

CENTRAL UNIVERSITY OF PUNJAB



Ph.D.

In

Political Science

Batch (2026-2028)

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	Familiarize themselves with the relevant research apart from updating themselves with the developments
PEO 3	Examine and analyze 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 analyzing 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 Traditions	Core	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	Public Policy and Governance in India	Elective	4	0	0	4
8	PS. 708	Constitution, Constitutionalism and Constitutional morality.	Elective	4	0	0	4
9	PS. 709	Western Political Philosophy	Elective	4	0	0	4
11	PS. 711	Themes in Indian Politics	Elective	4	0	0	4
12	PS. 712	Philosophy of Research	Elective	4	0	0	4
13	PS. 713	Recent Trends in Social Inclusion in India					
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 Learning Activities: Presentation of Literature Survey and Review, Formulate Research Problem, Research Objectives, Research Questions, and Research Hypothesis; Identify and Evaluate Major Research Designs	CL03
III 15 Hours	Qualitative Methods: Concept, Types, Technique, and Applications Quantitative Methods: Concept, Type, Technique, and Applications Mixed Method: Concept, Design, Technique, and Applications Learning Activities: Brainstorming, Write-up and Presentation on Qualitative, Quantitative, and Mixed Methods	CL03 CL04

IV 15 Hours	Technical Writing: Research Proposal, Research Report, Thesis: Citation, Notes, Reference, Bibliography, and Webliography Ethics in Research: Plagiarism and Copyright Issues. Use of Information Technology in Political Science Research Reference Management Software: Zotero and Mendeley Learning Activities: Write-up and Presentation of research proposal, and References	CL05
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* (4th 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 ed.). 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 Traditions

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 statecraft in Kautilya and Manu
CO3	Critically observe the Six School of Indian Philosophy
CO4	Evaluate the contributions of Guru Nanak and Kabir

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Socio-Political Ideas in Early Indian Thought: Dharmashastra, Arthashastra, Rajadharma, Dandaniti, Nyaya Functions of Institutions: Sabha, Samiti, Paura-Janapada.	CO1

	Learning Activities: Brain-storming and Discussion on the concept of Dharma in Ancient texts.	
II 10 Hours	1. Manu's Socio-Political Ideas: Social Order and Duties of King and Ministers.	CO2,
	2. Rajadharma and Shanti Parva.	
	3. Kautilya's Arthashastra – Importance, Duties of the King, Saptanga	
	4. Shukracharya	
	5. Kamandaka	
	Learning Activities: Brain-storming and Discussion on the Statecraft	
III 10 Hours	1. School of Indian Philosophy: āstika (theistic) and nāstika (atheistic).	CO3
	2. Sāṅkhya, Yoga, Pūrva-Mīmāṃsā, Uttara-Mīmāṃsā (Vedānta), Nyāya and Vaiśeṣika.	
	3. Cārvāka, the Buddhist and the Jain systems	
	Learning Activities: Comparison between āstika (theistic) and nāstika (atheistic).	

IV 10 Hours	Kabir, Guru Nanak, Barani, Abul Fazal	CO4
	Learning Activities: Comparative study of Guru Nanak and Kabir; Presentations on Abul Fazal	

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

Suggested Readings:

1. Altekar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthasastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Saletore, B. (1963). Ancient Indian political thought and institutions. New York: Asia Pub. House.
8. Sharma, A. (2000). Classical Hindu thought. New Delhi: Oxford University Press.
9. Mehta, N.V. (1996). Foundations of Indian Political Thought. Delhi: Manohar Publications.
10. Bowles, A. (2007). Dharma, disorder, and politics in ancient India. Leiden: Brill.
11. Chakrabarty, B., & Pandey, R. (2009). Modern Indian Political Thought. New Delhi: SAGE Publications India Pvt.Ltd.

