

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 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

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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.

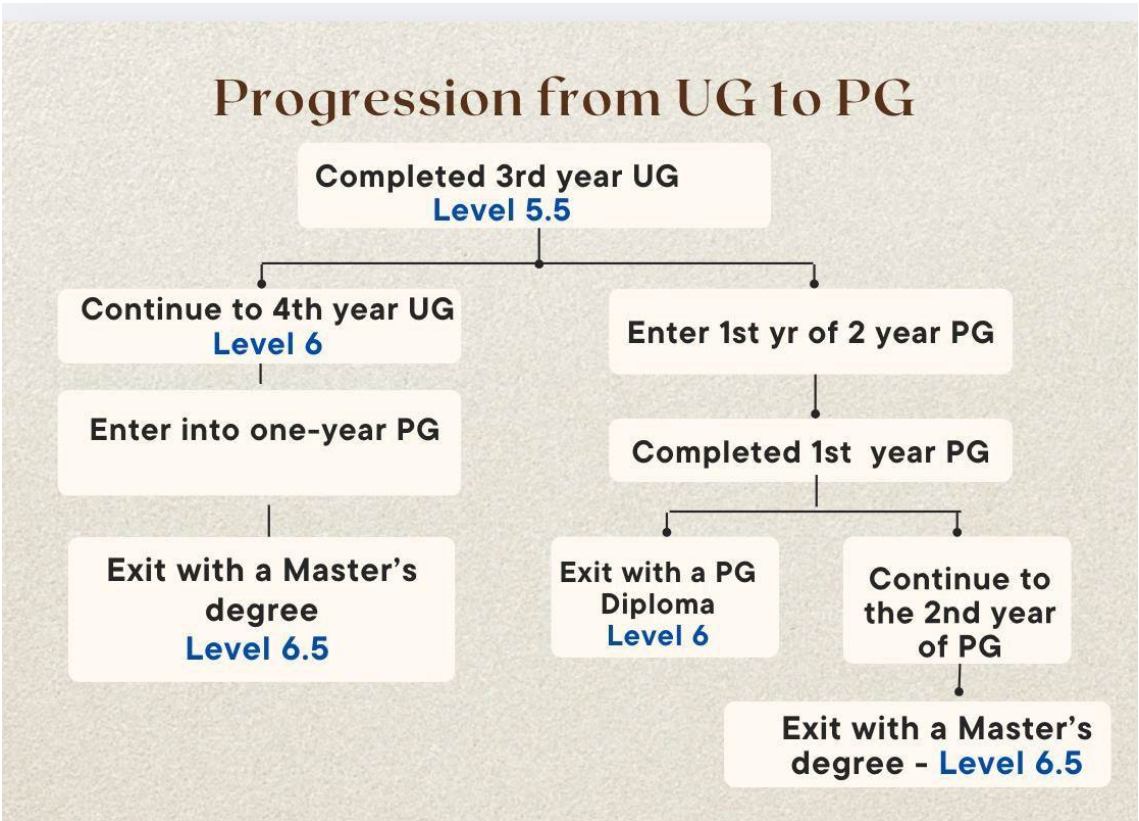
2.1. Definitions:

- '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 skill 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

2.2.Progression from UG to PG:



