009). Progressive patronage? Municipalities, NGOs, CBOs and the limits to slum dwellers' empowerment. *Development and Change*, 40(5), 927–947.

Isaac, T. M. T., & Franke, R. W. (2000). *Local democracy and development: People's campaign for decentralized planning in Kerala*. Rowman & Littlefield.

Kumar, S. (2002). Does “participation” in the PRIs ensure inclusion? A critical review of evidence from India. *IDS Bulletin*, 33(2), 33–40.

World Bank. (2017). *World development report 2017: Governance and the law*. World Bank Publications.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. These include:

- Students' communication and analytical skills are evaluated through regular class presentations and group discussions.
- Term papers and field work provide a training ground for students to test their theoretical knowledge and develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research.

---

## Master of Arts in Political Science

### PS-DSE 21: Environmental Policies & Politics

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 21: Environmental Policies & Politics	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course seeks to equip students with a critical understanding of environmental challenges through the lens of political theory and policy analysis, particularly in the context of developing countries. It introduces key environmental philosophies and explores how institutions—state, market, community, and local governments—govern natural resources. Emphasis is placed on questions of equity, displacement, and sustainability, with the help of grounded case studies such as the Vedanta-Niyamgiri conflict and the 2013 Land Acquisition Act. The course also examines India's climate policy in relation to global environmental governance, fostering analytical insight into the political dimensions of ecological transformation.

#### Course Learning Outcomes

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

1. Explain major environmental philosophies and their normative implications for politics and society.
2. Critically engage with theoretical and empirical debates on environmental governance in developing countries.
3. Analyze key resource governance issues and policy frameworks related to displacement, sustainability, and social justice.
4. Evaluate India's climate change strategy in relation to global negotiations and localized adaptation needs.
5. Apply conceptual knowledge to assess contemporary environmental case studies and policy interventions.

#### Unit I: Introducing Environmentalism

- a) Environmental Philosophies
- b) Environment and Politics
- c) Ethics and Environment

---

## **Unit II: Environmental Institutions and Governance: State, Market, Community & Local Governments**

- a) State: Hardin and the Tragedy of the Commons
- b) Market: Pricing for Sustainability
- c) Community & Local Government Management: A Developing Country Perspective

## **Unit III: Resources and Equitable Distribution**

- a) Forests and Biodiversity: State & Community
- b) Agriculture and Irrigation: State, Science & Inequities
- c) Land, Displacement & Resettlement: Power, Culture & Resistance
- d) Gendered Dimensions of Resource Displacement and Access Inequities
- e) Vedanta Mining and Tribal Resistance: Case of Niyamgiri
- f) The Right to Fair Compensation and Transparency in Land Acquisition Act, 2013

## **Unit IV: Climate Change: Global Concerns and Local Initiatives**

- a) International Climate Politics: UNFCCC and COPs
- b) India's Evolving Climate Policies
- c) The Political Economy of Clean Energy and Net Zero
- d) Climate Change, Gender Vulnerability, and Adaptation Strategies

## **Essential Readings:**

### **Unit I: Introducing Environmentalism**

Dryzek, J. S. (2013). *The politics of the earth: Environmental discourses* (3rd ed.). Oxford University Press.

Guha, R. (2000). *Environmentalism: A global history*. Oxford University Press.

Guha, R., & Martinez-Alier, J. (1997). *Varieties of environmentalism: Essays North and South*. Earthscan.

### **Unit II: Environmental Institutions and Governance**

Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243–1248.

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.

Peet, R., & Watts, M. (2004). *Liberation ecologies: Environment, development and social movements* (2nd ed.). Routledge.

Singh, S. (2016). *The local in governance: Politics, decentralization, and environment*. Oxford University Press.

Singh, S., & Menon, A. (Eds.). (2024). *Environmental politics at the local: Natural resource governance in India*. Orient BlackSwan.

---

### Unit III: Resources and Equitable Distribution

Randell, H. (2022). The challenges of dam-induced displacement: Reducing risks and rethinking hydropower. *One Earth*, 5(8), 849–852.

Guha, R. (1992). *The unquiet woods: Ecological change and peasant resistance in the Himalaya* (Rev. ed.). Oxford University Press.

Johnston, R. J. (1996). *Nature, state and economy: A political economy of the environment* (2nd ed.). John Wiley & Sons.

Kothari, A., & Bajpai, A. (2019). Vedanta's mining and the battle for Niyamgiri: A study in state-corporate tribal conflict. *Economic and Political Weekly*, 54(6), 38–45.

Ministry of Law and Justice. (2013). *The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013*. Government of India.

### Unit IV: Climate Change: Global Concerns and Local Initiatives

Agrawal, A. (2005). *Environmentality: Technologies of government and political subjects*. Duke University Press.

Houghton, J. T., Jenkins, G. J., & Ephraums, J. J. (Eds.). (1992). *Climate change 1992: The supplementary report to the IPCC scientific assessment*. Cambridge University Press.

Redclift, M. (1987). *Sustainable development: Exploring the contradictions*. Methuen.

Terry, G. (2009). No climate justice without gender justice: An overview of the issues. *Gender & Development*, 17(1), 5–18.

### Suggested Readings

Arnold, D., & Guha, R. (Eds.). (1996). *Nature, culture and imperialism: Essays on the environmental history of South Asia*. Oxford University Press.

Peet, R., & Watts, M. (1996). *Liberation ecologies: Environment, development and social movements*. Routledge.

Redclift, M., & Woodgate, G. (Eds.). (1997). *The international handbook of environmental sociology*. Edward Elgar.

Soden, D. L., & Steel, B. S. (1999). *Handbook of global environmental policy and administration*. Marcel Dekker.

Taylor, C. (1999). Two theories of modernity. *Public Culture*, 11(1), 153–174.

Zelezny, L. C., Chua, P.-P., & Aldrich, C. (2000). New ways of thinking about environmentalism: Elaborating on gender differences in environmentalism. *Journal of Social Issues*, 56(3), 443–457.

---

### **Facilitating the Achievement of Course Learning Outcomes**

Student learning will be supported through a mix of lectures, interactive discussions, and case study analyses to strengthen conceptual and applied understanding. Group presentations, policy briefs, and classroom debates will enhance analytical, collaborative, and communication skills. Multimedia resources and thematic workshops will provide contextual depth, while reflective essays and structured assignments will help synthesize theoretical and empirical insights.

## Master of Arts in Political Science

### PS-DSE 22: Comparative Federalism: Theory and Practice

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 22: Comparative Federalism: Theory and Practice	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

The purpose of this course is to familiarize the students with contemporary comparative federal theory and practice. In the discourse on comparative politics today, federalism is a buzz word in the domain of governance as well as in post conflict situations in the politics within as well as among nations. The course is primarily focused at the national level, but supranational confederal developments are also briefly explored. The successes and “best practices” of federal experiments in one or a group of countries will receive attention alongside the pathologies and failure of federations in a comparative perspective.

#### Course Learning Outcomes:

This course will help students to understand the development of national and supranational confederal systems especially focusing on the pathologies and failure of federations in a comparative perspective.

