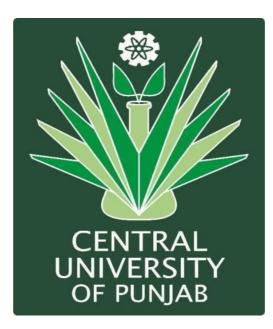# CENTRAL UNIVERSITY OF PUNJAB

Ph.D.

In

Political Science

Batch 2023

SCHOOL OF INTERNATIONAL STUDIES

Department of South and Central Asian Studies

MISSION OF THE DEPARTMENT

M1	Make competent teachers with high level of professional, moral and ethical values
M2	Impart highest standards in theoretical as well as practical knowledge and skill set

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Ph.D. Political Science nurtures the ability of the students by making them capable of grasping the theoretical knowledge and the analytical skills related to the subject. After the successful completion of the programme, students will be able to:

PEO 1	Develop the ability to understand and comprehend the existing theories and literature of various aspects of Political Science
PEO 2	Familiarise themselves with the relevant research apart from updating themselves with the developments
PEO 3	Examine and analyse the national political issues, challenges and problems that affect India's developmental goals
PEO 4	Demonstrate competence in research writing skills on the subject that will enhance their capability of working with various think tanks
PEO 5	Demonstrate consciousness and knowledge of duties and responsibilities of a citizen towards the state and society.

PROGRAMME SPECIFIC OUTCOMES

Students would be able to:

PSO 1	Become familiar with the concepts and theories in Research Methodology
PSO 2	Develop capacities to research individually and in groups on different aspects of political science and geopolitics
PSO 3	Inculcate a high level of research and critical thinking skills to formulate distinctive research questions, hypotheses, different arguments and provide new approaches to the field.
PSO 4	Develop questionnaires and field surveys apart from analysing the data collected for thesis and research papers
PSO 5	Display the capability to create a significant, original contribution to knowledge through the production of a published paper, thesis, monograph and book.
PSO 5	Execute good teaching skills

COURSE STRUCTURE

Sl.No.	Course Code	Name of the Course	Type of Course	L	T	P	Cr
Compulsory Courses							
1	PS. 701	Research Methodology	Core	4	0	0	4
2	PS 710	Indian Political Thought	Elective	3	0	0	3
3	PS. 751	Research and Publication Ethics	CF	2	0	0	2
4	PS. 752	Teaching Assistantship	CF	0	0	2	1
5	UNI. 753	Curriculum, Pedagogy and Evaluation	CF	1	0	0	1
6	PS.700	Seminar	Skill Based	0	0	2	1
Optional Courses (choose any one)							
7	PS. 707	Governance and Public Policy in India	Elective	4	0	0	4
8	PS. 708	Constitution and Constitutionalism in India	Elective	4	0	0	4
9	PS. 709	Western Political Thought	Elective	4	0	0	4
11	PS. 711	Themes and Debates in Indian Politics	Elective	4	0	0	4
Total Credits of the PhD Political Science Programme				**14**	**0**	**2**	**16**

CF: Compulsory Foundation, **C**: Core, **L**: Lecture, **T**: Tutorial, **P**: Practical Cr: Credits

*These courses will be offered as per the facilities and expertise available in the department.

Evaluation Criterion

There will be an exam conducted at the end of the coursework by the Department for 100 Marks.

Details of the Syllabus

L	T	P	C
4	0	0	4

Course Title: Research Methodology

Course Code: PS. 701

Total Hours: 60

Course Learning Outcomes
At the end of the course, students will be able to:
CLO1: Identify essential concepts of political research.
CLO2: Interpret political ontology and political epistemology.
CLO3: Discuss various approaches, methods, and techniques of research in politics.
CLO4: Apply various methods and techniques in doing political research.

CLO5: Construct and test a theory to understand and to explain the political issues.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Process of Research: Meaning, Objectives, Characteristics, Significance, and Types, Research Methods and Research Methodology Research Approaches: Positivism, Interpretivism, Critical Social Science, Feminism, Postmodernism, and Constructivism Epistemological Issues in Social Science Research Theory Construction and Validity in Social Science	CL01 CL02