2.3. 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

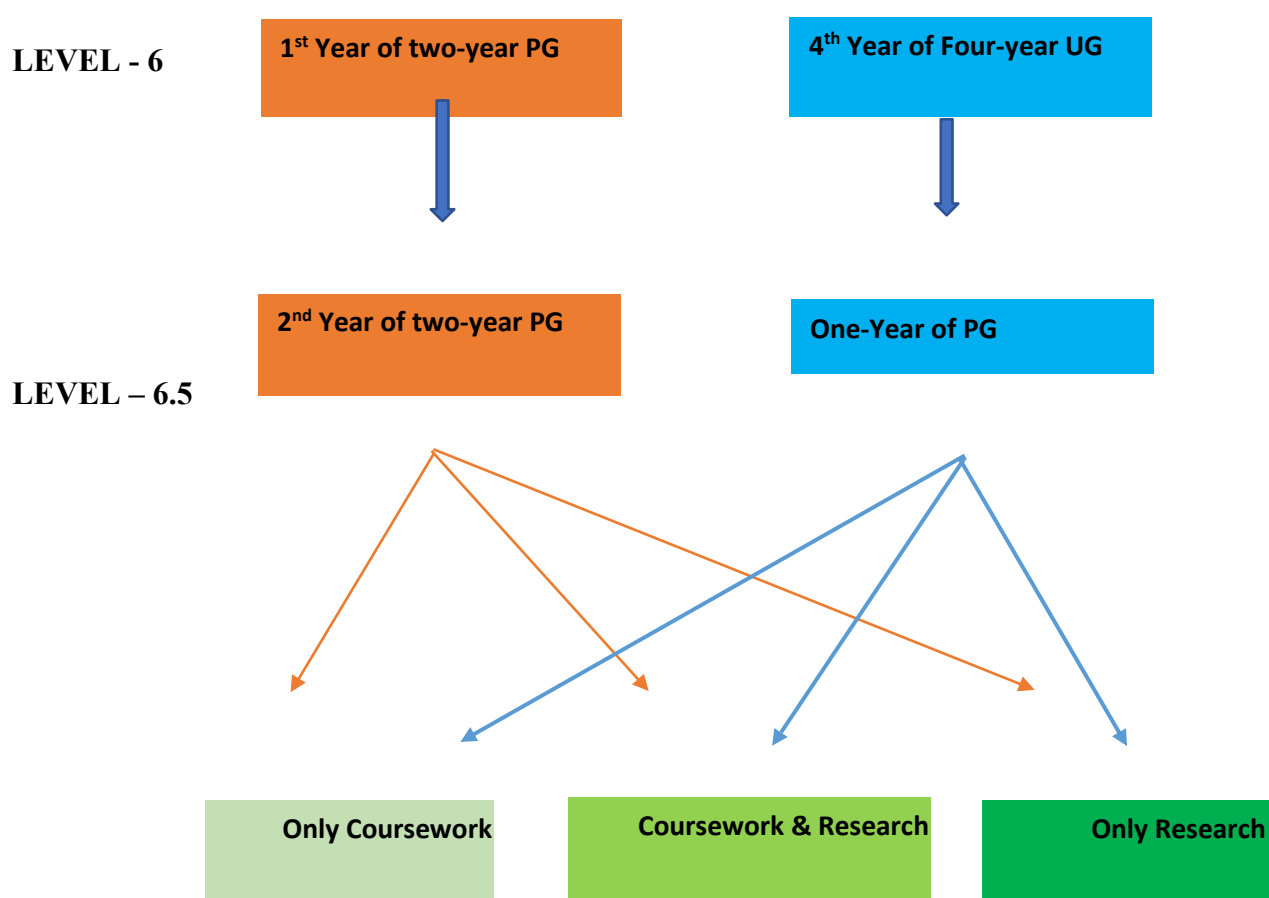
Year of Two Year PG Programme – Level 6.5 One year of

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)



1st Year of PG curricular structure for 2 year PG Programmes (3+2)

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

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**

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

Semester-IV	DSC – 9 DSC - 10 (8 credits)	Th ree DS Es OR Two DS Es & One GE (12 credits)	Skill-based course/ workshop/Specialis ed laboratory/Interns hip/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22
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Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research

Semester	DSC	DSE	2 Cre dit cour se	Dissertation/ Academic Project/ Entrepreneurship	Tot al Cre dits
Semester- III	DSC- 7 DSC -8 (8 credits)	Two DS Es 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 4th Year of the UG programme**. It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of Dissertation writing track in the 2nd 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 2nd 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
- iii. 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
Semester - III	1 DSC (course related to the area identified for research) (4 Credits)	1 DSE (course related or allied to the area identified for research (4 Credits)	(a) Advanced Research Methodology of the core discipline + (b) Tools for Research (2x2 = 4 credits)	Outcomes are listed below the table (10 credits)	22
Semester IV	-	1 DSE or a DSE of an allied subject related to the area identified for research (4 Credits)	Techniques of research writing (2 credits)	(16 credits)	22