#### Course Content:

##### Unit I: Concepts and Theories:

- Territorial federalism (Canada, Switzerland and South Africa)
- Ethnic federalism (Nepal, Belgium, Sri Lanka)
- Asymmetrical federalism (India and Canada)

##### Unit II: Typology of Federal Systems

- Parliamentary: Canada, Australia and India

- 
- b) Presidential: USA, Switzerland and Russia
  - c) Devolutionary federalism: UK-Scotland and Sri Lanka
  - d) Supranational Federalism: European Union

### **Unit III: Dividing Powers**

- a) Legislative: India, Canada, Australia
- b) Executive: Canada, USA and Germany
- c) Judiciary: USA, India and South Africa
- d) Fiscal: Switzerland, Canada and Brazil

### **Unit IV: Contemporary Debates**

- a) Federalism and Foreign Policy: treaty-making power, regional and global integration and governance
- b) Pathology of Federations: post-conflict situation in Nepal and Ethiopia
- c) Gendering Federalism: distribution of powers, gender budgeting, policy innovation and experimentation.

### **Essential Readings:**

#### **Unit I: Understanding Federalism – Classical Foundations and Core Concepts**

Burgess, M. (2006). *Comparative Federalism: Theory and Practice*. Routledge.

Elazar, D. (1987). *Exploring Federalism*. University of Alabama Press.

Hamilton, A., Jay, J., & Madison, J. (1987). *The Federalist Papers* (M. Beloff, Ed.). Basil Blackwell Inc.

Watts, R. L. (2008). *Comparing Federal Systems* (3rd ed.). McGill-Queen's University Press.

#### **Unit II: Comparative Designs and Institutional Innovation**

Burgess, M., & Gagnon, A. (Eds.). (1993). *Comparative Federalism and Federation: Competing Trends and Future Directions*. Harvester Wheatsheaf.

Griffiths, A., Chattopadhyay, R., Light, J., & Stieren, C. (2020). *The Forum of Federations Handbook of Federal Countries*. Forum of Federations.

Saxena, R. (Ed.) 2011. *Varieties of Federal Governance: Major Contemporary Models*. Foundation Cambridge University Press.

#### **Unit III: Institutions, Intergovernmental Relations, and Fiscal Federalism**

Aroney, N., & Kincaid, J. (Eds.). (2017). *Courts in Federal Countries: Federalists or Unitarists?*. Toronto University Press.

Shah, A. (Ed.). (2006). *The Practice of Fiscal Federalism: Comparative Perspectives* (Vol. 4). Forum of Federations and International Association for Federal Studies, McGill-Queen's University Press.

---

Majeed, A., Watts, R. L., & Brown, D. (Eds.). (2006). *Distribution of Responsibilities in Federal Countries* (Vol. 2). Forum of Federations and International Association for Federal Studies, McGill-Queen's University Press.

Watts, R. L. (1989). *Executive Federalism: A Comparative Analysis*. Institute of Intergovernmental Relations, Queen's University Press.

#### **Unit IV: Contemporary Themes – Conflict, Gender, and External Affairs**

Keil, S. (2023). Federalism and conflict resolution: Mixed success? In *Political Science and Public Policy 2023* (pp. 154–164). Edward Elgar Publishing. <https://doi.org/10.4337/9781800885325.00022>

Michelmann, H. (2008). *Foreign Relations in Federal Countries* (Vol. 5). Forum of Federations and International Association for Federal Studies, McGill-Queen's University Press.

Sawer, M., & Vickers, J. (2010). Introduction: Political architecture and its gender impact. In Haussman, M., Sawer, M., & Vickers, J. (Eds.), *Federalism, Feminism and Multilevel Governance* (pp. 3–18). Ashgate.

Saxena, R. (2020). Gendering federalism discourse. In Steytler, N., Arora, B., & Saxena, R. (Eds.), *The Value of Comparative Federalism: The Legacy of Ronald L. Watts* (pp. 67–85). Routledge. <https://doi.org/10.4324/9781003032656-5>

#### **Suggested Readings**

##### **Unit I**

Agranoff, R. (1999). *Accommodating Diversity: Asymmetry in Federal States*. Nomos Verlagsgesellschaft.

Anderson, G. (2008). *Federalism: An Introduction*. Oxford University Press.

Arora, B., & Verney, D. V. (Eds.). (1995). *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*. Konark Publishers.

##### **Unit II**

Blindenbacher, R., & Koller, A. (Eds.). (2003). *Federalism in a Changing World: Learning from Each Other*. Queen's University Press.

Hueglin, T. O., & Fenna, A. (2006). *Comparative Federalism: A Systematic Inquiry*. Broadview Press Ltd.

Karmis, D., & Norman, W. (2005). *Theories of Federalism*. Palgrave Macmillan.

Marchetti, R. (2007). Global governance or world federalism? A cosmopolitan dispute on institutional models. *Global Society*, 20(3), 287–305.

##### **Unit III**

Kincaid, J., & Tarr, A. (Eds.). (2005). *Origins, Structure, and Change in Federal Countries*. McGill-Queen's University Press.

Poirier, J., Saunders, C., & Kincaid, J. (Eds.). (2015). *Intergovernmental Relations in Federal Systems*. Oxford University Press.



---

Shah, A. (Ed.). (2007). *The Practice of Fiscal Federalism: Comparative Perspectives* (Vol. 4). McGill-Queen's University Press.

#### **Unit IV**

Moreno, L., & Colino, C. (Eds.). (2010). *Diversity and Unity in Federal Countries*. McGill-Queen's University Press.

Saxena, R. (2007). Treaty-making powers: A case for 'federalisation' and 'parliamentarisation'. *Perspectives*, 42(1), 6 January.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

---

## Master of Arts in Political Science

### PS-DSE 23: The Modern State in Comparative Perspective

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 23: The Modern State in Comparative Perspective	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

The state has been the conceptual anchor around which Political Science evolved as a discipline. This course focuses on studying the state in its historically specific forms and conceptual variations. The purpose is to enable the students to understand state formation, evolution and transformation of states from pre modern to modern form and comprehend the ways in which state power makes itself manifest. Historically, global capitalism has produced diverse regimes, liberal democratic, authoritarian, welfare and populist, which requires an understanding of their political and ideological underpinnings. Technological revolution has also profoundly shaped the practices of the modern state and this gets reflected in the practices of state. Gender, class and race, constitute the social base of state and are relevant especially as analytical frameworks for understanding how the state and practices of rule are experienced.

#### Course Learning Outcomes

After studying this course the students would develop an understanding of the state in its varied forms. They would learn to distinguish between the state, government, and regime types. The course will also assist them in comprehending the linkages between technology and the modern state. The course would also enable the students to assess state policies and contribute in the policy making process.

