

UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)



Applicable for students registered with Regular Colleges, Non-Collegiate Women's Education Board and School of Open Learning

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) Political Science has been structured in a way that they introduce the student to the vast canvas of subjects that concern the discipline of political science. Beginning with a focus on concepts and theories which have been quintessential to the discipline, they move on to fleshing out how these concepts are translated into practice. The courses are not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons) Political Science will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

The undergraduate syllabus of Political Science under the Choice Based Credit System (CBCS) requires students to complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Compulsory Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the courses that the department teaches exclusively to students who are enrolled in the department of Political Science while the GE courses are offered to students from other departments. The syllabus lists eight DSEs and GEs which departments and students can choose from and study.

The fourteen CCs are divided into four courses which cover concepts, debates and western ideologies along with a study of the Indian constitution and politics (Semesters one and two), six courses on International relations and global politics; comparative politics and public administration (Semesters three and four), four courses on political philosophy both western and Indian (Semesters five and six). The two SECs (semesters three and four) are aimed at training students in methods in survey research while also imparting knowledge of the legal system and the process and of law making with a special emphasis on rights. Students have to select two DSEs per semester during fifth and sixth semesters. The list of DSEs and SECs as listed in the syllabus have been reviewed by the university from time to time and the possibility of adding newer courses following teacher-student feedback or as the requirement is raised within the public space also exists.

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2. Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) Political Science

2.1. Nature and Extent of the Programme in B.A. (Hons) Political Science

The undergraduate syllabus of Political Science under the Choice Based Credit System (CBCS) requires students to complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Compulsory Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the courses that the department teaches exclusively to students who are enrolled in the department of Political Science while the GE courses are offered to students from other departments. The syllabus lists eight DSEs and GEs which departments and students can choose from and study.

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concepts are translated into practice. The courses are not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages.

2.2. Aims of Bachelor Degree Programme in B.A. (Hons) Political Science

The B.A. Honours in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. The Core Courses offered by the programme are designed to equip the student with a robust foundation in Political Science, whereas the Discipline-Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-Enhancement Courses acquaint the student with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world. The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector.

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Theoretical analysis will go hand in hand with a stress on the

practical; this will make for a fuller and more grounded understanding of concepts. Students will participate in field trips, workshops, and seminars; their association with governmental institutions and/or NGOs and/or research institutes in the capacity of interns will facilitate an understanding of the applied aspects of the programme, and further allow them to gain exposure to sites of possible future employment and work.

3. Graduate Attributes in B.A. (Hons) Political Science

The following are the graduate attributes in B.A. (Hons) Political Science

i. Disciplinary knowledge

Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline

ii. Communication Skills

Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself ; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

iii. Moral and ethical awareness/reasoning

Capacity to identify ethical issues related to one's work, and commit not to resort to unethical behaviour such as plagiarism, falsification of data, misrepresentation of facts, and the violation of intellectual property rights ; capacity to appreciate the ethical nature of the current debates on the environment, development, social media, artificial intelligence, and so on; capacity to uphold truthfulness and integrity in all aspects of one's research and one's work.

iv. Multicultural competence

An awareness pertaining to the values and beliefs of multiple cultures ; a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups

v. Information/digital literacy

Capacity to use Information and Communications Technology (ICT) in a variety of learning situations ; the ability to access, evaluate, and use a variety of information sources

vi. Reflective thinking

Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces

vii. Cooperation/Team work

Ability to work effectively and respectfully with people from diverse backgrounds ; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a common cause.

viii. Research-related skills

A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing ; the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, and analyse, interpret and draw conclusions from data; the ability to plan, design, and execute research and investigations and concisely report the results thereof

ix. Communication Skills

Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself ; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts

x. Problem solving

Capacity to extrapolate from what one has learned and apply one's competencies to solve unfamiliar problems, and to apply one's learning to real-life situations

xi. Critical thinking

Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable

4. Qualification Descriptors for Graduates B.A. (Hons) Political Science

The qualification description for the B.A. Honours in Political Science include:

- Demonstration of a coherent understanding of Political Science, its different areas and applications, and its linkages with related disciplinary areas/subjects; procedural and substantive knowledge that readies students for entering professions related to the subject - in teaching and research, development, social work, and government and public service.
- Effective use of knowledge and skills to identify problems, collect relevant data - quantitative and/or qualitative – using methods appropriate to the subject, analyse and evaluate the data, and formulate evidence-based arguments
- Communication of the results of studies undertaken in an academic field in a range of different contexts, using the concepts, constructs and techniques of the discipline, in language that can be understood by people within and outside the academy
- The initiative and capacity to meeting one’s own learning needs, drawing on a wide range of research and sources
- Application of one’s disciplinary knowledge and transferable skills to new and unfamiliar contexts, rather than merely replicate curriculum content knowledge.
- Graduates in Political science have engaged in and pursued diverse career paths.

Some of these include:

- Academics
- Bureaucracy
- Social Work
- Law
- Journalism both print and visual
- Management

- Policy Making
- Designing and Conducting surveys
- Human Resource Development
- Advocacy
- Performing Arts
- Research
- Political representatives

5. Programme Learning Outcomes for in B.A. (Hons) Political Science

A graduate in Political science is a person who embodies a curiosity towards the political puzzles that confront her and is endowed with the ability to apply various tools to solve them. The undergraduate course encourages raising questions and a problem-solving thought process in its students, which it believes is central to the idea of shaping an informed graduate student and an active citizen.

Political science graduates receive a strong training in foundational concepts enabling them to distinguish and delineate features of each. This level of inquiry is further complicated as they proceed through the curricular semesters; enabling them to engage in systematic reflection of a kind that distinguishes their understanding from that of a lay person.

The undergraduate course in Political science shapes graduate sensibilities such that students are alert to instances of discrimination and deprivation; difference and diversity which they not only identify but can also persuasively argue about.

A Political science graduate is privy to the unique location of the discipline within the social sciences and can contextual their learning within the disciplinary boundaries while simultaneously and consciously using inter-disciplinary methods and concepts to understand inter-connected social, economic and political realities.

Political science graduates go through rigorous training in academic writing which includes writing logical and coherent essays as well as longer research articles in terms of term papers. Class room debate and discussion encourages them to think on their feet; sharpen their submissions and argue persuasively. They are also introduced to a variety of writing including commentaries and original manuscripts; government reports and alternative assessments as well as visual and print media.

The discipline teaches students how to distinguish between various ideological orientations; the multiple lens that may be used to make sense of the same political event or issue and thereby how to side-step biases and partisan positions in presenting their findings. The discipline inculcates a culture of academic honesty and investigative rigour to ensure authentic analytical outcomes. The syllabus of the undergraduate course on Political science also encourages students to get hands on experience of how research in the discipline is conducted. They are encouraged to draw up research questionnaires, select the field and decide on sample size and method of selection, conduct interviews with respondents as well as focused group discussions and finally translate the responses into a coherent write up. These exercises are not limited to election analysis and collecting voter responses but are primarily conducted to teach the student how to transition from the level of policy to the practice of politics. Political science graduates are uniquely positioned as the undergraduate course also imparts extensive understanding of International relations and global politics which allows them to move beyond the traditional area and concerns of the discipline. The course not only introduces them to various theories and concepts within international relations but also includes detailed discussion of contemporary international events and decisions made by state and non-state actors apart from also looking at the functioning of global and multinational organisations and institutions. The perspective sharpens their understanding of the national and they can better appreciate the nuances of state policies. The comparative perspective which students imbibe through courses in two semesters highlights the differences in states mapped along various indices such as development trajectories and state formation. Along with a richer understanding of select areas students are also encouraged to reflect and think critically about western frameworks of knowledge and understanding and how these may be challenged by alternative frameworks emerging in what is

broadly referred to as the ‘Global South’ Courses on Public administration familiarize the student with the complexities of state and bureaucratic functioning as well as policy making and advocacy. The student learns about the concepts of organisation and management and their application which is extremely relevant to unravelling the intricacies of large public organisations and corporate bodies.