Learning outcomes of semester III of the PG Course Structure 3 focussed 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. MATER OS 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 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 OF M.A. IN POLITICAL SCIENCE COURSE

First Semester Course Details

Semester I		
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
Total Credits in first semester		22

Second Semester Course Details

Semester II		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 201	Theories 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
Total Credits in second semester		22

Total credits of the course = Semester I + II + III +IV = 22+22 = **44**

Theory 1 credit = 1 hour of class per week

Tutorial/Consultation 1 credit = 1 hour of class per week

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	Theories 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) Cou

Course Number	Title of the Course
PS-DSE 01	Ethics and Politics
PS-DSE 02	Theory and Practice of Democracy
PS-DSE 03	Marx's Politics: Labour, Equivalence, Rights
PS-DSE 04	Politics and Psychoanalysis

Course Number	Title of the Course
PS-DSE 05	Political Theology Debates: Vedic and Buddhist
PS-DSE 06	Comparative Political Theory
PS-DSE 07	Theorizing the Politics of Diversity
PS-DSE 08	Politics and Ethnic Conflicts in J&K
PS-DSE 09	Law, Crime and Politics in India
PS-DSE 10	State Politics in India
PS-DSE 11	Elections and Electoral Process in India
PS-DSE 12	Contemporary Debates in Indian Federalism
PS-DSE 13	Indian Strategic Thought
PS-DSE 14	Security Studies
PS-DSE 15	Power Transition and the Dynamics of Foreign Policy in International Relations
PS-DSE 16	United States of America in the Transforming Global Order
PS-DSE 17	Public Policy in South Asia
PS-DSE 18	Urban Governance
PS-DSE 19	Public Institutions and Governance
PS-DSE 20	The Political in Local Governance
PS-DSE 21	Environmental Policies & Politics
PS-DSE 22	Comparative Federalism: Theory and Practice
PS-DSE 23	The Modern State in Comparative Perspective
PS-DSE 24	Society, State and Politics: Comparing India and Israel
PS-DSE 25	Key Concepts in Indian Political Thought
PS-DSE 26	Dalit-Bahujan Thought
PS-DSE 27	Discourses on Hindu Nationalism
PS-DSE 28	Interpreting Indian Classical Texts

V.3 List of Skill Based Courses (SBC)

Course Number	Title of the Course
PS-SBC 01	Elections and Data-Driven Electoral Analysis
PS-SBC 02	Public Policy Analysis
PS-SBC 03	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:**Semester I****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 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.

Contents:**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:**Plato:** The Republic**Aristotle:** The Politics**Machiavelli:** The Prince**Unit III: Any one thinker:****Hobbes:** Leviathan**Locke:** The Second Treatise of Government**Rousseau:** Social Contract**Unit IV: Any two thinker:**

Kant: Groundwork on the Metaphysics of Morals OR Toward Perpetual Peace
Mary Wollstonecraft: A Vindication of the Rights of Woman
Hegel: Philosophy of Right
Marx (& Engels): Economic and Philosophic Manuscripts of 1844 OR The German Ideology
John Stuart Mill: Utilitarianism OR On Liberty
Simone de Beauvoir: The Second Sex
Nietzsche: On the Genealogy of Morals
Rawls: A Theory of Justice
Gandhi: Hind Swaraj
Ambedkar: The Annihilation of Caste

Readings:

Introduction:

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

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

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.

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

Texts:

Ambedkar, B R. *Annihilation of Caste: Annotated Critical Edition*. Verso: 2014.

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

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 (Original work published 1820)

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

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.

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

(Original work published 1689)

Machiavelli, N. (1998). *The prince* (H. C. Mansfield Jr., Trans., 2nd ed.). University of Chicago 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. (Original works published 1887 & 1908)

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

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

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)

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. 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.

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 Contents

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

Unit wise 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 42nd 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.

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

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

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>)

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

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Master of Arts in Political Science

Semester I

PS-CC 103: Theories of International Relations

Credits: 4

Duration: 4 hrs./week

Course Objective:

This course introduces Masters 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.

Contents:

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

(a) The Great Debates

(b) The End of IR theory Debate

Essential Readings:

Unit I (a)

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

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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.