#### Course Content:

##### Unit I Conceptual debates

- Origins of the idea of state, debate over defining state
- Approaches to the study of state: society centered perspective, state centered perspective and state-in-society approach
- Governmentality and governmentalization of the state

---

## **Unit II State formation**

- a) European state formation: empire to modern state
- b) Pre-colonial, colonial and post-colonial states
- c) Capitalism and the modern state; welfare state

## **Unit III: Technology and the modern state**

Biometric state, security, surveillance

## **Unit IV: States and Regime types**

State of exception, fascism, authoritarianism, populism

## **Essential Readings:**

### **Unit I: Conceptual debates**

Abrams, P. 1988. 'Notes on the Difficulty of Studying the State (1977)'. *Journal of Historical Sociology*, 1(1).

Asad, T. 2004. 'Where are the Margins of the State'. In Das, v. And Poole, D. (eds.) *Anthropology in the Margins of the State*, Oxford University Press.

Easton, D. 1981. 'The Political System Besieged by the State'. *Political Theory*, 9(3), 303-325.

Foucault, M. 1991. 'Governmentality'. In Burchell, G., Gordon, C. and Miller, P. (eds.), *The Foucault Effect: Studies in Governmentality*. Harvester Wheatsheaf, London.

Migdal, J. S. 1997. 'Studying the State'. In Irving, M. et.al., *Comparative Politics, Rationality, Culture and Structure*. Cambridge University Press, Cambridge.

Runciman, D. 2003. 'The Concept of the State: The Sovereignty of a Fiction'. In Skinner Q. And Strath B., (eds.) *States and Citizens: History, Theory, Prospects*. Cambridge University Press, Cambridge.

Sarkar, B. K. 1921. 'The Hindu Theory of the State'. *Political Science Quarterly*, 36(1), 79-90.

Wang, Y. 2021. 'State-in-society 2.0: Toward fourth-generation theories of the state'. *Comparative Politics*, October.

### **Unit II: State formation**

Chandra, B. 1980. 'Colonialism, Stages of Colonialism and the Colonial State'. *Journal of Contemporary Asia*, 10(3).

Chatterjee, P. 1993. *Nation and its Fragments*. Oxford University Press, Delhi, (chapter 2: The Colonial State)

Garland, D. 2016. *The Welfare State: A Very Short Introduction*. Oxford University Press.

---

Held, D. 1982. 'The Development of the Modern State'. Hall, S., Gieben, B. (eds.), *Formations of Modernity*, Polity Press, Bridge.

Kaviraj, S. 1977. 'On the Construction of Colonial Power: Structure, Discourse, Hegemony'. In Engels, D. and Marks, S. (eds.), *Contesting Colonial Hegemony*, Academic Press, London.

Miliband, R. 'State Power and Class Interests'. *New Left Review*, 138.

Miliband, R. 1969. *The State in Capitalist Society*. Basic Books.

Poulantzas, N. 1969. 'The Problem of the Capitalist State', *New Left Review*, 58.

Stiglitz, J. E. 2018. The Welfare State in the Twenty-First Century. In Ocampo, J. A. and Stiglitz, J. E. (eds.) *The Welfare State Revisited*. Columbia University Press.

### **Unit III: Technology and the Modern State**

Balkin, J. M. 2008. 'The Constitution in the National Surveillance State'. *Minnesota Law Review*, 93(1).

Breckenridge, K. 2014. *Biometric State, the Global Politics of Identification and Surveillance in South Africa, 1850 to the Present*. Cambridge University Press.

Hallsworth, S. and Lea, J. 2011. 'Reconstructing Leviathan: Emerging Contours of the Security State'. *Theoretical Criminology*, 15(2), 141-157.

Kerr, O. S. 2009-2010. 'The National Surveillance State: A Response to Balkin'. *University of Minnesota Law Review*, 93(2).

Young, I. M. 2003. 'The Logic of Masculinist Protection: Reflections on the Current Security State'. *Signs: Journal of Women in Culture and Society*, 29(1).

### **Unit IV: States and regime types**

Agamben, G. 2005. *State of Exception* (translated by Kevin Attell). The University of Chicago Press, Chicago.

Anter, A. 2014. *Max Weber's Theory of the Modern State, Origins, Structure and Significance*, Palgrave MacMillan.

Chatterjee, P. 2020. *I am the People: Reflections on Popular Sovereignty Today*. Columbia University Press, New York.

Eco, U. 1995. 'Ur-Fascism'. *The New York Review of Books*. June 22.

Giroux, H. A. 2015. 'Totalitarian Paranoia in the Post-Orwellian Surveillance State'. *Cultural Studies*, 29(2), 108-140.

Linz, J. L. 2000. *Totalitarian and Authoritarian Regimes*. Lynne Rienner, Boulder.

Lyon, D. 2008. 'Surveillance Society'. Talk for Festival del Divitto, Piacenza, September 28,

---

available at [http://www.festivaldeldiritto.it/2008/pdf/interventi/david\\_lyon.pdf](http://www.festivaldeldiritto.it/2008/pdf/interventi/david_lyon.pdf)

Lyon, D. 2016. 'Big Dataveillance: Emerging Challenges' . , May 3.

Mudde, C. and Kaltwasser, C. R. 2017. *Populism: A Very Short Introduction*. Oxford University Press.

Passmore, K. 2014. *Fascism: A Very Short Introduction*. Oxford University Press.

Poulantzas, N. (1979[1970]). *Fascism and Dictatorship: The Third International and the Problem of Fascism*. Veso.

Rosenberg, A. (2012 [1934]). 'Fascism as a Mass Movement'. *Historical Materialism*. 20(1), 144-189.

Scott, J. C. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, Yale University Press.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

---

## Master of Arts in Political Science

### PS-DSE 24: Society, State and Politics: Comparing India and Israel

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 24: Society, State and Politics: Comparing India and Israel	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course critically explores the changing nature of society, state, and politics in India and Israel—two vibrant democracies rooted in multicultural and parliamentary traditions. While recognizing the distinct socio-political contexts of South Asia and West Asia, the course identifies key comparative trajectories in democratic consolidation, party systems, civil-military relations, migration, and governance models. It also aims to deepen students' understanding of pluralism, identity, and conflict within diverse political societies.

#### Course Learning Outcomes

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

- Understand and analyze the structural and sociocultural factors influencing state formation and democratic development in India and Israel.
- Compare parliamentary institutions, electoral processes, and party systems in both countries.
- Examine the role of identity, ethnicity, and religion in shaping democratic practices.
- Evaluate policy challenges such as demographic shifts, national security, and governance from a comparative perspective.

#### Course Content:

##### Unit I: Nature of Society in India and Israel

- a) The concept of a multi-cultural society amid pluri-culturism
- b) India and Israel as multi-ethnic/multi-cultural societies: Similarities and differences
- c) Democratic politics in a multicultural milieu

##### Unit II: State Structures and Institutions in India and Israel

- a) State formation: A historical backdrop
- b) Parliamentary democracy: Commonalities and differences

- 
- c) Role of the state in the process of globalization

### **Unit III: Party Politics in India and Israel**

- a) Working of local political institutions
- b) Parties and party systems
- c) Coalition politics

### **Unit IV: Emerging Issues and Contemporary Challenges: India and Israel Compared**

- a) Peace and security
- b) Demographic challenges
- c) Governance and state capacity

### **Essential Readings:**

#### **Unit I: Nature of Society in India and Israel**

Atal, Y. (2001). Managing multiplicity: The insider-outsider duality. *Economic and Political Weekly*, 36(36).