The study of Indian politics provides the student a means to navigate the labyrinth that politics in India reflects. Students decode this through various categories including gender, caste, class, ethnicity and others while also effortlessly transiting across various levels of the national, sub-national and local. These courses anchor the indispensability of the inter and multi-disciplinary lens and provide a corrective and challenge to the western frameworks and models of understanding political phenomena.

On the completion of the six semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the six core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations and Indian Political Thought. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have; the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing and also the bureaucracy.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include

- Lectures
- Tutorials
- Power-point presentations
- Project work
- Documentary films on related topics

- Debates, Discussions, Quiz
- Talks /workshops
- Interaction with subject and area experts
- Academic festivals and seminars
- Films about specific political events or issues
- Excursions and walks within the city
- Visit to the Parliament and museums
- Outstation field trips
- Survey research
- Internships

Assessment Methods

Apart from the end semester exams that the university conducts on a bi-annual basis; a continuous and comprehensive system of assessment provides a mechanism for the teacher and student to take stock of their progress and grasp of the syllabi content. These include:

- Written assignments
- Projects Reports
- Class presentations
- Participation in class discussions
- Ability to think critically and creatively to solve the problems
- Application of conceptual understanding to field-based variables
- Reflexive thinking
- Engagement with peers and group discussion
- Participation in extra and co-curricular activities
- Critical assessment of Films /Books etc.

6. Structure of in B.A. (Hons) Political Science

6.1. Credit Distribution for B.A. (Hons) Political Science

Details of courses under B.A (Hons.)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial

I. Core Course

(14 Papers)	14X4= 56	14X5= 70
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Core Course Practical / Tutorial*

(14 Papers)	14X2=28	14X1=14
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II. Elective Course

(8 Papers)

A.1. Discipline Specific Elective

(4 Papers)	4X4=16	4X5= 20
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A.2. Discipline Specific Elective

Practical/ Tutorial*

(4 Papers)	4X2= 8	4X1= 4
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B.1. Generic Elective/ Interdisciplinary

(4 Papers)	4X4= 16	4X5= 20
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B.2. Generic Elective Practical/ Tutorial*

(4 Papers)	4X2= 8	4X1= 4
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• **Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester**

III. Ability Enhancement Courses

1. Ability Enhancement Compulsory

(2 Papers of 2 credit each)

2X2= 4

2X2= 4

Environmental Science

English/MIL Communication

2. Ability Enhancement Elective (Skill Based)

(Minimum 2)

(2 Papers of 2 credit each)

2X2= 4

2X2= 4

140

140

Institute should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS related courses on its own.

*** wherever there is a practical there will be no tutorial and vice-versa**

List of Papers and Courses

A) Core Course (14)

- 1.1 Paper I- Understanding Political Theory
- 1.2 Paper II- Constitutional Government and Democracy in India
- 2.1 Paper III - Political Theory-Concepts and Debates
- 2.2 Paper IV - Political Process in India
- 3.1 Paper V - Introduction to Comparative Government and Politics
- 3.2 Paper VI - Perspectives on Public Administration
- 3.3 Paper VII - Perspectives on International Relations and World History
- 4.1 Paper VIII - Political Processes and Institutions in Comparative Perspective
- 4.2 Paper IX - Public Policy and Administration in India
- 4.3 Paper X - Global Politics
- 5.1 Paper XI - Classical Political Philosophy
- 5.2 Paper XII - Indian Political Thought - I
- 6.1 Paper XIII - Modern Political Philosophy
- 6.2 Paper XIV - Indian Political Thought - II

B) Generic Elective (Interdisciplinary): Any Four

1. Nationalism in India
2. Contemporary Political Economy
3. Women, Power and Politics
4. Gandhi and the Contemporary World
5. Understanding Ambedkar
6. Governance: Issues and Challenges
7. Politics of Globalization
8. United Nations and Global Conflicts

C) Discipline Specific Elective (DSE): Any Four

1. Citizenship in a Globalizing World

2. Human Rights in a Comparative Perspective
3. Development Process and Social Movements in Contemporary India
4. Public Policy in India
5. Colonialism and Nationalism in India
6. India's Foreign Policy in a Globalizing world
7. Feminism: Theory and Practice
8. Dilemmas in Politics

D) Ability Enhancement (AE Skill Based): Any Two

1. Your Laws, Your Rights
2. Public Opinion and Survey Research
3. Legislative Practices and Procedures
4. Peace and Conflict Resolution

E) Ability Enhancement (Compulsory) Foundation: Two

1. Language-MIL/ENGLISH
2. Environmental Science

6.2. Semester-wise Distribution of Courses.

B.A (Honours) Political Science

S. NO.	PAPER	
	SEMESTER - I	
1.1	Language-MIL/ENGLISH Environmental Science	Ability Enhancement (AE) Compulsory
1.2	Understanding Political Theory	Core Discipline - 1
1.3	Constitutional Government and Democracy in India	Core Discipline - 2
1.4	Any One of the Following	Generic Elective - I (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
	SEMESTER - II	
2.1	Environmental Science Language-MIL/ENGLISH	Ability Enhancement Compulsory (AE)
2.2	Political Theory: Concepts and Debates	Core Discipline - 3
2.3	Political Process in India	Core Discipline - 4
2.4	Any One of the Following	Generic Elective - II (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	

G	Politics of Globalization	
H	United Nations and Global Conflicts	
SEMESTER - III		
3.1	Introduction to Comparative Government and Politics	Core Discipline - 5
3.2	Perspectives on Public Administration	Core Discipline - 6
3.3	Perspectives on International Relations and World History	Core Discipline - 7
3.4	Any One of the Following	Generic Elective - III (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
3.5	Any one of the following	Ability Enhancement - I (Skill Based)
A	Your Laws, Your Rights	
B	Public Opinion and Survey Research	
C	Legislative Practices and Procedures	
D	Peace and Conflict Resolution	
SEMESTER - IV		
4.1	Political Processes and Institutions in Comparative Perspective	Core Discipline - 8
4.2	Public Policy and Administration in India	Core Discipline - 9
4.3	Global Politics	Core Discipline - 10
4.4	Any One of the Following	Generic Elective - IV (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	