12. Chandra, P. (1998). Modern Indian political thought. New Delhi: Vikas Pub. House.
13. Jayapalan, N. (2000). Indian political thinkers. New Delhi: Atlantic Publishers and Distributors.
14. Himanshu Roy, M. P. Singh. 2017. eds. Indian Political Thought. New Delhi: Pearson

L	T	P	Credit
2	0	0	2

Course Title: RESEARCH AND PUBLICATION ETHICS

Course Code: PIR 751

Total Hours: 30

Course Learning 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 judgments 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 Selective reporting and misrepresentation of data	CLO 2

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 ONOS, J Store, 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. Kilpatrick, 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. Weirsm. 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 classroom 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 classroom 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 the 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 classroom 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).
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Course Contents:

Unit /Hours	Contents	Mapping with CLOs
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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 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.	CLO 4
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: Public Policy and Governance 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: Analyze 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: Role of State and Civil Society Theories and Models of Governance Public Policy: Types, Models and Processes	CL01 CL02
	Learning Activities: Preparation of concept note on global governance; field visit	
II 15 Hours	Public Policy in India: Policy-Making, Policy Implementation and Policy Evaluation Decentralized Governance: - Urban and Rural 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, and Right to Education	CL04 CL05
	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/genrep/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, 2005. Available at: <http://sezindia.nic.in/writereaddata/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 Jersey: Prentice-Hall.
25. Gunn, L. and B. Hogwood (1982). *Modes of Public Policies*. 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=UERGQnJvY2h1cmVzfC8yNDg1LnBkZnwwMjQ4NS5wZGY=>
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. Venkatraman (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 Politics of Public Choice*. Boulder: Westview.

Wamsley, Gary, et.al. (1990). "Public Administration and the Governance Process: Shifting the Political Dialogue". In Tray Wamsley, et. al. Refounding Public Administration. New Delhi: Sage.

L	T	P	Cr
4	0	0	4

Course Title: Constitution, Constitutionalism and Constitutional Morality

Course Code: PIR. 708

Total Hours: 60

Learning Outcomes

At the end of the course, the student will 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 examination of the fundamental rights and duties

CLO 3: Critical Analysis the Constitutionalism in India

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Founding principles of the Constitution of India Making of the Indian Constitution: Constituent Assembly Debates (Rights, Secularism)	CLO1
	Exercise: Evaluation of the approaches and nature of Indian State	
II 15 Hours	Preamble: Philosophy of the Constitution 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 Overreach: Judicial Review, Judicial Activism Constitutional Morality: Rule of Law, Social Justice, Unity, and Integrity of the Nation	CLO3
	Exercise: Peer group debate	

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

Suggested Readings:

- Chand, B. (1940). Amending process of the Indian constitution. *The Indian Journal of Political Science*, 2(1), 28–40.
- Jagannadham, V. (1947). Division of powers in the Indian constitution. *The Indian Journal of Political Science*, 8(3), 742–751.
- Ghosal, A. (1953). Federalism in the Indian constitution. *The Indian Journal of Political Science*, 14(4), 317–332.
- Basu, D. D. (1955). *Commentary on the constitution of India*. Sarkar.
- Rau, B. N. (1960). *India's constitution in the making*. Orient Longmans.
- Haqqi, S. (1961). Position of the states under the Indian constitution. *The Indian Journal of Political Science*, 22(1/2), 43–52.
- Pylee, M. (1962). *India's Constitution*. Asia Pub. House.
- Shukla, V. (1964). *The Constitution of India*. Eastern Book Co.
- Pylee, M. (1965). *Constitutional government in India*. Asia Publishing House.
- Austin, G. (2002). *The Indian Constitution: Cornerstone of a Nation* (Original work published 1966). Oxford University Press.