	Learning Activities: Preparation of concept note on research methodology and methods, Discuss knowledge and its development in the social science domain in particular political science	
II 15 Hours	Literature Review: Sources of Literature, Methods of Literature Review Formulating Research Problem, Research Objectives, and Research Questions Hypothesis: Characteristics, Types, Formation, and Testing Research Design: Characteristics of a Good Research Design, Types of Research Designs Data: Sources of Data, Types of Data - Primary, Secondary and Tertiary, Numeric and Non-Numeric Data Collection/Generation, Processing, and Interpretation Sampling: Qualitative and Quantitative	CL03
	Learning Activities: Presentation of Literature Survey and Review, Formulate Research Problem, Research Objectives, Research Questions, and Research Hypothesis; Identify and Evaluate Major Research Designs	
III 15 Hours	Qualitative Methods: Concept, Types, Technique, and Applications Quantitative Methods: Concept, Type, Technique, and Applications Mixed Method: Concept, Design, Technique, and Applications	CL03 CL04
	Learning Activities: Brainstorming, Write-up and Presentation on Qualitative, Quantitative, and Mixed Methods	

IV 15 Hours	Technical Writing: Research Proposal, Research Report, Thesis: Citation, Notes, Reference, Bibliography, and Webliography Common Errors in Writing Research Report: Plagiarism and Copyright Issues, Ethics in Research Use of Internet in Political Science Research Reference Management Software: Zotero and Mendeley	CL05
	Learning Activities: Write-up and Presentation of research proposal, and References	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

1. Audi, Robert. (2002). Epistemology: A Contemporary Introduction to the Theory of Knowledge. London: Routledge.
2. Creswell, John W. (2011). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Thousand Oaks: Sage Publications.
3. De Vaus, D. A. (2002). Surveys in Social Research (5th edn.). London: Routledge.
4. Galderisi, Peter. (2015). Understanding Political Science Statistics: Observations and Expectations in Political Analysis. New York and London: Routledge.
5. Kellstedt, M. Paul and Guy D. Whitten.(2013). The Fundamentals of Political Science Research (2nd edition). Cambridge: Cambridge University Press.
6. Kuhn, Thomas. (1996). The Structure of Scientific Revolutions. Chicago: University of Chicago Press.
7. McNabb, David E. (2015). Research Methods for Political Science: Quantitative and Qualitative Methods (2nd edition). New York: Routledge.
8. Popper, Karl. (1959). The Logic of Scientific Discovery (Reprint 2012). New York: Basic Books.
9. Berg, Bruce L. (2001). Qualitative Research Methods for Social Sciences. Boston: Allyn and Bacon, 2001.
10. Bernard, H.R. (2000). Social Research Methods: Qualitative and Quantitative

Approaches. Newbury Park, Cal.: Sage.

11. Bless, Claire, Craig Higson Smith, and Ashraf Kagee. (2006). Fundamentals of Social Research Methods: An African Perspective (4rth ed.). Zambia: Juta & Co. Ltd.
12. Grix, Jonathan. (2010). The Foundations of Research. London: Palgrave Macmillan.
13. Groves, Robert M, *et al*. (2009). Survey Methodology. New Jersey: Wiley.
14. Harrison, Lisa and Theresa Callan. (2013). Key Research Concepts in Politics and International Relations. London: Sage.
15. Joseph, Gibaldi. (2009). MLA Handbook for Writers of Research Papers. Modern Language Association of America.
16. Kanji, Gopal K. (2006). 100 Statistical Tests (3rd edt.). London: Sage.
17. Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2015). Field Research in Political Science. Cambridge University Press.
18. Lamont, Christopher. (2015). Research Methods in International Relations. London: Sage.
19. Lester, James D. and Jim D. Lester Jr. (2007). Principles of Writing Research Papers. New York: Longman.
20. Mahan, Margaret D. F. (2003). Chicago Manual of Style. Phi Learning Pvt. Ltd.
21. Maoz, Zeev. (2004). Multiple Paths to Knowledge in International Relations: Methodology in the Study of Conflict Management and Conflict Resolution. Lexington Books.
22. Marsh, David and Gerry Stoker (*eds*.). (2010). Theory and Methods in Political Science. 3rd Edition, London: Macmillan.
23. Sprinz, Detlef F. and Yael Wolinsky-Nahmias (*eds*.). (2007). Models, Numbers, and Cases: Methods for Studying International Relations. The University of Michigan Press.