D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
4.5	Any one of the following	Ability Enhancement - II (Skill Based)
A	Your Laws, Your Rights	
B	Public Opinion and Survey Research	
C	Legislative Practices and Procedures	
D	Peace and Conflict Resolution	
SEMESTER - V		
5.1	Classical Political Philosophy	Core Discipline - 11
5.2	Indian Political Thought - I	Core Discipline - 12
5.3 & 5.4	Any Two of the Following	Discipline Specific Elective (DSE) I & II
A	Citizenship in a Globalizing World	
B	Human Rights in a Comparative Perspective	
C	Development Process and Social Movements in Contemporary India	
D	Public Policy in India	
E	Colonialism and Nationalism in India	
F	India's Foreign Policy in a Globalizing World	
G	Feminism: Theory and Practice	
H	Dilemmas in Politics	
SEMESTER - VI		
6.1	Modern Political Philosophy	Core Discipline - 13
6.2	Indian Political Thought - II	Core Discipline - 14
6.3 & 6.4	Any Two of the Following	Discipline Specific Elective (DSE) III & IV
A	Citizenship in a Globalizing World	
B	Human Rights in a Comparative	

	Perspective	
C	Development Process and Social Movements in Contemporary India	
D	Public Policy in India	
E	Colonialism and Nationalism in India	
F	India's Foreign Policy in a Globalizing World	
G	Feminism: Theory and Practice	
H	Dilemmas in Politics	

7. Courses for Programme B.A. (Hons) Political Science

Paper I- Understanding Political Theory

(1.1)

Core Course - (CC) Credit:6

Course Objective

This course introduces the various ways of theorizing the political. The idea is to introduce and assess the conventional as well as contemporary approaches to understanding politics

Course Learning Outcomes

After reading the course, the learner would

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and of applying theory into practice.

Unit 1

What is Politics: Theorizing the ‘Political’

Unit 2

Approaches to Political Theory: Normative, Historical and Empirical

Unit 3

Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

Unit 4

Critical Perspectives in Political Theory: Feminist and Postmodern

Unit 5

The Idea of Political Community: Political Obligation

References

Unit 1

McKinnon, C. (2008) 'Introduction'. *Issues in Political Theory*. New York: Oxford University Press.

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.

Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Unit 2

Glaser, D. (1995) 'Normative Theory', in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.

Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas(eds), *Handbook of Political Theory*. London, Thousand Oaks, New Delhi: Sage Publications, pp. 18-30.

Unit 3

Heywood, A. (1992) *Political Ideologies*. Basingstoke: Macmillan

Turner, R. (1993) 'Anarchism: What is it?' *Politics Review* 3 (1): 28-32.

Unit 4

Chapman, J. (1995) 'The Feminist Perspective', in in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 265-288.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, C. and Gaus G. F. (eds), *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Unit 5

Shorten, A. (2016). 'Political Community', in *Contemporary Political Theory*. London: Palgrave, pp. 18-45.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 241-264.

Roy, A. (2008) 'Citizenship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Hyums, K. (2008) 'Political Authority and Obligation', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 9-26.

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 41-51.

Knowles, D. (2001). 'Political Obligation', in *Political Philosophy*. London: Routledge, pp. 239-

298.

Additional Resources:

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.

Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield.

Vattimo, Gianni, 1988 [1985], *The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture*, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.

Klosko, G. (2005) *Political Obligations*. Oxford: Oxford University Press.

Readings in Hindi

भारगव, र. और अशोक आचार्या (एड.), राजनीतिक सिधांत: एक परिचय, दिल्ली: पिएर्सन, 2008.

कुमार, संजीव (एड.), राजनीति सिधांत की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Political Theory, Political, Political Community, Political Obligation

Paper II- Constitutional Government and Democracy in India

(1.2)

Core Course - (CC) Credit:6

Course Objective

The aim of this course is to enable students to gain knowledge about the constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.

Course Learning Outcomes

At the end of the course, students shall:

- be familiarized with the debates around the origin, and evolution of the Indian constitution.
- become aware of the manner in which government functions through its various organs.
- understand the division of power between various organs of the government at different levels.

This course enables students to develop an understanding of the tenets of Indian constitutionalism by engaging with Constituent Assembly debates. It enables them to understand the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation. Moreover, it enables the students to understand the division of powers in Indian federal set-up and its asymmetrical federal arrangements, with special emphasis on the special provisions for governance in fifth and sixth schedules of the constitution. The students are also familiarized with the process of rural and urban governance and the dynamics of gender and caste in these domains. The students would also become familiar with challenges of addressing emergency conditions and security concerns within the constitutional framework.

Unit 1

The Constituent Assembly and the Constitution

- a) Philosophy of the Constitution, the Preamble, and features of the Constitution.
- b) Fundamental Rights, Directive Principles and debates on Citizenship

Unit 2

Organs of Government

- a) The Legislature: Power and Functions of Parliament, Debates on Representation in Parliament.
- b) The Executive: Election, Power, Functions and the changing role of President and Prime Minister.
- c) The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.

Unit 3

Federalism and Decentralization

- a) Centre-State Relations, Asymmetrical features of Federalism
- b) The Panchayats and Municipalities

Unit 4

Constitutional Provisions and National Security Laws

- a) Emergency Provisions
- b) Preventive Detention and National Security Laws

References

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

b. Fundamental Rights, Directive Principles and debates on Citizenship

The Constitution of India, Part II, Part III and Part IV

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press [Chapter 3: pp.87-148]

S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), *Citizenship in India*, New Delhi: Oxford University Press, Ch.1 and Ch.2.

A.Roy (2016), 'Ambivalence of Citizenship in Assam' in *Economic and Political Weekly*, Vol.LI, .26 and 27, pp.45-51.

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

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B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

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b. The Executive

The Constitution of India, Part V, Chapter I and III

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H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

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U. Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), ‘The Supreme Court’, in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

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B. Chakrabarty (2017), *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

R. Dhavan and R. Saxena (2006), ‘The Republic of India’, in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen’s University Press, pp. 166-197

M.P.Singh and Rekha Saxena (2013), *Federalising India in the Age of Globalisation*, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.

J. Manor (2010), ‘Local Governance’ in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 61-79.

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M. John, (2007) ‘Women in Power? Gender, Caste and Politics of Local Urban Governance’, in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. VIV: The Emergencies, pp.243-249]

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

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SAHRDC (2006), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

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a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

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B. Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford

University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights – II, pp.84-115].

II. Organs of Government

a. The Legislature

V. Hewitt and S. Rai (2010), 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

c. The Judiciary

U. Baxi (2010), 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

L. Rudolph and S. Rudolph (2008), 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a. Federalism

Louise Tillin (2013) *Remapping India: New States and their Political Origins*, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.

D.P.Jinks, (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2nd Edition, Cambridge, Cambridge University Press, pp.420-446.

Hindi Readings:

ग्रेनविल ऑस्टिन (2017), भारतीय संविधान: राष्ट्र की आधारशिला, अनुवादक: नरेश गोस्वामी, नयी दिल्ली: वाणी प्रकाशन.

डी डी बसु, (1989), भारत का संविधान: एक परिचय, (दसवां संस्करण, 2013), लेक्सिस नेक्सिस.

महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.) (2013), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.

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सुभाष काश्यप (2016) भारतीय राजनीति और संविधान: विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन.

सुभाष काश्यप (2016) भारतीय राजनीति और संसद: विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन.

सुभाष काश्यप (2016), संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन.