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

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Rangaraja, L. N. (ed.) (1992) *Kautilya: The Arthashastra*. Penguin Books.

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Unit II (c)

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Tongqi, L., Rosemont Jr., H., & Ames, R. T. (1995). Chinese philosophy: A philosophical essay on the “state-of-the-art”. *The Journal of Asian Studies*, 54(3), 727-758.

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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.

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

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Buzan, B. (2014). Part I; Background and Context. An Introduction to the English School of International Relations: The Societal Approach. Polity Press, pp.1-39.

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Unit III (a)

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Unit III (b)

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Unit III (d)

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Unit III (e)

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Unit III (f)

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Unit IV (b)

Frost, M. (1998). A Turn Not Taken: Ethics in IR at the Millennium. In Dunne, T., Cox, M. and Booth, K. (Eds.) *The Eighty Years Crisis: International Relations - 1919-1999* (pp. 119-132). Cambridge University Press.

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

Waltz, K. N. (1959). *Man, the State and War: A Theoretical Analysis*. Columbia University Press.

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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).

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

Semester II

PS-CC 201: Theories of Public Administration: Evolving Plural Paradigms

Credits: 4

Duration: 4 hrs. /week

Course Objectives:

This course aims to provide students with a rigorous and interdisciplinary foundation in the theoretical underpinnings of public administration. By tracing the historical evolution of the field and engaging with its intellectual traditions across global contexts, the course enables students to develop a nuanced understanding of administrative thought and practice. It encourages critical reflection on classical and contemporary theories and fosters the ability to connect abstract theoretical constructs to real-world administrative and governance challenges. Through comparative perspectives—including Anglo-Saxon, Global South, and East Asian traditions—the course situates public administration as a dynamic and evolving field, responsive to societal transformations and policy demands.

Course Learning Outcomes:

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

- Demonstrate comprehensive knowledge of key theoretical approaches in public administration, including classical, modern, and postmodern perspectives.
- Critically analyze the contributions of foundational theorists such as Woodrow Wilson, Max Weber, and Herbert Simon, and assess their relevance in contemporary administrative settings.
- Contextualize the development of public administration theory in response to political ideologies such as liberalism, welfarism, neoliberalism, and post-colonial governance paradigms.
- Compare and evaluate diverse administrative models from the Global South and East Asia, including Japanese and Korean perspectives.
- Apply theoretical frameworks to assess contemporary public management practices such as New Public Management, Post-NPM, and Collaborative Governance.
- Synthesize knowledge to critically reflect on the interplay between administrative theory, public policy, ethics, and institutional reform.

Contents:

Unit 1: Public Administration: located in the historical context of modern thought and institutions:

- a. Anglo-Saxon thought: policy in the context of liberalism, welfarism, and neo-liberalism
- b. India and the Global South: colonialism and post-colonial contexts
- c. Japanese concept of management; Korean perspectives in public administration
- d. Contemporary Organizational Behaviour Theory

Unit 2: Public Administration, Economy and Society:

- a. Rational Choice and Cost-Benefit Analysis
- b. Public Choice, Historical and New Institutionalism

Unit 3: Public Administration, Philosophy, and Politics

- a. Socialist Perspectives: Theory and Practice.
- b. The Commons in History and the Contemporary

Unit 4: Critical Perspectives in Public Administration

- a. Ideas of Governance in the Indian Tradition: Sukraniti and Arthashastra
- b. Feminist Perspectives:
- c. Social Diversity in Public Administration

Readings:

Unit 1

Adams, G. B. (1992). Enthralled with Modernity: The Historical Context of Knowledge and Theory Development in Public Administration. *Public Administration Review*, 52(4), 363– 373.

Farmer, D. J. (2015). *Public administration in perspective: Theory and practice through multiple lenses*. Routledge.

Basu, R. (2019). *Public administration in the 21st century: A global south perspective*. Routledge India.

Xavier, S. (2015). False Universalism of Global Governance Theories: Global Constitutionalism, Global Administrative Law, International Criminal Institutions

and the Global South, PhD Dissertations.
20.<https://digitalcommons.osgoode.yorku.ca/phd/20>

Waldo, D. (2007). *The Administrative State: A Study of the Political Theory of American Public Administration* (1st ed.). Routledge.