L	T	P	Cr
3	0	0	3

Course Name: Indian Political Thought

Course Code: PS. 710

Course type: Core

Total Hours: 45

Course Outcomes:

On completion of this course, students will be able to:

CO1	Interpret the various sources of Ancient Indian Political Thought,
CO2	Examine the Indian renaissance thought
CO3	Comprehend Economic discourses of colonialism.
CO4	Critically observe the Indian liberal nationalism and freedom struggle,
CO5	Rise and causes of radical nationalism and impact,
CO6	Critically study religious nationalism and socio-religious problems.
CO7	Dimensions of Socialism in India
CO8	Compare the ideas of Subhas Bose and Bhagat Singh

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Dharmashastra, Arthashastra, Buddhist and Jain Traditions	CO1
	Learning Activities: Brain-storming and Discussion on the concept of Dharma in Ancient texts.	
II 10 Hours	Raja Ram Mohan Roy, Sir Syed Ahmad Khan, Jyotiba Phule, Dadabhai Naoroji	CO2, CO3
	R N Tagore, M K Gandhi, B R Ambedkar, Sardar Patel	CO4
	Learning Activities: Peer discussion, real world application, brain storming and on Impact of Liberal Ideas on national Awakening of India.	
III	B G Tilak, Lajpat Rai, B C Pal	CO5

10 Hours	Vivekananda, Aurobindo, Savarkar, Deen Dayal Upadhyay	CO6
	Learning Activities: Modelling and scaffolding, Brainstorming and group discussion on swaraj	
IV\n\n10 Hours	J L Nehru, Ram Manohar Lohia, Jay Prakash Narayan	CO7
	Subhas Chandra Bose and Bhagat Singh	CO8
	Learning Activities: Presentations on Socialism and Total revolution	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Chakrabarty, B., & Pandey, R. (2009). Modern Indian Political Thought. New Delhi: SAGE Publications India Pvt.Ltd.
2. Chandra, P. (1998). Modern Indian political thought. New Delhi: Vikas Pub. House.
3.Jayapalan, N. (2000). Indian political thinkers. New Delhi: Atlantic Publishers and Distributors.

4. Kumar, R. (2006). Modern Indian political thought. New Delhi.

5.Mehta, N.V. (1996). Foundations of Indian Political Thought. Delhi: Manohar Publications.

6.Padhey, K.S. (2011). Indian Political Thought. Delhi: PH Learning.

7. Ranjan, R. (2010). Indian Political Thought. New Delhi: Anmol Publications Pvt.Ltd.

8. Ray, B., &Misra, R. (2012). Indian Political Thought. New Delhi: Kaveri Books.

9. Saletore, B. (1963). Ancient Indian political thought and institutions. New York: Asia Pub. House.

10.Sharma, A. (2000). Classical Hindu thought. New Delhi: Oxford University Press.

11. Singh, A., &Mohaptra, S. (2010). Indian Political Thought: A Reader (Ist ed.). Abingdon, Oxon: Routledge.

12. Sukhdeva. (2002). Living thoughts of the Ramayana. Mumbai [India]: Jaico Publishing House.

13. Bakshi, S. (1981). Bhagat Singh and his ideology. New Delhi: Capital Publishers.

14. Bowles, A. (2007). Dharma, disorder, and politics in ancient India. Leiden: Brill.

15. Singh, B., & Verma, S. (1986). Selected writings of Shaheed Bhagat Singh. New Delhi: National Book Centre.

L	T	P	Credit
2	0	0	2

Course Title: RESEARCH AND PUBLICATION ETHICS

Course Code: PIR 751

Total Hours: 30

CourseLearning Outcomes

The student would be able to:

CLO 1: Introduce the basic statistics used in research.
CLO 2: Understand the univariate and bivariate methods of statistical analysis in research.
CLO 3: Comprehend multivariate methods involving correlation, regression and meta-analysis and its application in research.

CLO 4: Use SPSS, MS Excel to analyse data, and interpret results obtained during analysis.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 5 Hours	**Philosophy and Ethics** Introduction to Philosophy : definition, nature and scope, content, branches Ethics : definition, moral philosophy, nature of moral judgements and reactions	CLO 1
Unit 2 7 Hours	**Scientific Conduct** Ethics with respect to science and research Intellectual honesty and research integrity Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) Redundant publications: duplicate and overlapping publications	CLO 2

	Selective reporting and misrepresentation of data	
Unit 3 7 Hours	**Publication ethics** Publication ethics: definition, introduction and importance Best practices/ standards setting initiatives and guidelines: Committee on publication Ethics (COPE). Salami Slicing Conflicts of interest Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types Violation of publication ethics, authorship and contributorship Identification of publication misconduct, complaints and appeals Predatory publishers and journals	CLO 3

Unit 4 15 Hours	**Open Access Publishing** Open access publications and initiatives SHERPA/ROMEO online resource to check publisher copyright & self-archiving policies Software tool to identify predatory publication developed by SPPU Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal. Group Discussions: Subject specific ethical issues, FFP, authorship; conflicts of interest; complaints and appeals: examples and fraud from India and abroad Software tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools	CLO 4
Transactional Modes	**Databases and Research Metrics** Databases: Indexing databases; Citation database: Web of Science, Scopus etc. Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics : h-index, i10 index	

Suggested Readings

1. Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Bogdon, R., & Biklen, S. K. (2008). *Qualitative Research for Education: An Introduction to Theories and Practice*. New Delhi: PHI learning
3. Borg, W.R., & Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman, Inc.