- Pylee, M. V. (1967). *Constitutional history of India, 1600–1959*. Asia Publishing House.
- Krishna Shetty, K. (1969). *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*. Chaitanya Pub. House.
- Chaube, S. K. (1973). *Constituent Assembly of India: Springboard of Revolution*. People's Publishing House.
- Gupta, S. D. (1979). *Justice and the political order in India: An inquiry into the institutions and ideologies, 1950– 1972*. KP Bagchi.
- Elster, J., Slagstad, R., & Hernes, G. (Eds.). (1988). *Constitutionalism and democracy*. Cambridge University Press.
- Khan, R. (1997). *Rethinking Indian federalism*. Inter-University Centre for Humanities and Social Sciences, Indian Institute of Advanced Study.
- Chandra, P. (1998). *Modern Indian Political Thought*. Vikas Pub. House.
- Saj, A. (1999). *Limiting government: An introduction to constitutionalism*. Central European University Press.
- Jayapalan, N. (2000). *Indian Political Thinkers*. Atlantic Publishers and Distributors.
- Basu, D. D. (2001). *Shorter Constitution of India (13th ed.)*. Wadhwa and Company, Law Publishers.
- Sarkar, S. (2001). Indian democracy: The historical inheritance. In A. Kohli (Ed.), *The success of India's Democracy* (pp. 23–46). Cambridge University Press.
- Baxi, U. (2002). The (im)possibility of constitutional justice: Seismographic notes on Indian constitutionalism. In Z. Hasan, E. Sridharan, & R. Sudarshan (Eds.), *India's living constitution: Ideas, practices, controversies* (pp. 31–63). Permanent Black.
- Bhargava, R. (2002). India's secular constitution. In Z. Hasan, E. Sridharan, & R. Sudarshan (Eds.), *India's living constitution: Ideas, practices, controversies* (pp. 105–133). Permanent Black.
- Hasan, Z., Sridharan, E., & Sudarshan, R. (2002). *India's living constitution: Ideas, practices, controversies*. Permanent Black.
- Dua, B., & Singh, M. (2003). *Indian federalism in the new millennium*. Manohar Publishers & Distributors.

- Jha, S. (2003). Rights versus representation: Defending minority interests in the constituent assembly. *Economic and Political Weekly*, 38(16), 1579–1583.
- Anderson, G. W. (2004). Social democracy and the limits of constitutionalism. *Canadian Journal of Law & Jurisprudence*, 17(1), 31–59.
- Jha, S. (2004). Representation and its epiphanies: A reading of constituent assembly debates. *Economic and Political Weekly*, 39(39), 4357–4360.
- Nigam, A. (2004). A text without author: Locating constituent assembly as event. *Economic and Political Weekly*, 39(21), 2107–2113.
- Saez, L. (2004). *Federalism without a Center*. Sage.
- Fombad, C. M. (2005). The separation of powers and constitutionalism in Africa: The case of Botswana. *BC Third World LJ*, 25, 301.
- Hasan, Z., Sridharan, E., & Sudarshan, R. (2005). *India's living constitution. Anthem*.
- Kumar, R. (2006). *Modern Indian Political Thought*.
- Langa, P. (2006). Transformative constitutionalism. *Stellenbosch L. Rev.*, 17, 351.
- Stimson, S. C. (2006). Constitutionalism and the Rule of Law. In *The Oxford Handbook of Political Theory*.
- Frank, J. (2007). Aristotle on Constitutionalism and the Rule of Law. *Theoretical Inquiries in Law*, 8(1), 37–50.
- Baud, I., & Wit, J. (2008). *New Forms of Urban Governance in India*. SAGE Publications.
- Bhargava, R. (Ed.). (2008). *Politics and ethics of the Indian Constitution*. Oxford University Press.
- Bhargava, R. (2008). Politics and ethics of the Indian constitution (pp. 1–38). Oxford University Press.
- Guru, G. (2008). Constitutional justice: Positional and cultural. In R. Bhargava (Ed.), *Politics and ethics of the Indian constitution* (pp. 230–248). Oxford University Press.
- Palshikar, S. (2008). Indian state constitution and beyond. In R. Bhargava (Ed.), *Politics and ethics of the Indian constitution* (pp. 143–163). Oxford University Press.