Atal, Y. (2012). *Sociology: A study of the social sphere* (Chapter 19, pp. 457–461). Pearson.

Eisenstadt, S. N. (1967). *Israeli society*. Weidenfeld and Nicolson.

Frankel, F. R., Hasan, Z., Bhargava, R., & Arora, B. (Eds.). (2000). *Transforming India: Social and political dynamics of democracy*. Oxford University Press.

Peled, Y. (1992). Ethnic democracy and the legal construction of citizenship: Arab citizens of the Jewish state. *American Political Science Review*, 86(2), 432–443.

Smootha, S. (1997). Ethnic democracy: Israel as an archetype. *Israel Studies*, 2(2), 198–241.

#### **Unit II: State Structures and Institutions in India and Israel**

Cohen-Almagor, R. (Ed.). (2005). *Israeli democracy at the crossroads*. Routledge.

Horowitz, D., & Lissak, M. (Eds.). (1989). *Trouble in utopia: The overburdened polity of Israel*. State University of New York Press.

Kohli, A. (2009). *Democracy and development in India: From socialism to pro-business*. Oxford University Press.

Rudolph, L. I., & Rudolph, S. H. (2008). *Explaining Indian democracy: A fifty year perspective, 1956–2006*. Oxford University Press.

#### **Unit III: Party Politics in India and Israel**

Arian, A., Atmor, N., & Hadar, Y. (2006). *Auditing Israeli democracy: Changes in Israel's political party system: Dealignment or realignment?* Israeli Democracy Institute.

Chakrabarty, B. (2006). *Forging power: Coalition politics in India*. Oxford University Press.

Choudhary, S. K. (2018). *The changing face of parties and party systems: A study of Israel and India*. Palgrave Macmillan.

Kothari, R. (1964). The Congress system in India. *Asian Survey*, 4(12), 1161–1173.

Palsikar, S., & Vora, R. (Eds.). (2007). *Indian political parties*. Sage Publications.

---

Singh, M. P., & Saxena, R. (Eds.). (1996). *India's political agenda: Perspectives on the party system*. Kalinga Publications.

Yishai, Y. (2001). Bringing society back in: Post-cartel parties in Israel. *Party Politics*, 7(6), 689–707.

#### **Unit IV: Emerging Issues and Contemporary Challenges**

Atal, Y., & Choudhary, S. K. (2014). *Combating corruption: The Indian case*. Orient Blackswan.

Choudhary, S. K. (2013). From conciliation to confrontation: Changing civil society–state relations in Israel and India. *IASSI Quarterly*, 32(2), 77–97.

Harel-Shalev, A. (2010). *The challenge of democracy: Citizenships, rights and ethnic conflicts in India and Israel*. Lexington Books.

Liebman, C. S. (Ed.). (1997). *Religion, democracy and Israeli society*. Harwood Academic Publishers.

Shindler, C. (2013). *A history of modern Israel* (2nd ed.). Cambridge University Press.

Vora, R., & Palshikar, S. (Eds.). (2004). *Indian democracy: Meanings and practices*. Sage Publications.

#### **Facilitating the Achievement of Course Learning Outcomes**

To achieve the stated outcomes, the following pedagogical tools will be employed:

- Lectures and guided discussions to build theoretical foundations.
- Student presentations and group debates to enhance articulation and critical thinking.
- Term papers and policy briefs for developing comparative analysis and academic writing.



---

## Master of Arts in Political Science

### PS-DSE 25: Key Concepts in Indian Political Thought

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 25: Key concepts in Indian Political Thought	4	3	1	Bachelor's degree in any course	None

#### Course Objectives:

The course aims to introduce students to the richness of Indian Political Thought, focusing on key ideas that have shaped India's socio-political and philosophical frameworks. It seeks to provide a comprehensive understanding of these concepts, encouraging critical engagement and research in this essential area of study.

#### Course Learning Outcomes:

Students will gain a deeper understanding of Indian Political Thought, analyzing its historical development and relevance in modern contexts.

#### Course Content:

##### Unit I: Dharam

##### Unit II: Satya, Gyan, Yoga

##### Unit III: Shakti

##### Unit IV: Swaraj

#### Essential Readings:

##### Unit I: Dharma

Bhatt, G. P. (1989). *The basic ways of knowing*. Motilal Banarsidass.

Sharma, C. (2000). *A critical survey of Indian philosophy*. Motilal Banarsidass.

Sinha, J. (1978). *Indian philosophy* (Vol. I). Motilal Banarsidass.

Radhakrishnan, S. (1926). *The Hindu view of life*. George Allen & Unwin.

---

Suda, J. P. (1970). Dharma: Its nature and role in ancient India. *The Indian Journal of Political Science*, 31(4), 356–366. <https://www.jstor.org/stable/41854399>

## **Unit II: Satya, Gyan, Yoga**

Aurobindo, S. (1993). *The integral yoga: Sri Aurobindo's teaching and method of practice*. Sri Aurobindo Ashram Trust.

Kalé, S. S., & Novetzke, C. L. (2024). *The yoga of power: Yoga as political thought and practice in India* (E-book). Columbia University Press. <https://cup.columbia.edu/book/the-yoga-of-power/9780231549462>

Vivekananda, S. (1896). *Karma Yoga*. <https://archive.org/details/karma-yoga-by-swami-vivekananda>

Vivekananda, S. (1899). *Jnana Yoga*.

Wright, J. C. (1998). R̥gvedic 'Satyá.' *Bulletin of the School of Oriental and African Studies*, 61(3), 519–526.

## **Unit III: Shakti**

Aurobindo, S. (1980). *The Mother: Commentaries on Savitri (Book VI)*. Sri Aurobindo Ashram.

Chatterjee, B. (1882). *Anandamath*.

Kamala, G. (1990). Mother who is not a mother: In search of the great Indian goddess. *Economic and Political Weekly*, 25(42/43), WS58–WS64.

Palai, R. C. (n.d.). *The concept of Shakti in Indian philosophy*. Odisha Review.

Palai, R. C. (n.d.). *The concept of Shakti: A study*. Academia. [https://www.academia.edu/73209007/The\\_Concept\\_of\\_Shakti\\_A\\_Study](https://www.academia.edu/73209007/The_Concept_of_Shakti_A_Study)

## **Unit IV: Swaraj**

Gandhi, M. K. (1938). *Hind Swaraj or Indian home rule*. Navajivan.

Parel, A. J. (Ed.). (1997). *Hind Swaraj and other writings*. Cambridge University Press.

Pal, B. (2020). *Swadeshi and Swaraj: The rise of new patriotism*. L.G. Publishers Distributors.

Chakrabarty, B. (2006). *Social and political thought of Mahatma Gandhi*. Routledge.

Mukherjee, R. (2009). Gandhi's Swaraj. *Economic and Political Weekly*, 44(50), 34–39.

Pradhan, R. C. (2021). *Raj to Swaraj: Tracing India's journey to freedom*.