4. Chandra, S. S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
5. Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Publications.
6. Curtis, W., Murphy, M., N Shields, S. (2013). *Research and Education*. New York & London: Routledge
7. Gordon, P. (1996). *A Guide to Educational Research*. New York: Routledge

8. Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
9. Kilkapatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
10. Kress, T. (2013). *Using Critical Research for Educational and Social Change*. New York & London: Routledge.
11. Lauren, B., Little, T. D., & Card, N. A. (2012). *Developmental Research Methods*. New York: The Guilford Press.
12. Martella, R. C., Nelson, J. R., Morgan, R. L., & Martella,N. E. (2013). *Understanding*
13. Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. C.A: Sage Publications.
14. Tolmie, A., McAteer, E., & Muijs, D. (2012). *Quantitative Methods in Educational and Social Research Using SPSS.* Maidenhead: Open University Press
15. Wellington, J. (2015). *Educational Research*. New Delhi: Bloomsbury Academic.
16. Weirsma. W., & Stephen G. (2009). *Research methods in Education.* New York: Pearson Education

L	T	P	Cr
0	0	2	1

Course Title: Teaching Assistantship

Course Code: PIR 752

Total Hours: 30

Learning Outcome:

At the end of this skill development course, the scholars shall be able to

CLO 1: Familiarize themselves with the pedagogical practices of effective class room delivery and knowledge evaluation system

CLO 2: Manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following **evaluation criteria**:
- The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
- The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks), *communication skills* (10 marks), *teaching techniques employed* (10 marks), and classroom interactions (10).
-

Course Contents:

Unit /Hours	Contents	Mapping with CLOs
Unit 1/Hours 4	**Bases and Principles of Curriculum** **Curriculum:** Concept and Principles of curriculum development, Foundations of Curriculum Development. **Types of Curriculum Designs-** Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.	CLO 1

Unit 2
 	
4 Hours
	Curriculum Development
	1.
	  Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and
	
	    learning experiences, transaction process.
	2.
	   Comparison among Interdisciplinary, multidisciplinary and
	
	    trans-disciplinary approaches to curriculum.
		CLO 2

Unit 3
 	
10 Hours
	Curriculum and Pedagogy
	1.
	    Conceptual
	
	    understanding of Pedagogy.
	2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped
	
	    learning, Dialogue, cooperative and collaborative learning
	3. Three e- techniques: Moodle, Edmodo, Google
	
	    classroom
		CLO 3

Unit 4 10 Hours	Learners' Assessment	CLO 4
	Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments. 3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.	
Transactional Modes:	**Lecture, dialogue, peer group discussion, workshop**	
Evaluation criteria	**There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.**	

Suggested Readings

1. Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development*. Boston: Allyn & Bacon.
2. Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
3. Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535.https://doi.org/10.1080/00220270701305362
4. Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching*. Singapore: Pearson Education
5. McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
6. Nehru, R. S. S. (2015). *Principles of Curriculum*. New Delhi: APH Publishing Corporation.
7. Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
8. Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide*. New York, NY: Routledge.

Web Resources

1. https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf
2. https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx
3. http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-Basic-Principles-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf

L	T	P	C
2	0	0	2

Course Title: Seminar
Course Code: PIR. 700

Total Hours: 30

Learning Outcomes:

CLO 1: Students will be well versed with the communication and presentation skills required at different academic and research forums.

CLO 2: Students will learn how to make presentations on the concepts and research related topics.

Seminar Detail

Students will be given a topic by the respective supervisor related to research topics allotted to the students to prepare a presentation.

Transaction Mode: PowerPoint Presentation, Group Discussion, Reading Research Papers.

Seminar Detail

Students will be given a topic by the respective supervisor related to research topics allotted to the students to prepare a presentation. From the 7th week, the presentations will be taken.

Transaction Mode: PowerPoint Presentation, Group Discussion, Research Papers.