- Shankar, S. (2009). *Scaling justice: India's Supreme Court, social rights, and civil liberties*. Oxford University Press.
- Guru, G. (2010). Social justice. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India* (pp. 361–380). Oxford University Press.
- Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *The Oxford companion to Indian politics*. Oxford University Press.
- Roy, A. (2010). *Mapping citizenship in India*. Oxford University Press.
- Sen, S. (2010). *The Constitution of India: Popular sovereignty and democratic transformations*. Oxford University Press.
- Holmes, S. (2012). *Constitutions and constitutionalism*. *The Oxford Handbook of Comparative Constitutional Law*.
- Khosla, M. (2012). *The Indian Constitution*. Oxford University Press.
- Lerner, H. (2013). *Making constitutions in deeply divided societies*. Cambridge University Press.
- Chandrachud, A. (2014). *The Informal Constitution: Unwritten Criteria in Selecting Judges for the Supreme Court of India*. Oxford University Press.
- Tushnet, M., & Khosla, M. (Eds.). (2015). *Unstable constitutionalism: Law and politics in South Asia*. Cambridge University Press.
- Choudhry, S., Khosla, M., & Mehta, P. B. (Eds.). (2016). *The Oxford handbook of the Indian Constitution*. Oxford University Press.
- Bali, A. U., & Lerner, H. (2017). *Constitution writing, religion and democracy*. Cambridge University Press.
- Chandrachud, C. (2017). *Balanced constitutionalism: Courts and legislatures in India and the United Kingdom*. Oxford University Press.
- Mitra, S. K. (2017). *Politics in India*. Routledge.
- Bhatia, U. (2018). *The Indian Constituent Assembly: Deliberations on democracy*. Routledge.
- De, R. (2018). *A people's constitution: The everyday life of law in the Indian republic*. Princeton University Press.
- Kapur, D., Mehta, P. B., & Vaishnav, M. (Eds.). (2018). *Rethinking public institutions in India*. Oxford University Press.

- Bhatia, G. (2019). *The transformative constitution: A radical biography in nine acts*. HarperCollins Publishers India.
- Palshikar, S. (2020). Decoding the grammar of constitutionalism [Review of the book *India's founding moment: The constitution of a most surprising democracy* by Madhav Khosla]. *Economic and Political Weekly*, 55(35), 29.
- Bhatia, G. (2021). *The transformative Constitution: A radical biography in nine acts*. Harper Collins.
- Noorani, A. G. (2022). *Constitutional questions in India: The President, Parliament and the States*. Oxford University Press.
- Alva, R. J. (2023). *A constitution to keep: Sedition and free speech in modern India*. Harper Collins.
- Chandrachud, A. (2023). *These seats are reserved: Caste, quotas and the Constitution of India*. Oxford University Press.
- Jha, M. K., & Choubey, K. N. (2024). *Indian Politics and Political Processes*. Routledge.
- Ganguly, S., & Sridharan, E. (Eds.). (2024). *The Oxford handbook of Indian politics*. Oxford University Press.

L	T	P	Cr
4	0	0	4

Course Name: Western Political Philosophy

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	Analyze 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	Greek Political Philosophy: Socrates, Plato, and Aristotle	CO1
	Roman Political Philosophy: Cicero and Polybius	

	Renaissance Thinkers: 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 Greece	
II 10 Hours	Social Contractualist Theory: Thomas Hobbes, John Locke, Jean-Jacques Rousseau	CO3
	Learning Activities: Discussion on social contract theory of Locke and Rousseau.	
III 12 Hours	Modern Thinkers: 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	Marxist Philosophy: Karl Marx and Friedrich Engels Antonio Gramsci, Mao Zedong	CO5
	Learning Activities: Modeling and scaffolding, brainstorming 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 Kiddersey (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. Morning.
11. Marx, K., & Friedrich E. (1948). Manifesto Of 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 in Indian Politics

Course Code: PIR.711

Course Type: Elective

Total Hours: 60

Course Learning Outcomes:

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 molding 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	Ideological Underpinnings of Indian Politics Shaping of Indian Politics and the Role of Ideology Gandhian Perspective Socialist and Marxist Perspective Cultural Nationalist 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 social and a Political Category Gender and Indian Politics	COL2, COL5
	Learning Activities: Peer Discussion and Real World Application on issues of identity politics	