जॉर्ज मैथ्यू (2009) भारत में पंचायती राज: परिप्रेक्ष्य और अनुभव, नई दिल्ली: वाणी प्रकाशन

अनुपमा रॉय, (2017). 'राष्ट्र, संविधान और नागरिकता', नागरिकता का स्त्री-पक्ष, (अनु.) कमल नयन चौबे, नयी दिल्ली: वाणी प्रकाशन. पृष्ठ 186-237.

Teaching Learning Process

Students will engage in debates around the origin, and evolution of the constitution and understand the particularities thereof. They will engage discussions on the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation. There will be interactive lectures on the division of powers in Indian federal set-up and its asymmetrical federal arrangements, particularly focusing on the special provisions for governance in fifth and sixth schedule of the constitution. The students are also encouraged to conduct field work and write reports on the process of rural and urban governance and the dynamics of gender and caste in these domains.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Before the end term examination, students will be asked to submit project on any of the units in the syllabus to judge their critical thinking and writing ability.

Keywords

Constitution, Division of Powers, Government, Federalism, Rural Governance, Urban

**Paper III - Political Theory-Concepts and Debates
(2.1)
Core Course - (CC) Credit:6**

Course Objective

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organizing our social living.

Course Learning Outcomes

After completing the course, the learner will be able to:

- Understand the dimensions of shared living (*sociare*) through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Unit 1

Freedom (3 weeks)

- a) Liberty: Negative and Positive
 - b) Freedom, Emancipation, *Swaraj*
- Debate:* Free speech, expression and dissent

Unit 2

Equality (2 weeks)

- a) Equality of opportunity and Equality of Outcome
 - b) Egalitarianism: Background inequalities and differential treatment
- Debate:* Affirmative action

Unit 3

Justice (2 weeks)

- a) Justice: Procedural and Substantive
 - b) Rawls and his critics
- Debate:* Scope of Justice – National vs Global

Unit 4

Rights (2 weeks)

a) Rights: Natural, Moral and Legal

b) Rights and Obligations

Debate: Human Rights - Universalism or Cultural Relativism

Unit 5

Democracy (3 weeks)

a) Democracy: Idea and Practice

b) Liberal Democracy and its critics

c) Multiculturalism and Toleration

Debate: Representation vs participation

References

I. Freedom

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 103-125.

Knowles, D. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, A. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, I. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Smits, K. (2009). 'Should Offensive Speech be Regulated?', In *Applying Political Theory: Issues and Debates*. London: Palgrave Macmillan, PP. 152-170.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

II. Equality

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, P. and William, A. (2008) 'Equality', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.

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Smits, K. (2009). 'Is Affirmative Action Fair?', in *Applying Political Theory: Issues and*

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III. Justice

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brock, G. (2008) 'Global Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 289-312.

IV. Rights

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, C. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Campbell, T. (2008) 'Human Rights', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 194-217.

V. Democracy

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

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Seglow, J. (2003) 'Multiculturalism', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Galeotti, A. E. (2008) 'Toleration', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 126-148.

Additional Resources:

Mill, J. S. (1991) *On Liberty and Other Essays*. ed. Jon Gray. Oxford: Oxford University Press.

Berlin, I. (1969) 'Two Concepts of Liberty', in *Four Essays on Liberty*. England: Oxford University Press, pp. 118-172.

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Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

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Readings in Hindi

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Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Freedom, liberty, equality, egalitarianism, justice, rights, democracy

Paper IV- Political Process in India

(2.2)

Core Course - (CC) Credit:6

Course Objective

An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the manner in which they impact upon and are shaped by the institutional frameworks of politics. This course equips students with

the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.

Course Learning Outcomes

At the end of the course students shall:

- gain insights into the interconnections between social and economic relations and the political process in India.
- understand the challenges arising due to caste, class, gender and religious diversities and also analyse the changing nature of the Indian state in the light of these diversities.
- make sense of the specificities of the political processes in India in the light of changes of the state practices, electoral system, representational forms and electoral behaviour.

Unit 1

Political Parties and the Party System

National Parties and State Parties; Trends in the Party System: From the Congress System to Multi-Party Coalitions

Unit 2

Elections and Electoral Processes

Electoral Process, Representation and social determinants of voting behaviour; Election Commission and Electoral Reforms

Unit 3

Religion and Politics

Debates on Secularism and Communalism

Unit 4

Caste and Politics

Caste in Politics and the Politicisation of Caste; Intersectionality of Caste, Class and Gender, reservation and affirmative action policies

Unit 5

Tribes and Politics

Policies and Challenges: Fifth and Sixth Schedules; Forest Rights Act; Development and Issues

of Displacement

Unit 6

The Changing Nature of the Indian State

Developmental, Welfare and Coercive Dimensions

References

I. Political Parties and the Party System

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

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II. Election and Electoral Process

N. G. Jayal (2006), *Representing India: Ethnic Diversity and the Governance of Public Institutions*, Palgrave Macmillan, London.

Y. Yadav (2010), 'Representation', in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds), *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, 347-360.

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III. Religion and Politics

A. Bilgrami, (1999) 'Two Concepts of Secularism', in Sudipta Kaviraj (ed.), *Politics in India*, New Delhi: Oxford University Press, pp.349-361.

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IV. Caste and Politics

- R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.
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II. Election and Electoral Process

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रजनी कोठारी, (1998). 'साम्प्रदायिकता: भारतीय जनतंत्र का नया चेहरा', 'धर्मनिरपेक्षता का अंत', (अनु) ध्रुव नारायण, साम्प्रदायिकता और भारतीय राजनीति, दिल्ली: रेनबो पब्लिशर्स लि.

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Teaching Learning Process

This course engages the students in detailed discussion on the evolution of the party system in India from era of one-party dominance to multi-party coalitions and the trends for the future party system in the context of verdict of 2014 and 2019 General elections. There will be interactive lectures on various determinants of voting behaviour. It also enables students to understand the varied political processes in India the interplay of religion and politics, caste and politics. It also gives the students the insights on the changing nature of the Indian state and analyse the varied dimensions of Indian state- developmental, welfare and coercive dimensions.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers and assignments. Students will be assessed on the basis of their reflexive thinking and engagement with peers and group discussion. Students will be evaluated on the basis of their participation in extra and co-curricular activities. Before the end term examination, students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus.

Keywords

Caste, Party System, Religion, Reservation, Tribes, State, Voting Behaviour, Welfare, Women

Paper V - Introduction to Comparative Government and Politics

(3.1)

Core Course - (CC) Credit:6

Course Objective

This course aims to familiarise students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The historical context of modern state, constitutional development and their political economy could be understood with specific references; such as capitalism with reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria.

Course Learning Outcomes

This paper would enable student to understand the legacy of the discipline. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture and their political economy. Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context. It would enhance the ability of students to use analytical frame of gender, race, ethnicity and their intersectionality in comparative perspective. Students will develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research.