Evaluation Criteria for Seminar:

1.   **Continuous Assessment – 50 Marks**

Sr. No.	SECTIONS	MARKS
1	Interaction with the Supervisor	25
2	Attendance Less than 70%= nil 70-74%=20 (75- 80%= 21, 81-85%= 22, 86-90% = 23, 91-95%=24 above 100%= 25)	25
Total		50

2. **End Term Assessment – 50 Marks**

Sr. No.	SECTIONS	MARKS
1	Presentation	25
2	Response to Question-Answer	10
3	Contents	15
Total		50

ELECTIVES

L	T	P	Cr
4	0	0	4

Course Name: Governance and Public Policy in India

Course Code: PIR. 707

Course type: Elective

Total Hours: 60

Course Learning Outcomes:

On completion of the course, students will be able to:
CLO1: Define the concept of governance and public policy.
CLO2: Examine governance process and factors, such as political, economic, administrative, and ideological changes that influence the planning and provision of public policy in India.
CLO3: Analyse factors that are necessary to bring an efficient and transparent governance in India.
CLO4: Evaluate policies formulated by India from time to time.
CLO5: Estimate impacts of public policies on the life of citizens.
CLO6: Act for improving governance process in India.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Defining Governance: Good Governance, Role of State, Civil Society and Individual Theories and Models of Governance Public Policy: Types, Process, and Models	CL01 CL02
	Learning Activities: Preparation of concept note on global governance; field visit	
II 15 Hours	Policy-Making, Policy Implementation and Evaluation in India Governance and Public Policy: Decentralisation - Urban and Local Governance	CLO2
	Learning Activities: Evaluation of the policymaking and implementation in India	
III 15 Hours	Good Governance: Sustainable Development Goals, and NITI Ayog Sectoral Policies and Implementation: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), The Atal Mission for Rejuvenation and Urban Transformation (AMRUT), Ayushman Bharat,	CL04 CL05

	and Right to Education	
	Learning Activities: Evaluation of the planning and development; field visit	
IV 15 Hours	Accountability and Control: Jan Sunwai and Social Audit, Right to Information, Public Service Guarantee Act, and Consumer Protection Act Grievance Redress System: Lokpal, and Lokayukta	CLO3 CLO6
	Learning Activities: Evaluation of the Public Policy: field visit	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:
1. "The Mahatma Gandhi National Rural Employment Guarantee Act 2005" Operational Guidelines (4th edn.) (2012).
2. Planning Commission, available at http://planningcommission.gov.in /reports/ genr ep/ mgnarega_guidelines_ 2012.pdf
3. The Right to Information Act, 2005. Available at: http://rti.gov.in/webactrti.htm
4. The Special Economic Zones Act, 200. Available at: http://sezindia.nic.in /writerea ddata/pdf /SEZ%20Act,%202005.pdf
5. Aggarwal, Aradhna (2006). "Special Economic Zones: Revisiting the Policy Debate". Economic and Political Weekly, November 4, 4533-4536.
6. Birkland, Thomas A. (2001). An Introduction to the Policy Process. London: M. E. Sharpe.
7. De, Prabir Kumar (Ed.) (2012). Public Policy and Systems, Pearson.
8. Dohrmann, Jona Aravind (2008). "Special Economic Zones in India – An Introduction". ASIEN 106. Available at: http://asien.asienforschung.de/wp-content/uploads/sites/6/2014/04/ASIEN_106_Dohrmann.pdf

9. Dutta, Puja, Rinku Murgai, Martin Ravallion, and Dominique van de Walle (2012). "Does India's Employment Guarantee Scheme Guarantee Employment? (Working Paper)". The World Bank.
10. Frankel, Francine R. (2005). India's Political Economy 1947-2004. New Delhi: Oxford University Press.
11. Gill, Kaveri (2009). "A Primary Evaluation of Service Delivery under the National Rural Health Mission (NRHM): Findings from a Study in Andhra Pradesh, Uttar Pradesh, Bihar and Rajasthan (Working Paper). Planning Commission of India. Available at: http://environmentportal.in /files/wrkp_1_09.pdf
12. Hill, Michael and Peter Hupe (2014). Implementing Public Policy. Sage Publication.
13. Howlett, Michael and M. Ramesh (2003). Studying Public Policy. Ontario: Oxford University Press.
14. Husain, Zakir (2011). "Health of the National Rural Health Mission". Economic & Political Weekly, January 22, 2011. Vol xlvi, No. 4: 53-60.
15. Hyden, Goran, Jullius Court, and Kenneth Mease (2005). Making Sense of Governance. New Delhi: Viva Books Private Ltd.
16. J. Anderson (1975). Public Policy Making. New York: Thomas Nelson and sons Ltd.
17. Jayal, Niraja Gopal (1999). Democracy and State: Welfare, Secularism and Developments in Contemporary India. Delhi: Oxford University Press.
18. Kohli, Atul K. (1990). Democracy and Discontent: India's Growing Crisis of Governability. Cambridge: Cambridge University Press.
19. M. Howlett, M. Ramesh, and A. Perl (2009). Studying Public Policy: Policy Cycles and Policy Subsystems (3rd edition). Oxford: Oxford University Press.
20. Roberts, Alasdair (2010). "A Great and Revolutionary Law? The First Four Years of India's Right to Information Act". Public Administration Review. 925-933.
21. Chakrabarty, Bidyut and Prakash Chand (2016). Public Policy: Concept, Theory and Practice. Sage Publication.
22. Dror, Yehezket (1989). Public Policy Making Re-examined. Oxford: Transaction Publication.
23. Dye, Thomas R. (2012). Understanding Public Policy. New Jersey: Prentice Hall.
24. Frohock, Fred M. (1975). Public Policy: Scope and Logic. New Jersy: Prentice-Hall.
25. Gunn, L. and B. Hogwood (1982). Modes of Public Polices. University of Strathclyde: Glasson.
26. Ham, Christopher and Michael Hill (1984). The Policy Process in the Modern Capitalist State. Sussex: Harvester.
27. Lasswell, Harold D. (1999) "The Evolution of the Policy Sciences" in Tadao Miyakawa, ed. The Science of Public Policy: Essential Readings in Policy Sciences- I. New York: Routledge.
28. Libsky, Michael (1983). Street-Level Bureaucracy: Dilemmas of the Individual in Public Service. New York: Russell Sage Foundation.
29. Maske, Sudhir (2015). "Issues and Challenges in Implementation of MGNREGA: A Case Study from Maharashtra". Indian Journal of Sustainable