Iyer, R. N. (1979). *The moral and political thought of Mahatma Gandhi*. Oxford University Press.

## **Suggested Readings**

Kapoor, K., & Singh, A. K. (2005). *Indian knowledge systems* (Vol. 1). Indian Institute of Advanced Study.

Kuckkahn, T. (2005). Celebrating the Indian way of life. *American Indian Quarterly*, 29(3/4), 505–509. <http://www.jstor.org/stable/4138987>

---

Hindu renaissance and the significance of Shakti worship. *Pragyata*. <https://pragyata.com/hindu-renaissance-and-significance-of-shakti-worship/>

**Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. The teachers use varied pedagogical techniques, including class projects (in individual and group modes), term papers, class presentations, and field research to create a participative learning environment in the classes. Students' communication and analytical skills are evaluated through regular interactive modes of teaching and learning.

---

## Master of Arts in Political Science

### PS-DSE 26: Dalit-Bahujan Thought

Credits: 4

Duration: 4 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 26: Dalit Bahujan Thought	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course will focus on the political thoughts of Dalit-Bahujan thinkers in India. So far, the pedagogy has remained exclusive to the various egalitarian ideas put forward by Dalit-Bahujan thinkers. Still, caste, community, religion, and gender are the major categories on which society is governed. A complete understanding of the society, its evolution, and transformation needs to unfold the Dalit-Bahujan thinkers whose ideas and thoughts render it inclusive and egalitarian. Their ideas have contemporary relevance to a wider extent. Their ideas have remained confined as a critic and radical thinking of past times, but this course brings in a complete historical presence of egalitarian thought from ancient times to modern, from Buddha to Kanshi Ram.

#### Course Learning Outcome

Students will gain critical insights into the evolution of egalitarian ideas and alternative frameworks for understanding caste, gender, and social justice in India, as articulated by prominent Dalit-Bahujan thinkers. The course fosters analytical engagement with indigenous intellectual traditions that challenge Brahminical hegemony and reframe the normative ideas of justice and equality.

#### Course Content:

##### Unit I: Anti-Caste Ethics and Early Egalitarian Thought

- Impact of Buddhism on Dalit-Bahujan Thought
- Ravidas
- Kabir

##### Unit II: Social Reform and Colonial Resistance

- Jyotirao Phule
- Tarabai Shinde
- Periyar

---

### **Unit III: B. R. Ambedkar**

### **Unit IV: Post-Ambedkar Dalit-Bahujan Thought - Kanshi Ram**

#### **Essential Readings :**

#### **Unit I**

Callewaert, W. M., & Friedlander, P. (1992). *The life and works of Ravidass Ji*. Delhi: Manohar.

Narasu, L., & Aloysius, G. (Eds.). (2002). *Religion of modern Buddhist*. Delhi: Wordsmiths.

Tagore, R. (Trans.). (1915). *Songs of Kabir*. London: Macmillan.

#### **Unit II**

Deshpande, G. P. (Ed.). (2002). *Selected works of Jyotirao Phule*. Delhi: LeftWord.

O'Hanlon, R. (1994). *For the honour of my sister countrywomen: Tarabai Shinde and the critique of gender relations in colonial India*. Oxford: Oxford University Press.

O'Hanlon, R. (1995). *Caste, conflict and ideology: Mahatma Jyotirao Phule and low caste protest in nineteenth-century Western India*. Hyderabad: Orient Longman.

Omvedt, G. (2008). *Seeking Begumpura: The social vision of anti-caste intellectuals*. Delhi: Navayana.

Shinde, T. (1882/1993). Stripurushtulana (M. Pandit, Trans.). In S. Tharu & K. Lalita (Eds.), *Women writing in India: 600 B.C. to the early 20th century* (Vol. 1, pp. 221–230). New York: The Feminist Press at CUNY.

#### **Unit III**

Ambedkar, B. R. (1916). *Caste in India: Their mechanism, genesis and development*. Panjab: Patrika Publications.

#### **Unit IV**

Kanshi Ram. (2008). *Chamcha Yug*. Delhi: Gautam Book Centre.

Narayan, B. (2015). *Fractured tales: Invisibles in Indian democracy*. Delhi: Oxford University Press.

#### **Facilitating the Achievement of Course Learning Outcomes**

To ensure students internalize and apply the course content, a combination of participatory and reflective learning methods will be adopted. Faculty will employ diverse pedagogies such as close reading of original texts, reflective essays, class discussions, visual mapping of intellectual genealogies, and group presentations. These are complemented by internal assessments and end-semester evaluations. Students will be encouraged to engage critically with texts and ideas to draw connections between historical struggles and contemporary politics, thus strengthening their analytical and interpretive skills.

---

## Master of Arts in Political Science

### PS-DSE 27: Discourses on Hindu Nationalism

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 27: Discourses on Hindu Nationalism	4	3	1	Bachelor's degree in any course	None

#### Course Objectives:

The course examines the ideas of thinkers who look at India from non-Western lenses. Their reflections on certain issues and India as a nation go on to shape the definition and discourses of contemporary Hindu Nationalism in India. Their idea of India consists of and deals with some core issues which converge with the core of Hindu nationalism on the one hand and make a departure from modernists' explanations of India.

#### Course Learning Outcomes:

Students learn the core issues of Hindu Nationalism, which is the most contested subject of debate in Indian politics. Further, they will have insight into ideas that seek to define India in a way that is different from Modernists' arguments.

#### Course Content:

##### Unit I: Ideological Origins and Early Intellectual Foundations

- Core Premises of Hindu Nationalism: Cultural, Civilizational, and Religious Dimensions
- Dayanand Saraswati: Vedic Reform and National Identity
- Bankimchandra Chatterjee: Cultural Symbolism and Literary Nationalism

##### Unit II: Spiritual and Revolutionary Nationalism

- Swami Vivekananda: Universalism, Hindu Identity, and National Regeneration
- Aurobindo: Spiritual Evolution, Sanatana Dharma, and Anti-Colonialism
- Bipin Chandra Pal: Militant Nationalism and the Hindu Renaissance

##### Unit III: Doctrinal Consolidation and the Rise of Political Hinduism

- Mahatma Gandhi: Religion, Morality, and Pluralism in National Discourse
- V. D. Savarkar: Hindutva as Political Ideology
- M. S. Golwalkar: Nationhood, Identity, and the RSS Vision

---

#### **Unit IV: Postcolonial Rearticulations and Contemporary Trajectories**

- a) Deendayal Upadhyay: Integral Humanism and Political Philosophy
- b) Hindu Nationalism in Contemporary India

#### **Essential Readings:**

#### **Unit I: Ideological Origins and Early Intellectual Foundations**

Bhatt, C. (2001). *Hindu nationalism: Origins, ideologies and modern myths*. Oxford University Press.

Datta, B. (2000). *Resurgent Bengal: Rammohun, Bankimchandra, Rabindranath*. Minerva Associates.

Samya, & Haldar, M. K. (1977). *Renaissance and reaction in nineteenth century Bengal: Bankim Chandra Chattopadhyay (Trans.)*. Minerva Associates.