Unit 1

Understanding Comparative Politics (2 Weeks)

- a) Nature and scope
- b) Why Compare and Methods of Comparison
- c) Going beyond Eurocentrism

Unit 2

Approaches to Studying Comparative Politics: 2 Weeks

- a) Institutional Approach, System Approach, Structural Functional Approach
- b) Political Culture
- c) New Institutionalism

Unit 3

Historical context of modern government (16 lectures)

- a) Capitalism: meaning and development: globalization
- b) Socialism: meaning, growth and development

c) Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization

Unit 4

Themes for comparative analysis (18 lectures)

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

References

I. Understanding Comparative Politics (2 Weeks lectures)

a). Nature and scope b) Why Compare and Methods of Comparison c). Going beyond Eurocentrism

Landman, Todd. 2008. *Issues and Methods in Comparative Politics (An Introduction)*. New York: Routledge.

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

II. Approaches to Studying Comparative Politics:

M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

Ross Marc Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- 161. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

G. Bingham Powell, Jr. Kaare Strom, Melanie Menion, Russell J. Dalton, "Political System: Environment and Interdependence", pp 27-33

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

II Historical context of modern government

a. Capitalism -Essential Readings:

R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp.

63-84.

b. Socialism- Essential Readings:

A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wadsworth, pp. 195-209

c. Colonialism, decolonization& postcolonial society: Essential Readings:

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.

IV. Themes for comparative analysis (18 lectures)

L. Barrington et. al (2010) Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in The UK Parliament. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) Comparative Politics in Transition, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Resources:

Classic Readings

Aristotle: 'Politics,' Benjamin Jowett, Batoche Books, The Clarendon Press, 1999

Karl Marx: Critique of Political Economy, Progress Publishers, Moscow, Translated: S.W. Ryazanskaya, 1859,

Aime Cesarie:, 'Discourse on Colonialism', Translated by Joan Pinkham, New York: Monthly Review Press. 2000

Additional Readings

I. Understanding Comparative Politics (2 Weeks lectures)

a). Nature and scope b) Why Compare and Methods of Comparison c). Going beyond Eurocentrism

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in Punjab Journal of Politics. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in Political Studies. Vol. 47 (1), pp.

152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in Economic and Political Weekly, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

II. Approaches to Studying Comparative Politics:

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', Political Studies. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) Political in the Developing World. Oxford: Oxford University Press, pp. 53-70.

II Historical context of modern government

a. Capitalism -Essential Readings:

M. Dobb, (1950) 'Capitalism', in Studies in the Development of Capitalism. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in Origin of Capitalism: A Long View. London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) 'History of Capitalism Expansion', in Globalization and Third World Politics. London: Palgrave, pp. 14-28.

b. Socialism- Essential Readings:

R. Meek, (1957) 'The Definition of Socialism: A Comment', The Economic Journal. 67 (265), pp. 135-139

c. Colonialism, decolonization& postcolonial society:

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

IV. Themes for comparative analysis (18 lectures)

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp. 39-79.

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Understanding Comparative Politics	Learning what, why and how to compare with an objective to discern Eurocentric bias	Primarily theory class with power point presentations	Assessment through discussion on nature of comparative politics and eurocentricism

II. Approaches to Studying Comparative Politics	Let student understand the different approaches to study Comparative politics	Theory classes with a focus on critical analysis of historical development of the field of Comparative politics	Power point presentation by students on different approaches and discussion in the class
III. Historical context of modern government	Students will learn the emergence and development different forms of government	A comparative approach on different forms of government through a discussion in class	Students will be encouraged to prepare project on capitalism, socialism and colonialism by focusing on some classics
IV. Themes for comparative analysis	Student will study through the examples from the globe	Theory class through discussion on different aspects of governance in Britain, Brazil, Nigeria and China	Students will be evaluated through a comparative case study of countries

Keywords

Eurocentricism, Cultural Approach, Brazil, Nigeria, India

Paper VI - Perspectives on Public Administration (3.2) Core Course - (CC) Credit:6

Course Objective

The course introduces the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

Course Learning Outcomes

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The students will be better equipped to analyse processes of leadership and conflict-management that have become increasingly significant in contemporary administration.
- The student learns about major contemporary approaches in public administration.
- The student is specially made sensitive to the feminist perspective in Public administration.

Unit 1

Public Administration as a Discipline [15 lectures]

- a) Meaning, Dimensions and Significance of the Discipline
- b) Public and Private Administration
- c) Evolution of Public Administration

Unit 2

Theoretical Perspectives [25 lectures]

a) Classical Theories

- i. Scientific Management (F.W. Taylor)
- ii. Administrative Management (Gullick, Urwick and Fayol)
- iii. Ideal-Type Bureaucracy (Max Weber)

b) Neo-Classical Theories

- i. Human Relations Theory (Elton Mayo)
- ii. Rational Decision-Making (Herbert Simon)

c) Contemporary Theories

- i. Ecological Approach (Fred Riggs)
- ii. Innovation and Entrepreneurship (Peter Drucker)

Unit 3

Public Policy [10 lectures]

- a) Concept, relevance and approaches

b) Formulation, implementation and evaluation

Unit 4

Major Approaches in Public Administration [20 lectures]

- a) Development Administration
- b) New Public Administration
- c) New Public Management
- d) New Public Service Approach
- e) Good Governance
- f) Feminist Perspectives

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Concept, Relevance and Approaches

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Teaching Learning Process

The course titled, Paper VI - Perspectives on Public Administration, in Programme (CBCS) B.A. (Hons.) Political Science aims to adept students in Public Administration by engaging them in classroom lectures using Experiential Learning (EL) Perspective. It prioritises and emphasises on students passion and cognition. It opts for pragmatism in teaching and integrates theory and practice. Students are encouraged to interact in the classroom by critically engaging with the thinkers taught to them and relate it to complex everyday worlds to understand the continuity and change in the discourse. In this programme apart from classroom lecture delivery the different mediums adapted to transfer the knowledge includes Power Point presentations, use of audio visual resources such as screening of movie/documentary. Additionally, the weekly seminars held in Department fosters an opportunity for students to participate in discussions on arrays of issues.

Assessment Methods

Aiming to break the monotony of a single assessment method, this course uses varieties of assessment tools. The preferred option to evaluate the large scale of students is written semester examination and internal examination. Apart from that, this course also assesses students on the basis of their engagement in the quiz session, debate session done after completion of every unit. For some units, students are also required to submit a term paper/ article.

Keywords

Public Administration, Private Administration, Scientific management, Bureaucracy, Public Policy, Good Governance

Paper VII- Perspectives on International Relations and World History (3.3) Core Course - (CC) Credit:6

Course Objective

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agent-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

Course Learning Outcomes

- The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.
- Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.
- The paper will go beyond eurocentrism in international relations and reflect on the global South perspectives.

- It will evolve analytical skills to further explore both theoretical and actual key milestones in international relations.

Unit 1

Studying International Relations (15 Lectures)

- a. How do you understand International Relations: Levels of Analysis (3 lectures)
- b. History of IR: Emergence of the International State System (2 Lectures)
- c. Pre-Westphalia and Westphalia (5 lectures)
- d. Post-Westphalia (5 lectures)

Unit 2

Theoretical Perspectives (25 Lectures)

- a. Classical Realism & Neo-Realism (6 lectures)
- b. Liberalism & Neoliberalism (5 lectures)
- c. Marxist Approaches (5 lectures)
- d. Feminist Perspectives (4 lectures)
- e. Eurocentricism and Perspectives from the Global South (5 Lectures)

Unit 3

An Overview of Twentieth Century IR History (20 Lectures)

- a. World War I: Causes and Consequences (1 Lecture)
- b. Significance of the Bolshevik Revolution (1 Lecture)
- c. Rise of Fascism / Nazism (2 Lectures)
- d. World War II: Causes and Consequences (3 Lectures)
- e. Cold War: Different Phases (4 Lectures)
- f. Emergence of the Third World (3 Lectures)
- g. Collapse of the USSR and the End of the Cold War (2 Lectures)
- h. Post-Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

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Additional Resources:

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E. H. Carr (1985), *International Relations between the two world wars 1919-1939*, London, MacMillan.