Development. Vol. 01, Issue 01. Available at http://www.publishingindia.com/GetBrochure.aspx?query=UERGQnJvY2h1c mVzfC8yNDg1LnBkZnwvMjQ4NS5wZGY=

30. Mitra, Subrata K. (2006). The Puzzle of India's Governance: Culture, Context and Comparative Theory. Routledge.
31. O. Agarwal and T. Somanathan (2005). "Public Policy Making in India: Issues and Remedies". Available at http://www.cprindia.org/admin/ paper /Public_ Policy_ Making_in_India_14205_TV_SOMANATHAN.pdf.
32. Pandya, Hiren J. and A. Venkatranam (1990). "Policy Approach to Public Administration". Indian Journal of Administrative Science.
33. Peters, B. Guy (1992). "Public Policy and Public Bureaucracy". in Douglas E. Ashford ed. History and Context in Comparative Public Policy. Pittsburgh: University of Pittsburgh Press.
34. Self, Peter (1993). "Market Ideology and Public Policy". in Peter Self ed. Government by the Market? The Political of Public Choice. Boulder: Westview.
   Wamsley, Gary, et.al. (1990). "Public Administration and the Governance Process: Shifting the Political Dialogue". In TraryWamsley, et. al. Re-founding Public Administration. New Delhi: Sage.

L	T	P	Cr
4	0	0	4

Course Title: Constitution and Constitutionalism in India
Course Code: PIR 708
Total Hours: 60

Learning Outcomes
At the end of the course, the student would be able to
CLO 1: Critically examine the role of colonial heritage in the evolution of the Indian constitution along with their ideological moorings
CLO 2: Critical examine of the fundamental rights and duties
CLO 3: Critical analyse the constitutionalism in India

Units/Hours	Contents	Mapping with Course Learning Outcome

I **15 Hours**	Understanding of Constitution and Constitutionalism Making of Indian Constitution: Constituent Assembly Debates Basic Structure of the Constitution	**CLO1**
	Exercise: Evaluation of the approaches and nature of Indian State	
II **15 Hours**	Preamble Fundamental Rights and Duties Directive Principles of State Policy	**CLO2**
	Exercise: Evaluation of Interrelationships and legislative procedure in India	
III **15 Hours**	Social Democracy and Constitutionalism Social Justice and Constitutionalism	**CLO3**
	Exercise: Peer group debate	
IV **15 Hours**	Judicial Activism and Constitutionalism Rule of Law and Constitutionalism	**CLO3**
	Exercise: Peer group debate	

Transactional Modes: Lectures, Tutorials, Seminar, Group Discussion, Self-Learning and Project Method

Suggested Readings:
1. Holmes, S. (2012). Constitutions and constitutionalism. The Oxford Handbook of Comparative Constitutional Law.
2. Basu, D. D. (1955). Commentary on the constitution of India. Calcutta: Sarkar.
3. Basu, D. D. (2001). Shorter Constitution of India (13th ed.). Nagpur: Wadhwa and Company, Law Publishers.