Saraswati, D. (1882). *Satyarth Prakash: The light of truth*. Sarvadeshik Arya Pratinidhi Sabha.

#### **Unit II: Spiritual and Revolutionary Nationalism**

Kiggley, D. (1990). Vivekananda's western message from the East. In W. Radice (Ed.), *Swami Vivekananda and the modernization of Hinduism*. Oxford University Press.

Pal, B. C. (1971). The spirit of nationalism. In E. Kedourie (Ed.), *Nationalism in Asia and Africa*. Weidenfeld & Nicolson.

Sen, A. P. (2011). Vivekanand: Cultural nationalism. In M. P. Singh & H. Roy (Eds.), *Indian political thought: Themes and thinkers*. Pearson.

Sri Aurobindo. (1969). *Nationalism*. Sri Aurobindo Ashram.

#### **Unit III: Doctrinal Consolidation and the Rise of Political Hinduism**

Gandhi, M. K. (n.d.). Hinduism. In *Collected Works of Mahatma Gandhi*. National Book Trust.

Golwalkar, M. S. (1980). *Bunch of thought*. Jagaran Prakashan & Suruchi Prakashan.

Kuruvachira, J. (2006). *Hindu nationalists of modern India: A critical study of genealogy of Hindutva*. Rawat Publications.

Parel, A. (Ed.). (2002). *Gandhi, freedom and self-rule*. Vistaar Publications.

Ragi, S. K. (2024). *RSS and Gandhi: The idea of India* (1st ed.). Routledge India.

Sampath, V. (2021). *Savarkar: A contested legacy, 1924–1966*. Penguin Random House India.

Savarkar, V. D. (1922). *Essentials of Hindutva*.

Sharma, J. (2011). *Hindutva: Exploring the idea of Hindu nationalism* (3rd ed.). Penguin Books.

---

#### **Unit IV: Postcolonial Rearticulations and Contemporary Trajectories**

Swaroop, D. (Ed.). (1992). *Deendayal Upadhyay's integral humanism*. DRI.

Upadhyay, D. D. (1968). *Political diary*. Suruchi Prakashan.

#### **Facilitating the achievement of Course Learning Outcomes:**

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. The teachers use varied pedagogical techniques, including class projects (in individual and group modes), term papers, class presentations, and field research, to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.



---

## Master of Arts in Political Science

### PS-DSE 28- Interpreting Indian Classical Texts

**Credits: 4**

**Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 28 Interpreting Indian Classical Texts	4	3	1	Bachelor's degree in any course	None

#### Course Objectives

This course introduces the richness of Indian classics, focusing on key themes from ancient texts. It explores ancient Indian political thought and institutions, encouraging research and fostering a deeper understanding of India's intellectual heritage.

#### Course Learning Outcomes

The course will enable students to gain a deeper understanding of Indian classical texts. Students will learn and be encouraged to research this much-needed area of study.

#### Course Content:

##### Unit I: Introduction: How to study Indian Classics

##### Unit II:

- a) Shanti Parva: Rajdharma
- b) Digha Nikaya: Sangha : The Demaocratic Institution

##### Unit III:

- a) Charvak/Lokayat: Materialism

##### Unit IV: Arthshastra - Statecraft

#### Essential Readings:

##### Unit-1

Balgangadhara, S. N., & Rao, S. (2021). *What does it mean to be Indian ?* Notion Press.

---

Kapoor, K., & Singh, A. K. (Eds.). (2005). *Text and interpretation: The Indian tradition*. D. K. Printworld.

Mukherjee, A. (2010). What is a classic? International literary criticism and the classic question. *PMLA*, 125(4), 1026–1042. <https://www.jstor.org/stable/41058302>

Ramanujan, A. K. (1990). Is there an Indian way of thinking? An informal essay. In V. Dharwadker & S. H. Blackburn (Eds.), *The collected essays of A. K. Ramanujan* (pp. 36–43). Oxford University Press.

## Unit-2

Ganatra, A. (2024). *Mahabharata Unravelling – II: The Dharma Discourses* (Vol. 2) Bloomsbury

Ganatra, A. (2024). *Mahabharata Unravelling: LesserKnown Facets of a WellKnown History* (Vol. 1). Bloomsbury

Gethin, R. (1998). *The foundations of Buddhism*. Oxford University Press.

Rajagopalachari, C. (1958). *Mahabharata*. Bharatiya Vidya Bhawan.

Sankrityayan, R., et al. (1990). *Buddhism* (5th ed.). People's Publication House.

Singh, M. P. (2017). Dhamma: Buddha's and Ashoka's. In H. Roy & M. P. Singh (Eds.), *Indian political thought* (2nd ed.). Pearson.

## Unit-3

Bhattacharya, R. (2011). *Studies on the Cārvāka/Lokāyata*. Anthem Press. (Original work published 2009)

Chattopadhyaya, D. (1959). *Lokayata: A study in ancient Indian materialism*. New Delhi.

Chattopadhyaya, D. (1990). *The beginnings: Global philosophy for everyman*. Bangalore.

Sinha, A. K. (1994). Traces of materialism in early Vedic thought: A study. *Annals of the Bhandarkar Oriental Research Institute*, 75(1/4), 235–241. <https://www.jstor.org/stable/41694419>

## Unit-4

Boesche, R. (2003). *Kautilya's Arthashastra on war and diplomacy in ancient India*. *Journal of Military History*, 67(1), 9–37.

Gray, S. (2014). *Reexamining Kautilya and Machiavelli: Flexibility and the problem of legitimacy in Brahmanical and secular realism*. *Political Theory*, 42(6), 789–815.

Kangle, R. P. (1965). *The Kautilya Arthashastra*. Bombay University Press.

Shamasastri, R. (1915). *Kautilya: Arthashastra*. Government Press.

---

## Suggested Readings

- Altekar, A. S. (1958). *State and government in India* (Original work published 1949). Motilal Banarsidass.
- Brough, J. (1952, October 3). The study of the Indian classics. *Journal of the Royal Society of Arts*, 766–776.
- Chattopadhyaya, D. (1959). *Lokayata: A study in ancient Indian materialism* [Hindi & English]. People's Publication House.
- Choubey, B. B. (2009). *The Rig Veda (AsvalayanaSamhita) (Vol. 1)*. IGNCA.
- Dasgupta, S. N. (1922). *History of Indian philosophy* (Vols. 1–5). Cambridge University Press.
- Dharampal. (2017). *Bhartiya chitta, manas and kala*. In *Essential writings of Dharampal* (Revised ed.). Bharat Peetham.
- Dutt, M. N. (1903). *The Mahabharata*. [Calcutta].
- Ghosal, U. N. (1929). *The Hindu revenue system*. University of Calcutta.
- Jayaswal, K. P. (1924). *Hindu polity: A constitutional history of India in Hindu times*. Butterworth.
- Jha, V. (n.d.). Ashoka's dhamma in historical perspective. *Vikramshila Journal of Social Sciences*, 8(1).
- Kane, P. V. *History of Dharmasāstra*. Bhandarkar Oriental Research Institute.
- MacDonell, A. (1895). Mythological studies in the Rigveda. *Journal of the Royal Asiatic Society of Great Britain and Ireland*, 165–189. <http://www.jstor.org/stable/25197247>
- Matilal, B. K. (1986). *Perception: An essay on classical Indian theories of knowledge*. Clarendon Press.
- Minor, R. (1982). Sarvepalli Radhakrishnan on the nature of "Hindu" tolerance. *Journal of the American Academy of Religion*, 50(2), 275–290. <http://www.jstor.org/stable/1463203>
- Mishra, S. C. (1997). *Evolution of Kautilya's Arthashastra: An inscriptional approach* (R. S. Sharma, Foreword). Anamika.
- Pollock, S. (2011, Spring). Crisis in the classics. *Social Research*, 78(1), 21–48.
- Prasad, B. (1925). *The state in ancient India: A study in the structure and practical working of political institutions in North India in ancient times* (Vol. 5). Cambridge University Press.
- Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. Penguin Books India.
- Rao, K. (2007). Vedic ideals and Indian political thought. *The Indian Journal of Political Science*, 68(1), 105–114. <http://www.jstor.org/stable/4185882>