Elliott, I. C., Puppim de Oliveira, J. A., & Wu, A. M. (2024). Public administration and development in a historical perspective. *Public Administration and Development*, 44(4), 298- 314.

Khan, H. A. (2015). *The idea of good governance and the politics of the global south: an analysis of its effects*. Routledge.

Nisar, M. A., & Masood, A. (2023). Imagining an otherwise global public administration. *Administration & Society*, 55(2), 326-345.

Mgalula, E. C. (2024). The Relevance of Nyerere's African Socialism Today: Humanness (Utu) as a Means for Bringing about Good Governance. *Filosofia Theoretica: Journal of African Philosophy, Culture and Religions*, 13(2), 15-28.

Park, K. K., Lee, W., & Lee, S. (2016). *Understanding Korean Public Administration*. Taylor & Francis.

Olejniczak, T. (2013). Japanese management: 50 years of evolution of the concept. *Acta Asiatica Varsoviensia*, (26), 23-43.

Vaszkun, B., & Tsutsui, W. M. (2012). A modern history of Japanese management thought. *Journal of Management History*, 18(4), 368-385.

Rollinson, D. (2008). *Organisational behaviour and analysis: An integrated approach*. Pearson Education.

Hussain, N., Haque, A. U., & Baloch, A. (2019). Management theories: The contribution of contemporary management theorists in tackling contemporary management challenges. *Yaşar Üniversitesi E-Dergisi*, 14, 156-169.

Unit 2

Bertelli, A. (1999). Developing a common law of cost benefit analysis: A rational choice institutional analysis. *JL & Pol.*, 15, 717.

Adler, M. D., & Posner, E. A. (1999). Rethinking cost-benefit analysis. *Yale LJ*, 109, 165. Mishan, E. J., & Quah, E. (2020). *Cost-benefit analysis*. Routledge.

Immergut, E. M. (1998). The theoretical core of the new institutionalism. *Politics & society*, 26(1), 5-34.

Ostrom, V. (1975). Public choice theory: a new approach to institutional economics. *American Journal of Agricultural Economics*, 57(5), 844-850.

Adcock, R., Bevir, M., & Stimson, S. C. (2007). *Historicizing New Institutionalism*.

Unit 3

Farmer, D. J. (2015). *Public administration in perspective: Theory and practice through multiple lenses*. Routledge.

Laski, H. (2017). *The state in theory and practice*. Routledge.

Ostrom, V. (2008). *The intellectual crisis in American public administration*. University of Alabama Press.

Rose, C. M. (2020). Thinking about the commons. *International Journal of the Commons*, 14(1).

Butler, L. L. (1981). The commons concept: an historical concept with modern relevance. *Wm. & Mary L. Rev.*, 23, 835.

De Moor, T. (2011). From common pastures to global commons: A historical perspective on interdisciplinary approaches to commons. *Natures Sciences Sociétés*, 19(4), 422-431.

Unit 4

Sarkar, B. (1975) *The Sukraniti* Munshiram Manoharlal, New Delhi.

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

Stivers, C. (2018). Feminist theory of public administration. In *Defining public administration* (pp. 30-35). Routledge.

Jain, D. (2019) *The Journey of a Southern Feminist*, Sage Academic Books, New Delhi.

Bagai, A. (2011). Feminist Perspective of Public Administration. *Indian Journal of Public Administration*, 57(2), 143-153.

Choragudi, R., Pellissery, S., & Jayaram, N. (2022). *Caste Matters in Public Policy*. New Delhi: Routledge.

Pandey, S. K., Bearfield, D., & Hall, J. L. (2022). A new era and new concepts in the study of race in public administration. *Pub. Admin. Rev.*, 82, 205.

Facilitating the Achievement of Course Learning Outcomes:

To ensure the effective achievement of the stated learning outcomes, the course will adopt a multidisciplinary and participatory approach that blends conceptual inquiry with practical relevance:

- Lectures and discussions will provide foundational knowledge of key theorists and frameworks.
- Critical reading assignments will expose students to classic texts and current scholarly debates from both Western and non-Western contexts.
- Comparative case studies will help students analyze administrative systems across varied socio-political settings.
- Tutorial sessions and seminars will promote peer engagement and collaborative analysis of complex theories and real-world applications.
- Written assessments and presentations will encourage students to articulate and apply theoretical arguments to contemporary governance problems.
- Reflection exercises and policy simulations will bridge theory and practice by situating students as decision-makers and analysts.