III 15 Hours	State Politics in India Federalisation of Indian Politics: Emergence of Indian States India as Constituent States States as Major Political and Economic Actors Region and Regionalist Parties	COL3
	Learning Activities: Focus Group Discussion on the rise of regional parties in modern India	
IV 15 Hours	Forms of Social Movement: Farmer's Movement; Workers Movement and Phases Environmental Movements	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. Ashutosh Kumar. 2017. ed. Rethinking State Politics in India: Regions within Regions. New Delhi and London. Routledge.
2. Atul Kohali, (1991) India's democracy: an analysis of changing state-society relations, Orient Longman, New Delhi, 1991.
3. Atul Kohali, (eds), The success of India's democracy, Cambridge University press, 2001.
4. Atul Kohali, (2007), State and Development, Cambridge University press.
5. Ghanshyam Shah, Social movements in India: A review of literature, sage New Delhi, 2004.
6. Lloyd I Rudolph and Susanne H Rudolph, Explaining Indian Democracy: A fifty years perspective 1950- 2006, Vol I- III, Delhi, 2008.
7. Paul R. Brass (1999), The politics in India since Independence, Cambridge University press, reprinted by Fundamental Books, New Delhi.
8. Rajani Kothari (1970), Politics in India, Orient Longman, Delhi.
9. Sudipta Kaviraj (eds) Politics in India, Cambridge University press, New Delhi, 1997.

10. Rajeev Bhargva (eds), *Secularism and its critics*, Cambridge University press, New Delhi, 1998, reprinted 2006.
11. Rajeev Bhargva (ed), *Politics and ethics of the Indian Constitution*, Oxford University press, New Delhi.
12. Zoya Hasan (eds) *Politics and State in India*, Sage, New Delhi, 2000.
13. Sumit Ganguly and E. Sridharan. 2024. *The Oxford Handbook of Indian Politics*. Oxford: Oxford University Press.
14. Devesh Kapur, Pratap Mehta, Milan Vaishnav. 2018. Eds. *Rethinking Public Institutions in India*. New Delhi: Oxford University Press.
15. Subrata K Mitra. 2017. *Politics in India*, London and New Delhi: Routledge
16. Niraja Gopal Jayal, Pratap Mehta. 2010. Eds. *Oxford Companion to Indian Politics*, New Delhi: Oxford University Press.

L	T	P	C
4	0	0	4

Course: Philosophy of Research
Code: PS. 712
Credit: 4

Course Learning Outcomes (CLOs)

After the completion of the course, the students will be able to:

CLO 1

Explain the meaning, nature, scope, and philosophical foundations of research, including ontology, epistemology, methodology, and major approaches to knowledge production.

CLO 2

Analyze major research paradigms, philosophical traditions, and approaches to scientific and social inquiry in interdisciplinary research contexts.

CLO 3

Apply appropriate philosophical perspectives and methodological approaches in designing and evaluating research problems, research questions, and research frameworks.

CLO 4

Critically evaluate ethical issues, contemporary debates, and emerging challenges in research, and develop a coherent research philosophy statement through academic presentations and review-based exercises.

Units/Hours	Contents	COs	BL
Unit-I 15 Hrs	Foundations of Research Philosophy Meaning and Nature of Philosophy; Philosophy of Research; Scientific and Social Inquiry; Objectivity and Subjectivity;	CLO-1	Remember, Understand
Unit-II 15 Hrs	Ontology, Epistemology and Paradigms of Research Epistemology, Ontology, Axiology; Deductive and Inductive Logic	CLO-2	Analyze
Unit-III 15 Hrs	Contextualization of Research Philosophy Paradigms of Research: Positivism, Interpretivism, Critical Theory, Constructivism, Pragmatism	CLO-2	Apply
Unit-IV 15 Hrs	Ethics, Contemporary Issues and Application in Research Confidentiality, Positionality, Philosophy and Research Design, AI and Ethics, Policy-oriented Research, Preparation of Research Philosophy Statement,	CLO-2	Evaluate, Create

Suggested Reading

Course Name: Public Policy and Governance in India

Course Code: PS. 707

Course type: Core Course

Total Hours: 60

Course Learning Outcomes:

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

CLO1 Explain the concepts, principles, approaches, and processes of public policy and governance.

CLO2 Analyze the political, economic, administrative, and institutional dimensions of governance and public policy in India.