---

Sankrityayan, R., & Kashyap, J. (1976). *Suttapitaka ka Digh-Nikaya*. Bharatiya Baudha Shiksha Parishad.

Sharma, R. S. (1989). *Origin of the state in India* (D. D. Kosambi Memorial Lecture, 1987). University of Bombay Publication.

Sri Rahula, W. (1974). *What Buddha taught* (Rev. & exp. ed.; P. Demieville, Foreword). Grove Press.

**Facilitating the achievement of Course Learning Outcomes:**

To achieve the Course Learning Outcomes, teaching should combine lectures with discussions. These discussions will encourage students to think critically and express their interpretations. Short research assignments and presentations will be included to promote inquiry-based learning, with guidance on using translations and scholarly resources. Assessment should be ongoing, using quizzes, reflection notes, and a final project to track progress. Guest lectures by experts analyzing classical texts will enrich the learning experience.

---

## Master of Arts in Political Science

### PS-SBC 01: Elections and Data-Driven Electoral Analysis

**Credits: 2**

**Duration: 2 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Practical		
<b>PS-SBC 01: Elections and Data- Driven Electoral Analysis</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>Bachelor's degree in any course</b>	<b>None</b>

#### Course Objectives

1. Acquire a comprehensive understanding of India's electoral framework and data sources.
2. Develop methodological competence in analyzing polling data and voter sentiment.
3. Build foundational skills in visualizing electoral results and interpreting patterns.
4. Cultivate a critical and ethical lens in interpreting digital and offline electoral trends.

#### Course Outcomes

Upon successful completion of the course, students will demonstrate:

1. Demonstrate an in-depth knowledge of India's electoral system and identify key electoral data sources.
2. Apply appropriate analytical methods to interpret polling data and assess voter behavior.
3. Create effective visualizations to represent electoral results and derive meaningful insights.
4. Evaluate electoral data with critical reasoning and ethical awareness of its societal implications.

#### Course Content:

##### Unit 1: Electoral Systems and Constituency-Level Analysis

- a) Constituency-wise Patterns in Lok Sabha and Assembly Elections
- b) Sources and Types of Election Data (ECI, CSDS, ADR, Open Data platforms)

---

**Hands-On Exercise:** Students will analyze past Lok Sabha/Vidhan Sabha constituency-level data (e.g., vote share, turnout, winning margins) from two election cycles, and write a comparative analytical brief identifying patterns and shifts in voter behavior.

## **Unit 2: Polling Trends, Campaign Strategies and Voter Sentiment**

- a) Electoral Surveys: Sampling Methods and Voter Profiling
- b) Electoral Data Visualization: Vote share, turnout, and swing interpretation
- c) Opinion Polls and Exit Polls: Methodologies and Challenges

**Hands-On Exercise:** Students will design and execute a small-scale electoral opinion survey or analyze existing polling data using basic statistical tools (Excel) to interpret voter mood across demographic categories.

## **Essential Readings:**

### **Unit 1**

Chhibber, P., & Nooruddin, I. (2004). Do Party Systems Count? The Number of Parties and Government Performance in the Indian States. *Comparative Political Studies*, 37(2), 152– 187.

Kumar, S. (2021). *Elections in India: An Overview* (1st ed.). Routledge India.

Norris, P. (2014). *Why Electoral Integrity Matters*. Cambridge University Press.

### **Unit 2**

Ahuja, A., & Chhibber, P. (2012). Why the Poor Vote in India: "If I Don't Vote, I Am Dead to the State". *Studies in Comparative International Development*, 47, 389–410.

Jensenius, F. R., & Verniers, G. (2017). Studying Indian Politics with Large-scale Data: Indian Election Data 1961–Today. *Studies in Indian Politics*, 5(2), 269-275.  
<https://doi.org/10.1177/2321023017727984>

Malhotra, N., & Krosnick, J. A. (2007). The Effect of Survey Mode and Sampling on Inferences about Political Attitudes and Behavior: Comparing the 2000 and 2004 ANES to internet surveys with nonprobability samples. *Political Analysis*, Cambridge University Press, vol 15(3), 286-323.

Mitra, S. K., & Singh, V. B. (1999). *Democracy and Social Change in India: A Cross-Sectional Analysis of the National Electorate*. Sage Publications.

## **Facilitating the achievement of Course Learning Outcomes:**

To facilitate the effective achievement of the course learning outcomes, a multidisciplinary and experiential pedagogy will be adopted. Students will critically analyze electoral trends using

---

constituency-level and polling data to understand voter behavior and the impact of campaign strategies. They will work with demographic datasets, design small-scale surveys, and interpret polling outcomes using visualization and statistical tools. The course will introduce essential tools such as Excel for data handling and basic statistical analysis. Students will undertake individual or group projects on electoral themes using mixed methods, presenting insights through structured reports and data visualizations. Emphasis will be placed on ethical reasoning and critical reflection while interpreting electoral trends.

---

**Master of Arts in Political Science****PS-SBC 02: Analysis of Policies****Credits: 2****Duration: 2 hrs./ week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Practical		
PS-SBC 02: Analysis of Policies	2	1	1	Bachelor's degree in any course	None

**Course Objectives**

The course equips students with analytical frameworks to critically evaluate public policies across sectors. It enhances their ability to examine the design, implementation, and outcomes of policy interventions. Emphasis is placed on understanding the political, social, and institutional contexts that shape policy-making. Through practical tools, case studies, and applied exercises, students gain hands-on experience in deconstructing and assessing real-world policies, preparing them for roles in research, consultancy, and governance.

**Course Learning Outcomes**

Upon successful completion, students will be able to:

1. Apply critical and interpretive frameworks to analyze real policy texts.
2. Conduct short, structured evaluations of public policies using standard tools.
3. Map stakeholders, power relations, and processes of policy change.
4. Write policy deconstruction reports and stakeholder analysis briefs.
5. Demonstrate transferable skills for careers in think tanks, NGOs, consulting, and governance.