4. Dua, B., & Singh, M. (2003). Indian federalism in the new millennium. New Delhi: Manohar Publishers & Distributors.
5. Hasan, Z., Sridharan, E., & Sudarshan, R. (2005). India's living constitution. London: Anthem.
6. Khan, R. (1997). Rethinking Indian federalism. Shimla: Inter-University Centre for Humanities and Social Sciences, Indian Institute of Advanced Study.
7. Pylee, M. (1962). India's Constitution. New York: Asia Pub. House.
8. Pylee, M. (1965). Constitutional government in India. Bombay: Asia Publishing House.
9. Saez, Lawrence. (2004). Federalism without a Center. New Delhi: Sage.
10. Shukla, V. (1964). The Constitution of India. Lucknow: Eastern Book Co.

11. Baud, I., & Wit, J. (2008). New Forms of Urban Governance in India. New Delhi: SAGE Publications.
12. Chandra, P. (1998). Modern Indian Political Thought. New Delhi: Vikas Pub. House.
13. Jayapalan, N. (2000). Indian Political Thinkers. Delhi: Atlantic Publishers and Distributors.
14. Krishna Shetty, K. (1969). Fundamental Rights and Socio-Economic Justice in the Indian Constitution. Allahabad: Chaitanya Pub. House.
15. Fombad, C. M. (2005). The separation of powers and constitutionalism in Africa: The case of Botswana. *BC Third World LJ*, *25*, 301.
16. Saj, A. (1999). Limiting government: an introduction to constitutionalism. Central European University Press.
17. Kumar, R. (2006). Modern Indian Political Thought. New Delhi.
18. Ten, C. L. (2017). Constitutionalism and the Rule of Law. A Companion to Contemporary Political Philosophy, 493-502.
19. Frank, J. (2007). Aristotle on Constitutionalism and the Rule of Law. Theoretical Inquiries in Law, 8(1), 37-50.
20. Stimson, S. C. (2006). Constitutionalism and the Rule of Law. In The Oxford Handbook of Political Theory.
21. Anderson, G. W. (2004). Social democracy and the limits of rights constitutionalism. Canadian Journal of Law & Jurisprudence, 17(1), 31-59.
22. Elster, J., Slagstad, R., & Hernes, G. (Eds.). (1988). Constitutionalism and democracy. Cambridge University Press.
23. Langa, P. (2006). Transformative constitutionalism. Stellenbosch L. Rev., 17, 351.

L	T	P	Cr
4	0	0	4

Course Name: Western Political Thought

Course Code: PS 709

Course type: Optional Course

Total Hours: 60

Course Outcomes:

On completion of this course, students will be able to:

CO1	Interpret the various sources and text of Greek Political Thought
CO2	Examine the various text of Italian and England renaissance thinker,
CO3	Analyse the nature of conventions for social contract of Hobbes, Locke and Rousseau,
CO4	Understand the concept of Liberty, Equality and Civil Society,
CO5	Examine the concept of class struggle and modes of social transformations.

Units/Hours	Contents	Mapping with Course Learning Outcome

I **15 Hours**	**Classical Greek Thought:** Socrates, Plato, and Aristotle	**CO1**
	Renaissance Thinker: Machiavelli and Thomas More	**CO2**
	Learning Activities: Brain-storming and Discussion on the concept of virtue and ideal state as well as theory of Justice of Ancient Greec**e**	
II **10 Hours**	**Social Contract Philosophy:** Thomas Hobbes, John Locke, Jean-Jacques Rousseau	**CO3**
	Learning Activities:discussion on social contract theory of Locke and Rousseau**.**	
III **12 Hours**	**Modern Political Thought:** G. W. F. Hegel, J. S. Mill, T. H. Green	**CO4**
	Learning Activities: discussion on the Idea of Liberty and Civil society.	
IV **13 Hours**	**Redical Political Thought:** Karl Marx & Fredrick Engels, Antonio Gramsci, Mao Zedong	**CO5**
	Learning Activities: Modelling and scaffolding, brain storming and presentations on Alienation and Hegemony.	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Jha, S. (2010). Western Political Thought: From Plato to Marx. Noida: Dorling Kidersley (India) Pvt .Ltd.
2. McClelland, J. (1998). A history of Western political thought. London: Routledge.
3. Morrow, J. (2005). History of Western Political Thought: A Thematic Introduction (2nd ed.). London: Palgrave Macmillan.
4. Mukherjee, S., &Ramaswamy, S. (2011). A History of Political Thought: Plato to Marx (2nd ed.). New Delhi: PHI Learning Private Limited.
5. Nelson, B. (1996). Western Political Thought: From Socrates to the Age of Ideology (2nd ed.). Suite: Waveland Press Inc.
6. Sharma, U., & Sharma, S. (2003). Western Political Thought. New Delhi: Atlantic Publishers & Distributors.
7. Wayper, C. (1987). Political Thought. New York: Philosophical Library, Incorporated.
8. Ebenstein, W., &Ebenstein, A. O. (2002). Introduction to Political Thinkers. Fort Worth: Harcourt College Publishers.
9. Ebenstein, W. (1960). Great Political Thinkers: Plato to the Present. New York: Rinehart.
10. Machiavelli, N., Edward D., &Baynes, W. E. C. (1929). The Prince. London: A. Moring.
11. Marx, K., & Friedrich E. (1948). Manifesto 0f The Communist Party. New York: International Publishers.
12. Miller, D. (2000). The Blackwell Encyclopaedia of Political Thought. Oxford, UK: B. Blackwell.
13. Sabine, G. (1961). H. A History of Political Theory 3rd Edition. New York: Holt, Rinehart and Winston.
14. Skinner, Q. (1987).Sir Thomas More's Utopia and the language of Renaissance humanism,   in Anthony Pagden (ed.) The Languages of Political Theory in Early-Modern Europe, Cambridge: Cambridge University Press