CLO3 Evaluate accountability mechanisms, governance institutions, and contemporary governance challenges in India.

CLO4 Critically assess policy formulation, implementation, evaluation, and emerging governance issues in India.

Units/Hours	Contents	CLO	BL
Unit I (15 Hours)	Foundations of Public Policy and Governance • Meaning, Nature and Scope of Public Policy and Governance • Theories and Approaches to Public Policy • Public Policy Cycle: Formulation, Implementation and Evaluation Activities: Concept note preparation, classroom presentation, thematic discussion, and policy mapping exercises	CLO-1	Remember, Understand
Unit II (15 Hours)	Institutions and Processes of Governance in India • Constitutional and	CLO-2	Analyze, Apply

	Institutional Framework of Governance • Role of Legislature, Executive and Judiciary in Policy Making • Bureaucracy, Public Administration and Governance • Role of State, Market and Civil Society in Governance • Decentralization and Local Governance in India Activities: Policy review, group discussion, documentary analysis, and debate		
Unit III (15 Hours)	Accountability and Contemporary Governance Challenges Public Accountability and Transparency: RTI, Lokpal and Citizen Charters Welfare Policies and Inclusive Governance Digital Governance and Smart Governance Governance Challenges: Corruption, Transparency and Ethics • Social Justice and Public Policy Activities: Case study analysis, issue-based write-up, seminar discussion, and group debate	CLO-3	Analyze, Evaluate
Unit IV (15 Hours)	Policy Analysis and Emerging Issues in Governance Public Policy Analysis and Evaluation Education, Health and Environmental Policies in	CLO-4	Evaluate, Create

	India Public Policy and Sustainable Development Goals Disaster Governance and Crisis Management Artificial Intelligence and Governance Emerging Challenges in Governance and Public Policy in India Activities: Seminar presentation, critical review, peer discussion, and policy analysis exercises		
Transactional Modes	Lectures, Tutorials, Seminars, Group Discussions, Debate, Dialogue Method, Peer Learning, Collaborative Learning, Cooperative Learning, Case Study Method, Policy Analysis, E-learning, and Field-Based Observation		

Suggested Readings:

Thomas R. Dye (2017). Understanding public policy (15th ed.). Pearson.

Michael E. Kraft, & Scott R. Furlong (2020). Public policy: Politics, analysis, and alternatives (7th ed.). CQ Press.

Mark Bevir (2012). Governance: A very short introduction. Oxford University Press.

M. Laxmikanth (2022). Governance in India (3rd ed.). McGraw Hill Education.

M. P. Sharma, & B. L. Sadana (2021). Public administration in India (59th ed.). Kitab Mahal.

Deborah Stone (2011). Policy paradox: The art of political decision making (4th ed.). W. W. Norton & Company.

David Levi-Faur (Ed.). (2012). The Oxford handbook of governance. Oxford University Press.

David Osborne, & Ted Gaebler (1992). Reinventing government: How the entrepreneurial spirit is transforming the public sector. Addison-Wesley.

Deborah Stone (2011). Policy paradox: The art of political decision making (4th ed.). W. W. Norton & Company.

Course Coordinator: Dr. Sandeep Singh

Course Name: Recent Trends in Social Inclusion in India

Course Code: PS.713

Course Type: Elective Course

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning Objectives: At the end of the course, the students will be able to:

CLO 1	Understand the historical evolution of caste and social-inclusion traditions in India.
CLO 2	Examine the contributions of major thinkers and constitutional approaches to social justice.
CLO 3	Analyse Dalit movements, identity politics, and contemporary debates on democracy and representation.
CLO 4	Apply Dalit political thought to critically evaluate social and political issues in Punjab.