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Additional Readings

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- H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.
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Teaching Learning Process

In this course the purpose is to equip students with the basic intellectual tools for understanding International Relations by introducing them to some of the most important theoretical approaches in the discipline. One of the important goals of the teaching-learning process in this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

International Relations, Realism, Liberalism, Marxism, Feminism, Eurocentricism

Paper VIII - Political Processes and Institutions in Comparative Perspective

(4.1)

Core Course - (CC) Credit:6

Course Objective

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the

course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Course Learning Outcomes

The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic and authoritarian systems. It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems. It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies. Students will develop insights into the process of democratization in post-colonial, post-authoritarian and post-communist societies.

Unit 1

Forms of Government: (8 lectures)

- a) Unitary and Federal System
- b) Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Unit 2

Electoral Systems (8 lectures):

Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Unit 3

Parties and Party Systems (8 lectures)

Historical contexts of the emergence of the party system and types of parties

Unit 4

Nation-state (8 lectures)

What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates

Unit 5

Gendering Comparative Politics: Institutions and Processes (8 lectures)

- a. Political Representation
- b. Women in Conflict and Peace

References

1. Forms of Government:

Unitary and Federal System

M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

a) Forms of Government: Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Michael G. Roskin, Robert L. Cord, James A. Medeiros and Walter S. Johnes "Unitary or Federal Systems", pp 54-60

Michael G. Roskin, Robert L. Cord, James A. Medeiros and Walter S. Johnes "Regimes", pp 86-100

Cas Mudde and Cristobal Rovira Kaltwasser (2017), *Populism, A Very Short Introduction*, Oxford University Press.

II. Electoral System

Essential Readings:

A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.

A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.

III. Parties and Party Systems: Historical contexts of emergence of the party system and types of parties

Essential Readings:

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York: Palgrave, pp. 247-268.

Geovanni Sartori (1976). *Parties and Party Systems: A Framework for Analysis*. Cambridge: Cambridge University Press.

IV: Nation-state

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J.

Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.

V. Gendering Comparative Politics: Institutions and Processes

a. Political Representation

b. Women in Conflict and Peace

Baldez Lisa (2010). *Symposium*. The Gender Lacuna in Comparative Politics. March 2010 | Vol. 8/No. 199-205

Beckwith Karen (2010). Comparative Politics and the Logics of a Comparative Politics of Gender. *American Political Science Association*. Vol. 8, No. 1 (March 2010), pp. 159-168

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Additional Resources:

Classic Readings

Hannah Arendt (1951) *Origin of Totalitarianism*, New York: A Harvest Book.

Roy Macridi (2009) *Introduction to Comparative Politics: Political Regimes and Political Change* Pearson College Div; Pap/Psc edition.

Giovanni Sartori (1987), *The Theory of Democracy Revisited*, Columbia University, New York.

Additional Readings

I. Forms of Government

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

II: Electoral System

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*. 23, pp. 575-599.

III. Parties and Party Systems

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.

IV: Nation-state

A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

V. Gendering Comparative Politics

Caraway Teri L. (2010). *American Political Science Association*. Vol. 8, No. 1 (March 2010), pp. 169-175.

Schwindt- Leslie A. Bayer (2010). Comparison and Integration: A Path toward a Comparative Politics of Gender, *American Political Science Association*, Vol. 8, No. 1 (March 2010), pp. 177-

182.

Krook Mona Lena (2011). Gendering Comparative Politics: Achievements and Challenges. *Politics & Gender* 7(1), pp 99-105

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Forms of Government	Student will learn different forms of government like unitary, federal, democratic, totalitarian etc	Theory lectures and examples from the globe help student understand the nuances of specific forms of government	Student will be encouraged to have discussion on merits and demerits of different forms and desirability for India
II. Electoral Systems	Electoral systems have been key to understand the political systems	Comparative study through lectures and presentation by students on different electoral systems	Students can prepare project on similar systems but different outcomes or assignments on classics
III. Parties and Party Systems	Students will learn the emergence of parties and party system	Theoretical study through classics and Power point presentation of comparative study of elections system	Student may review some classics and demonstrate working of parties by grouping themselves
IV. Nation-state	To understand the evolution and development of nation state	Lectures and study of classics to understand the Nation and state debate in West and East	Students may encourage to prepare project on comparative study of emergence of nation state
V. Gendering Comparative Politics: Institutions and Processes	To understand the comparative politics through the perspective of gender	By focusing on themes like women representation and women in conflict and peace the teaching will try to analyze the role of women	Students can study role of women in Indian context by doing interview survey or data analysis form the state studied

Keywords

Forms of Government, Electoral Systems, Party Systems, Nation-state

Paper IX - Public Policy and Administration in India **(4.2)** **Core Course - (CC) Credit:6**

Course Objective

Objective: The paper seeks to introduce the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Course Learning Outcomes

- The student is introduced to theoretical perspectives on public policy, a major sub-discipline of public administration.
- This is a paper devoted specially to the Indian context, so the student will become familiar with details of public policy adopted in India.
- Students will recognize the significance of local governance – both rural and urban.
- The students will become familiar with a range of budgetary procedures and practices, as part of the budget cycle in India.
- The student is exposed to mechanisms of grievance redressal and a range of specific social welfare policies.

Unit 1

Public Policy [10 lectures]

- a. Definition, characteristics and models
- b. Public Policy Process in India

Unit 2

Decentralization [10 lectures]

- a. Meaning, significance and approaches and types
- b. Local Self Governance: Rural and Urban

Unit 3

Budget [12 lectures]

- a. Concept and Significance of Budget
- b. Budget Cycle in India
- c. Various Approaches and Types of Budgeting

Unit 4

Citizen and Administration Interface [15 lectures]

- a. Public Service Delivery
- b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

Unit 5

Social Welfare Administration [20 lectures]

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies:
 - i. Education: Right to Education,
 - ii. Health: National Health Mission,
 - iii. Food: Right to Food Security
 - iv. Employment: MNREGA

References

I. Public Policy

- T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall
- R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole
- J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.
- M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy Subsystems, 3rd edition, Oxford: Oxford University Press
- T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson
- Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication

II. Decentralization

- Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP,2007
- D. A. Rondinelli and S.Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983
- N.G.Jayal, Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford : Oxford University Press,1999

Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman, 2007

Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965

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Sinha, Manoj (2010) *Prahasan evam Lokniti*, Orient Blackswan, New Delhi.

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Kataria, Surendra (2017), *Bhartiya Lok Prashasan*, National Publication House: New Delhi.