Together, these pedagogical strategies aim to cultivate analytical rigour, comparative insight, and policy-oriented thinking in public administration.

Semester II**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 Contents**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

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- 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.
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Unit III: Political Parties, Electoral Systems and Federalism

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- 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
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Unit IV: Revolutions and Social Movements

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

Unit I: Comparative Politics, evolution, methods and approaches

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

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).

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).

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

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

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.

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).]

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)].

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

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

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.

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

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.

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

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

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,.

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

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.

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

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

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

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

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

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

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]

Unit II: State and Constitutionalism in comparative perspective

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

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

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

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

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

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

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

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)]

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

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.

Nussbaum, M. 2002. Introduction to comparative constitutionalism. *Chicago Journal of International Law*, 3 (2): 429-34.

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

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

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

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

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.

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

Alavi, H. 1972. The State in Post-Colonial Societies: Pakistan and Bangladesh. *New Left Review*, 1/74: 59-81.

Young, I.M. 2007. The Logic of Masculinist Protection: Reflections on the Current Security State (Part II, Ch.6) (pp.117-139). In *Global Challenges, War, Self Determination and Responsibility for Justice*, Polity.

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)].

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

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.

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

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

Unit III: Political Parties, Electoral Systems and Federalism

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

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.

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.

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)].

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)].

Saxena, R. (Ed.) (2011). *Varieties of Federal Governance*. 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

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

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

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

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.

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

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.

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

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

MA Political Science

Semester II

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.

Contents:

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 Theories: Liberal, Marxist, 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

Readings:

Unit – 1

Unit- A

Khilnani, S. (1997). The idea of India. Hamish Hamilton.

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 – 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 – C

Mehta, V. R. (2008). Renaissance and beginnings of modern thought. In Foundations of Indian political thought: An interpretation (From Manu to the present day). Manohar Publishers.

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

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

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.

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

Mehta, V. R. (2008). The synthetic vision: Gandhi. In Foundations of Indian political thought: An interpretation (From Manu to the present day). Manohar Publishers.

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

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

Sarkar, M. (2013). Dynamics of Muslim political thought. In T. Pantham & K. L. Deutsch (Eds.), Political thought in modern India. Sage Publications.

Haq, M. U. (1972). Indian Muslims and the ideology of the secular state. In Islam in secular India. Vikas Publishing House.

Mehta, V. R. (2008). The imperial vision: Fazal. In Foundations of Indian political thought: An interpretation (From Manu to the present day). Manohar Publishers.

Devji, F. (2018). Secular Islam. Political Theology, 19(8), 704–718.

Unit – 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. Printworld.

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

Unit – E

Aloysius, G. (1998). Nationalism without a nation in India. Oxford University Press.

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

Unit – 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 – 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.

Jaffrelot, C. (Ed.). (2005). The Sangh Parivar: A reader. Oxford University Press.

Unit III

Unit -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 – B

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

Jalal, A. (2001). Self and sovereignty: Individual and community in South Asian Islam since 1850. Routledge.

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

Unit -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.

Sarkar, T. (2001). *Hindu wife, Hindu nation: Community, religion and cultural nationalism*. Permanent Black.

Unit IV

Unit – 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- 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.

Thapar, R. (1984). *From lineage to state: Social formations of the mid-first millennium BC*. Oxford University Press.

Additional Readings:

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

(2017). Textual evidences in Vedas. Annual lecture at ICHR.

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

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.

Metcalf, B. D. (1999). Composite nationalism and Islam: Maulana Hussain Ahmad Madani. In A. Nandy (Ed.), *Return from exile* (pp. xx–xx). Oxford University Press.

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.

Pande, B. N. (1993). Vedanta and Sufism: A comparative study. In S. S. Hamid (Ed.), *Contemporary relevance of Islam*. Indian Council for Cultural Relations.

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