Course Content:

Units/ Hours	Contents	Mapping with Course Learning Outcome	Blooms Level (BL)
Unit I 12 Hours	Understanding Caste and Social Inclusion in India Concepts and Trends in Social inclusions Meaning and Structure of Caste Varna and Jati System Historical perspectives on caste reform: Bhakti and Saint traditions Contributions of Gautama Buddha, Guru Ravidas and Kabir Jyotirao Phule and the Satyashodhak Samaj	CL01 CL02	BL1 BL2 BL3

	Learning Activities: Brainstorming, group discussion, note preparation, seminar presentation, and comparative analysis.		
Unit II 11 Hours	Ambedkar Political Thought and Social Justice Intellectual foundations of B. R. Ambedkar's political thought Ambedkar's Perspectives on caste: Annihilation of Caste and Who Were the Shudras? Constitutionalism, rights and social justice in Ambedkar's vision Safeguards for marginalized communities: reservation and representation The B. R. Ambedkar–Mahatma Gandhi debate on caste, reservation and political representation Learning Activities:Peer discussion, concept note preparation, classroom debate, analytical presentation, and case discussion.	CL02 CL03	BL2 BL3 BL4 BL5
Unit III 12 Hours	Dalit Movements, Identity Politics and Social Inclusion Evolution of Dalit movements Reformist and democratic approaches to social change among marginalized communities Emergence of Bahujan politics and the role of Kanshi Ram Role of the BahujanSamaj Party in promoting representation and inclusion Emerging debates social awareness and inclusive discourse Learning Activities:Seminar discussion, literature review, group presentation, peer discussion, and critical reflection.	CL03 CL04	BL3 BL4 BL5
Unit IV 10 Hours	Caste and Social Inclusion in Punjab Historical and social context of caste in Punjab Dalit movements and patterns of socio-political mobilization in the state Caste and religion in Punjab: intersections and dynamics Recent trends in social inclusion, representation and empowerment in Punjab Emerging debates on conversion, reservation and social justice in Punjab	CL03 CL04	BL4 BL5 BL6

	Learning Activities: Brainstorming, case study analysis, documentary discussion, policy brief preparation, student presentation, and mini-project assignment.		
	Transactional Modes: Lectures, Tutorials, Seminar, Group Discussion, Self-Learning, Case Study Method, Documentary Screening, and Project Method.		

Suggested Readings:

1. Ambedkar, B. R. (1936). *Annihilation of caste*. Navayana.
2. Ambedkar, B. R. (1946). *Who were the Shudras?* Thackers Publishers.
3. Ambedkar, B. R. (1957). *The Buddha and his Dhamma*. Siddharth College Publications.
4. Guru, G. (Ed.). (2009). *Humiliation: Claims and contexts*. Oxford University Press.
5. Guru, G., & Sarukkai, S. (2012). *The cracked mirror: An Indian debate on experience and theory*. Oxford University Press.
6. Hasan, Z. (2009). *Politics of inclusion: Castes, minorities, and affirmative action*. Oxford University Press.
7. Ambedkar, B. R. (1979–2003). Dr. Babasaheb Ambedkar: Writings and speeches (Vols. 1–17). Government of Maharashtra.
8. Jadhav, N. (2007). *Untouchables: My family's triumphant escape from India's caste system*. University of California Press.
9. Pankaj, A. K. (2023). *Dalit migrants: Assertion, emancipation, and social change*. Springer Nature.
10. Ilaiah Shepherd, K. (2009). *Post-Hindu India: A discourse in Dalit-Bahujan, socio-spiritual and scientific revolution*. Sage Publications.
11. Omvedt, G. (1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. Sage Publications.
12. Jangam, C. (2017). *Dalits and the making of modern India*. Oxford University Press.
13. Jeffrey, R. (1974). The social origins of a caste association 1874–1905: The founding of the SNDP Yogam. *South Asia: Journal of South Asian Studies*, 4(1), 39–59.
14. Juergensmeyer, M. (1978). *Religion as social vision: The movement against untouchability in 20th century Punjab*. University of California Press.
15. Kamble, J. R. (1979). *Rise and awakening of depressed classes in India*. National Publishers.
16. Kotani, H. (Ed.). (1997). *Caste system, untouchability and the depressed*. Manohar Publishers.
17. Kothari, R. (Ed.). (1970). *Caste in Indian politics*. Orient Longman.
18. Lynch, O. M. (1969). *The politics of untouchability*. Columbia University Press.