**Course Content:****Unit I: How to Read and Analyze a Policy: Frameworks and Concepts**

- a) Introduction to Critical and Interpretive Policy Analysis
- b) Frameworks for Evaluating Policy Goals, Instruments, Outcomes

**Hands-On Exercise:** Students will submit a Policy Deconstruction Table summarizing any public policy using a provided analytical framework.



---

## **Unit II: Policy Evaluation: Tools and Applications**

- a) Evaluating Policy Effectiveness, Efficiency, and Equity
- b) Methods: SWOT, Logical Frameworks, Cost–Benefit Critique
- c) Innovation and Policy Learning

**Hands-On Exercise:** Students will select a recent public policy of their choice (national or state level) and prepare a 2–3 page evaluation report. The report should critically assess the policy’s effectiveness, efficiency, and equity. Evaluation tools such as SWOT analysis **or** Logical Frameworks must be applied, along with a discussion on opportunities for policy learning or innovation.

### **Essential Readings:**

#### **Unit 1**

Lejano, R. P. (2013). *Frameworks for policy analysis: Merging text and context*. Routledge.  
Weimer, D. L., & Vining, A. R. (2017). *Policy analysis: Concepts and practice*. Routledge.  
Yanow, D. (2000). *Conducting interpretive policy analysis* (Vol. 47). SAGE Publications, Inc.

#### **Unit 2**

Vedung, E. (2017). *Public policy and program evaluation*. Routledge.

Nagel, S. S. (1986). Efficiency, effectiveness, and equity in public policy evaluation. *Review of Policy Research*, 6(1), 99–120.

Gürel, E & Tat, M (2017). SWOT analysis: A theoretical review. *The Journal of International Social Research*, 10(51), 994–1006.

Couillard, J., Garon, S., & Riznic, J. (2009). The logical framework approach—Millennium. *Project Management Journal*, 40(4), 31–44.

Mytelka, L. K., & Smith, K. (2002). Policy learning and innovation theory: An interactive and co-evolving process. *Research Policy*, 31(8–9), 1467–1479

### **Facilitating the achievement of Course Learning Outcomes:**

The course adopts an integrated approach combining theory and application. Students will learn to assess policy design, goals, and implementation strategies using critical frameworks. Case studies, group work, and guided hands-on exercises will foster the development of structured evaluation, stakeholder mapping, and contextual analysis skills. Emphasis will be placed on understanding real-world policy challenges, enabling students to bridge academic concepts with field-level applications. Peer review, reflective practice, and iterative assignments will help consolidate both analytical and practical competencies.

---

**Master of Arts in Political Science**

**PS-SBC 03: Policy Innovation and Design Thinking**

**Credits: 2**

**Duration: 2 hrs./ week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Practical		
PS-SBC 03: Policy Innovation and Design Thinking	2	1	1	Bachelor's degree in any course	None

**Course Objectives:**

This course introduces students to the tools and frameworks of policy innovation through the lens of design thinking. It emphasizes user-centered, iterative, and collaborative approaches to solving complex public problems. By integrating theory with real-world challenges, students will learn to generate, evaluate, and refine inclusive and sustainable policy ideas. The course aims to build critical thinking, creativity, and adaptability to equip students for effective policy formulation in dynamic governance environments.

**Course Learning Outcomes:**

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

1. Analyze the principles of design thinking and their relevance to public policy innovation.
2. Apply design thinking methods to develop creative policy solutions for complex governance issues.
3. Evaluate the effectiveness of user-centered design in addressing stakeholder needs.
4. Assess the feasibility and long-term sustainability of innovative policy ideas.
5. Examine the role of experimentation and creativity in policy reform.
6. Address contemporary policy challenges using structured, design-led strategies.

**Course Content:**

**Unit I: Foundations of Policy Innovation and Design Thinking**

- a) Introduction to Policy Innovation
- b) Principles of Design Thinking
- c) Identifying and Framing Policy Problems
- d) Empathy and User-Centered Research

**Hands-on Exercise:** Students will select a policy issue and conduct user research to understand the

---

needs and perspectives of affected stakeholders.

## **Unit II: Prototyping and Testing Policy Solutions**

- a) Ideation Techniques for Policy Solutions
- b) Prototyping in Policy Design
- c) Testing and Iteration Based on Feedback
- d) Implementing Innovative Policy Solutions

**Hands-on Exercise:** Students will develop and test a prototype of their policy solution, incorporating feedback from stakeholders and peers.

## **Essential Readings:**

### **Unit I**

Fagerberg, J. (2017). Innovation policy: Rationales, lessons, and challenges. *Journal of Economic Surveys*, 31(2), 497–512.

Dorst, K. (2011). The core of 'design thinking' and its application. *Design Studies*, 32(6), 521–532.

Weiss, C. H. (1991). Policy research: Data, ideas, or arguments? In P. Wagner, C. H. Weiss, B. Wittrock, & H. Wollmann (Eds.), *Social sciences and modern states: National experiments and theoretical crossroads* (pp. 307–332). Cambridge University Press.

Hinnant-Crawford, B. (2023). *Problem identification and framing*. In *Leading continuous improvement in schools* (pp. 113–135). Routledge.

Yu, H. C., Chou, C. J., Luh, D. B., & Hsieh, M. H. (2023). User-centered empathy design: A prototype of school-age children learning aids system. *Journal of Ambient Intelligence and Humanized Computing*, 14(1), 1–9.

### **Unit II**

Graham, D., & Bachmann, T. T. (2004). *Ideation: The birth and death of ideas*. John Wiley & Sons, Inc.

Bocken, N. M. P., Allwood, J. M., Willey, A. R., & King, J. M. H. (2011). Development of an eco-ideation tool to identify stepwise greenhouse gas emissions reduction options for consumer goods. *Journal of Cleaner Production*, 19(12), 1279–1287.

Kimbell, L., & Bailey, J. (2017). Prototyping and the new spirit of policy-making. *CoDesign*, 13(3), 214–226.

Genov, A. (2005). Iterative usability testing as continuous feedback: A control systems perspective. *Journal of Usability Studies*, 1(1), 18–27.

---

Kapsali, M. (2011). How to implement innovation policies through projects successfully. *Technovation*, 31(12), 615–626.

Brorström, S. (2015). Implementing innovative ideas in a city: Good solutions on paper but not in practice? *International Journal of Public Sector Management*, 28(3), 166–180.

Kimbell, L. (2011). Rethinking design thinking: Part I. *Design and Culture*, 3(3), 285–306.

### **Facilitating the achievement of Course Learning Outcomes:**

To ensure students grasp the complexities of policy innovation, the course adopts an integrated approach combining theory with practical application. Case studies, group projects, and design-based exercises will foster critical thinking, creativity, and problem-solving. Emphasis will be placed on ideation, prototyping, and iterative testing—core elements of design thinking. Through collaborative work on real-world policy challenges, students will explore the relationship between innovation and governance. Assessment will focus on the practical application of design frameworks to evaluate and propose policy solutions, equipping students with the skills to drive effective and sustainable public policy.