L	T	P	Cr
4	0	0	4

Course Name: Themes and debates in Indian Politics

Course Code: PIR.711

Course Type: Elective

Total Hours: 60

<u>**Course Learning Outcomes:**</u>

At the end of the paper students shall have an understanding of

CLO1: The different theoretical underpinnings and paradigms that have shaped the study of Indian State and Politics.

CLO2: The influence of traditional identities in redefining Indian Politics.

CLO3: The rise of state forces and structures in moulding Indian Politics.

COL4: The non-institutionalised collective forces in shaping and reshaping Indian Politics.

COL5: The critical knowledge on the conception of Indian State and modern political processes.

COL6: Dimensions of new forces in augmenting old modes of collective action used in politics with new mechanisms.

Units/Hours	Contents	Mapping with Course Learning Outcomes
I 15 Hours	**The Shaping of Indian Politics** Gandhian Framework and the Indian Political Processes Socialist Ideology and its influence on the Indian Politics Integration Approach Political Economy Approach and the Indian State The Indian State within the Liberal Perspective	COL1, COL5

	Learning Activities: Brainstorming and Discussion on the Conception of Formation of Indian State	
II 15 Hours	**Identity Politics in India** Caste as a traditional Identity and its modern redefinition Gender and Indian Politics The Rise of Middle Class and reshaping of Indian Politics Debates of Secularism and Communalism	COL2, COL5
	Learning Activities: Peer Discussion and Real World Application on issues of identity politics	
III 15 Hours	**State Politics in India** The emergence of Indian states as major players since the 1990's Federal Structure and its Significance Regional Parties	COL3
	Learning Activities: Focus Group Discussion on the rise of regional parties in modern India	
IV 15 Hours	**Collective Action and Socio-Political Change** Forms of Social Movement: Peasant Movement; Workers Movement; Women's Struggle; Tribal Agitations New Social Movements: Climate Activists and Environmental Movements; Rise of Social Media	COL4, COL6

	Learning Activities: Presentations and real world application based on the forces of social media in impacting the Political Processes	

Transaction Mode: Lecture, Case Study, blended learning, problem solving, discussion & demonstration, self-study

Suggested Readings:

1. Atul Kohali, (1991) India's democracy: an analysis of changing state-society relations, Orient Longman, New Delhi, 1991.
2. Atul Kohali, (eds), The success of India's democracy, Cambridge University press, 2001.
3. Atul Kohali, (2007), State and Development, Cambridge University press.
4. Ghanshyam Shah, Social movements in India: A review of literature, sage New Delhi, 2004.
5. Lloyd I Rudolph and Susanne H Rudolph, Explaining Indian Democracy: A fifty years perspective 1950- 2006, Vol I- III, Delhi, 2008.
6. Paul R. Brass (1999), The politics in India since Independence, Cambridge University press, reprinted by Fundamental Books, New Delhi.
7. Rajani Kothari (1970), Politics in India, Orient Longman, Delhi.
8. Sudipta Kaviraj (eds) Politics in India, Cambridge University press, New Delhi, 1997.
9. Rajeev Bhargva (eds), Secularism and its critics, Cambridge University press, New Delhi, 1998, reprinted 2006.
10. Rajeev Bhargva (ed), Politics and ethics of the Indian Constitution, Oxford University press, New Delhi.
11. Zoya Hasan (eds) Politics and State in India, Sage, New Delhi, 2000.
12. Rajendra Vora and Suhas Paalshikar (ed) Indian Democracy, meanings and practices, Sage, New Delhi, 2004.