19. Mahar, M. (Ed.). (1972). *The untouchables in contemporary India*. University of Arizona Press.
20. Mendelsohn, O., & Vicziany, M. (1998). *The untouchables: Subordination, poverty and the state in modern India*. Cambridge University Press.
21. Mohan, P. E. (1993). *Scheduled castes: History of Tamil Nadu, 1900–1955*. New Era Publications.
22. Narayan, B. (2011). *The making of the Dalit public in North India: Uttar Pradesh, 1950–present*. Oxford University Press.
23. O’Hanlon, R. (1985). *Caste, conflict and ideology: Mahatma Jotirao Phule and low caste protest in nineteenth-century western India*. Cambridge University Press.
24. Omvedt, G. (1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. Sage Publications.
25. Oommen, T. K. (1990). *Protest and change: Studies in social movements*. Sage Publications.
26. Pai, S. (2002). *Dalit assertion and the unfinished democratic revolution: The Bahujan Samaj Party in Uttar Pradesh*. Sage Publications.
27. Pai, S., & Singh, J. (1997). Politicisation of Dalits and most backward castes: Study of social conflict and political preferences in four villages of Meerut district. *Economic and Political Weekly*, 32(23), 1358–1361.
28. Pai, S. (2000). New social and political movements of Dalits: A study of Meerut district. *Contributions to Indian Sociology*, 34(2), 189–220.
29. Pimpley, P., & Sharma, S. (Eds.). (1985). *Struggle for status*. B.R. Publishing Corporation.
30. Rao, A. (2009). *The caste question: Dalits and the politics of modern India*. University of California Press.
31. Ramaswamy, U. (1974). Self identity among scheduled castes: A study of Andhra Pradesh. *Economic and Political Weekly*, 9(47), 1889–1898.
32. Rajadurai, S. V., & Geetha, V. (1999). *Towards a non-Brahmin millennium*. Samya Publications.
33. Rege, S. (2006). *Writing caste/writing gender: Narrating Dalit women’s testimonios*. Zubaan.
34. Shah, G. (2000). *Social movements in India: A review of literature*. Sage Publications.
35. Sharma, K. L. (1986). *Caste, class and social movement*. Rawat Publications.
36. Sharma, S. K. (1985). *Social movements and social change: A study of Arya Samaj and untouchables in Punjab*. B.R. Publishing Corporation.
37. Shetty, V. T. R. (1988). *Dalit movements in Karnataka*. Christian Literature Society.
38. Thorat, S. (2009). *Dalits in India: Search for a common destiny*. Sage Publications.
39. Thorat, S., & Kumar, N. (2008). *B.R. Ambedkar: Perspectives on social exclusion and inclusive policies*. Oxford University Press.
40. Zelliott, E. (1992). *From untouchable to Dalit: Essays on the Ambedkar movement*. Manohar Publishers.

41. Deliege, R. (1997). *The world of the untouchable Paraiyars of Tamil Nadu*. Oxford University Press.
42. Gokhale, J. (1979). The Dalit Panthers and the radicalisation of untouchables. *Journal of Commonwealth and Comparative Politics*, 28(1), 38–55.
43. Gupta, S. K. (1985). *The scheduled castes in modern Indian politics: Their emergence as a political power*. Manoharlal Publishers.
44. Hardgrave, R. L. (1969). *The Nadars of Tamil Nadu: The political culture of a community in change*. University of California Press.
45. Ilaiah Shepherd, K. (1996). Productive labour, consciousness and history: A Dalit-Bahujan alternative. In R. Guha (Ed.), *Subaltern studies IX* (pp. 180–214). Oxford University Press.
46. Khare, R. S. (1984). *The untouchable as himself: Ideology, identity and pragmatism among the Lucknow Chamars*. Cambridge University Press.
47. Kumar, N. (2000). Dalit and Shudra politics and anti-Brahmin movement. *Economic and Political Weekly*, 35(44/45), 3977–3980.
48. Rathod, B. (2022). *Dalit academic journeys: Stories of caste, exclusion and assertion in Indian higher education*. Routledge India.
49. Sukumar, N. (2022). *Caste discrimination and exclusion in Indian universities: A critical reflection*. Routledge India.
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