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Maheshwari, Sri Ram (2008), *Bhartiya Prashasan*, Orient Blackswan: New Delhi

Padma, Ramchandran, *Bharat me Lok Prashasan*, National Book Trust: New Delhi.

III. Budget

Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge

Henry, N. (1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall

Caiden, N. (2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

IV Citizen and Administration Interface

R. Putnam, *Making Democracy Work*, Princeton University Press, 1993

Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June

Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press

Vasu Deva, *E-Governance in India: A Reality*, Commonwealth Publishers, 2005

World Development Report, World Bank, Oxford University Press, 1992.

M.J. Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society for Public Administration, *Public Administration Review*, Vol 62, Issue 4, July –August 2002

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Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the*

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United Nation Development Programme, Reconceptualising Governance, New York, 1997

Mukhopadhyay, A. (2005) 'Social Audit', in Seminar. No.551.

V. Social Welfare Administration

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford: Oxford University Press, 1995

J. Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clareland Press, 1997

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Pradeep Chaturvedi [ed.], Women and Food Security: Role Of Panchayats, Concept Publishers, 1997

National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf

Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005

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K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) Education in India: Dynamics of Development, Delhi: Shipra Publications, 2007

Nalini Juneja, Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors', International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

www.un.org/millenniumgoals

<http://www.cefsindia.org>

www.righttofoodindia.org

Teaching Learning Process

The course titled, Paper-IX Public Policy and Administration in India, in Programme (CBCS) B.A. (Hons.) Political Science, focus on mastering the students in understanding the public policy discourse in India. Various tools adopted in classroom teaching are a unit wise lecture, use of audio-visual resources such as screening of movie/documentary, group discussion. The course outlines the teaching process in a mechanism which delivers the students with practical knowledge by combing theoretical rigour with experiential learning to understand the contextual

nuances of public policy in the tough and complex Indian terrain. Classroom teaching is so designed to allow students operationalize real-life scenarios, probe public policy new behaviours in the light of course material.

Assessment Methods

This course adopts various methods to evaluate the student's performance. After every unit an engaging classroom discussion is moderated by a teacher, combining theoretical and practical impulse of public policy in India. Student's participation in it is assessed on the input they make. Students are constantly encouraged to write a research article on the complex nuances of public policy on the topic they want to reflect on from the course structure. Further, they are assessed on their involvement in group activities. Written term examination and internal examination are ways to mark them in the course.

Keywords

Public Policy, Local Self Governance, Budget, Public Service Delivery, RTI, Lokpal, E-Governance, Right to Education, National Health Mission, Right to Food Security, MNREGA

Paper X - Global Politics (4.3) Core Course - (CC) Credit:6

Course Objective

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Learning Outcomes

- The students will have conceptual clarity on meaning, nature and significance of globalization.
- The students will learn about the contemporary debates on the discourse of globalization.
- The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.
- The paper will enhance students' understanding of contemporary global issues like proliferation of nuclear weapons, ecology, international terrorism and human security.
- The paper will develop analytical skills of the students to reflect on the phenomenon of global governance.

Unit 1

Globalization: Conceptions and Perspectives (23 lectures)

- a. Understanding Globalization and its Alternative Perspectives (6 lectures)
- b. Political Debates on Sovereignty and Territoriality (3 lectures)
- c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)
- d. Cultural and Technological Dimension (3 lectures)
- e. Global Resistances (Global Social Movements and NGOs) (3 lectures)

Unit 2

Contemporary Global Issues (20 lectures)

- a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- b. Proliferation of Nuclear Weapons (3 lectures)
- c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
- d. Migration (3 lectures)
- e. Human Security (3 lectures)

Unit 3

Globalization: Power and Resource Governance

References

I. Globalization – Conceptions and Perspectives

Andrew Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan.

Anthony McGrew, (2017) 'Globalization and Global Politics', in J. Baylis, Smith and Owens

- (eds.), *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 13-27.
- Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti- Globalization in the Era of Trump*, New York: W.W. Norton & Company.
- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.
- Canchal Kumar (et.al), *Understanding Global Politics*, K.W. Publishers, Delhi, 2017.
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- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.
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- R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.
- A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.
- J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).
- P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).
- D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.
- M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
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- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.
- R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.
- J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

II. Contemporary Global Issues

- J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens

- (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.
- N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.
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III. Global Shifts: Power and Governance

- J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.
- A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.
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Additional Resources:

Classic Readings

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- Michael Hardt and Antonio Negri (2001), *Empire*, USA, Harvard University Press.
- Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.
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- पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली: एक्सेस पब्लिशिंग.
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Additional Readings

I. Globalization – Conceptions and Perspectives

- A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.
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- T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).
- J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.
- A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.
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II. Contemporary Global Issues

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Teaching Learning Process

The Course titled 4.3 Paper X- Global Politics, in CBCS, B.A. (Hons.) Political Science aims to adept students in global politics by power-point classroom lectures, debate and discussions. The course will adopt project based learning technique so that the students get engaged in exploration of the global politics. The students will be encouraged to undertake projects involving field visits and conduct surveys. This will help enhance cognitive ability of the students and acquaint them with practical world. Lectures by ambassadors and academicians will also be conducted so that the students get updated knowledge about the global events. The teaching-learning process will also involve screening of documentaries and short relevant videos.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. The assessment will also be based on the project undertaken by the student, involving field visits and surveys. Students will be also required to write term papers and make presentations.

Keywords

Globalization, Sovereignty, Global Economy, Climate Change, Nuclear Weapons, Terrorism, Migration, Security

Paper XI - Classical Political Philosophy (5.1) Core Course - (CC) Credit:6

Course Objective

This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways. The aim is to

introduce to the students the questions, ideas and values of political philosophy which are being addressed by the political philosophers as part of contemporary political thinking. In this manner students would be familiarized with the theoretical origins of key concepts in political science.

Course Learning Outcomes

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

- Understand how to read and decode the classics and use them to solve contemporary socio-political problems.
- Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

Unit 1

Text and Interpretation (1 week)

Unit 2

Antiquity

Plato (2 weeks)

Philosophy and Politics, Virtues, Justice, Philosopher King/Queen, Communism, Plato on Democracy, Women and Guardianship, Philosophic Education and Good

Aristotle (2 weeks)

Forms, Virtue, man as zoon politikon, Citizenship, Justice, State and Household, Classification of governments

Unit 3

Interlude:

Machiavelli (2 weeks)

Vice and Virtue, Analyzing Power through Prince, Religion and morality, Republicanism, statecraft

Unit 4

Possessive Individualism

Hobbes (2 weeks)

Human nature, State of Nature, Social Contract and role of consent, State and sovereignty

Locke (2 weeks)

Laws of Nature, Natural Rights, Justification of Property, Right to Dissent

References

I. Text and Interpretation

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

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II. Antiquity

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III. Interlude

Machiavelli, *Republic*, Chapters XII, XVII, XXI, Mansfield, Harvey C. (1985) The University of Chicago Press: Chicago and London

Machiavelli, <https://plato.stanford.edu/entries/machiavelli/>, Stanford Encyclopaedia of Philosophy, accessed on 5/4/19

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

IV. Possessive Individualism

Hobbes, T. *Leviathan*, Chapters 1, 2, 3, Curley, Edwin (1994), Hackett Publishing Company, Inc: Indiana.

Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London pp.23-94

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Locke, J. *Two Treatise of Government* (Cambridge: CUP, 1988), Book II, Chapter1-5

Rawls, J. *Lectures on the History of Political Philosophy*, Introduction: 103-38

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Additional Resources:

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The*

Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464-492.

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116

Readings in Hindi

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.
जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन , जय प्रकाश नाथ और कंपनी.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Philosophy, politics, virtue, human nature, power, republicanism, social contract, sovereignty

Paper XII - Indian Political Thought - I **(5.2)** **Core Course - (CC) Credit:6**

Course Objective

The primary objective of the course is to make students familiar with the works and studies related to Indian Political Thought. This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated socio-political transformation. The course as a whole is meant to provide a sense of the broad streams of Indian thought, while encouraging a specific knowledge of individual thinkers and texts. The ideas contain classical as well as medieval approaches to the issues in existence in the Indian society. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Course Learning Outcomes

Having successfully completed this course, student will be able to demonstrate knowledge and understanding of basic concepts of ancient and medieval Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought. This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historiographical debates.

Unit 1

Traditions of Pre-colonial Indian Political Thought (10 lectures)

- a) Epistemic Foundations of Indian Political Thought
- b) Brahmanic, Shramanic, Islamic and Syncretic.

Unit 2

Manu: Social Laws (6 lectures)

Unit 3

Kautilya: Theory of State (6 lectures)

Unit 4

Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

Unit 5

Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)

Unit 6

Barani: Ideal Polity (6 lectures)

Unit 7

Abul Fazal: Monarchy (5 lectures)

Unit 8

Kabir: Syncretism (5 lectures)

References

I. Traditions of Pre-modern Indian Political Thought:

Singh, Aakash, Silika Mohapatra (2010): *Indian Political Thought, A Reader*, New Delhi: Routledge

Varma, Vishwanth Prasad, *Hindu Political Thought and Its Metaphysical Foundations*, Motilal Banarsidass, Delhi 1952

R.S. Sharma, *Aspects of Political ideas and institutions in Ancient India*, Delhi, 1959

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31

II Manu: Social Laws

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharmasastra*, New Delhi: OUP, pp.208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

III. Kautilya: Theory of State

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

IV. Ved Vyasa (Shantiparva): Rajadharma

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

V. Agganna Sutta (Digha Nikaya): Theory of Kingship

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

VI. Barani: Ideal Polity

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

VII. Abul Fazal: Monarchy

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

VIII. Kabir: Syncreticism

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Additional Resources:

Classic Readings

- P. Olivelle, (2006) *Manu's Code of Law: A Critical Edition and Translation of the Manava – Dharmasastra*, Delhi: Oxford University Press,
- R. Kangle, (1997) *Arthashastra of Kautilya-: A Study*, Delhi: Motilal Banarsidass,
- S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy,
- A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press.

Readings in Hindi

- हरिश्चंद्र शर्मा (1970) कौटिलीय अर्थशास्त्र ' प्राचीन भारतीय राजनितिक विचार और संस्थायें कॉलेज बुक डिपो जयपुर <https://ia801600.us.archive.org/8/items/in.ernet.dli.2015.401872/2015.401872.Ancient-Indian.pdf>
- रुचि त्यागी (2015) प्राचीन एवं मध्यकालीन भारत का राजनितिक चिंतन दिल्ली यूनिवर्सिटी प्रेस
- हरिश्चंद्र वर्मा (१९९९) मध्यकालीन भारत वॉल्यूम १ एंड २ म चाँद एंड कंपनी दिल्ली <https://ia801603.us.archive.org/5/items/in.ernet.dli.2015.545850/2015.545850.Madhyakalin-Bharat.pdf>

Additional Reading:

- Omvelt, Gail (1991): *Dalits and the Democratic Revolutions: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage.
- Appadorai, Arjun. *Political thoughts in India: 400 B.C. – 1980*, Rupa Publications
- J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.
- Sarvepalli Radhakrishnan & Charles Moore, *A Source Book in Indian Philosophy*, Princeton University Press, 1951.
- Amartya Sen, *An Argumentative Indian: Writings on Indian History, Culture and Identity*, London, Allen Lane, 2005
- K.K. Mittal, *Materialism in Indian Thought*, New Delhi, Munshiram Manoharlal Publishers, 1974.
- Jayasurya, L. 'Budhism, Politics and Statecraft', Available at ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf, Accessed: 19.04.2013
- Alam, M. (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200-1800*, Delhi: Permanent Black, pp. 26- 43.

Alam, M. (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200-1800*, Delhi: Permanent Black, pp. 46- 69.

Habib, I. (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

Hess, L. and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

Teaching Learning Process

The teaching learning process will include creative and constructive methods. On the one hand teachers will use original excerpts of the indicated texts and on the other hand they shall help the students to understand the relevance of these works in present time. Class lectures will use discursive techniques that will encourage critical thinking and help students undertake comparisons or co-relations between various topics. Power point presentations and critical questioning emphasizing the importance of traditions/ Thinkers will break the monotony of history and help them see the present in relation to past.

Assessment Methods

Individual/Group presentation and MCQ type test will be used. It will further e accompanied with assessment based on evaluation of Projects in small groups based on individual topics.

Keywords

Brahmanism, Shramanism, Kautaliya, Shanti Parva, Syncretism, Manu

Paper XIV - Indian Political Thought - II

(6.2)

Core Course - (CC) Credit:6

Course Objective

The objective of this course is to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought. The thinkers have been consciously selected to represent a wide spectrum of ideologies and vantage points within the modern Indian thought tradition. Selected extracts from original texts are also given to discuss in the class. This shall help students to have some experience in understanding how these thinkers build up their arguments and developed their views on the respective themes.

Course Learning Outcomes

The course is aimed to equip students with critical understanding about modern Indian thought. The thematic exploration of ideas is meant to locate the topical debates on important subjects on a historical trajectory and reflect over the diverse possibilities exhibited in the writings of the respective thinkers. It is expected that at the end of the course the students will be able to think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition. It would also help them develop toleration and respect for diverse opinion and at the same time, to admire and appreciate the plurality within the modern Indian intellectual tradition.

Unit 1

Introduction to Modern Indian Political Thought (4 lectures)

Unit 2

Rammohan Roy: Rights (4 lectures)

Unit 3

Pandita Ramabai: Gender (4 lectures)

Unit 4

Vivekananda: Ideal Society (5 lectures)

Unit 5

Gandhi: Swaraj (5 lectures)

Unit 6

Ambedkar: Social Justice (5 lectures)

Unit 7

Tagore: Critique of Nationalism (4 lectures)

Unit 8

Iqbal: Community (5 lectures)

Unit 9

Savarkar: Hindutva (4 lectures)

Unit 10

Nehru: Secularism (4 lectures)

Unit 11

Lohia: Socialism (4 lectures)

References

I. Introduction to Modern Indian Political Thought

V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28.

II. Rammohan Roy: Rights

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.

III. Pandita Ramabai: Gender

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp. 150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49.

IV. Vivekananda: Ideal Society

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp. 126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in Swami Vivekananda, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), Swami Vivekananda and the Modernisation of Hinduism, Delhi: Oxford University Press, pp. 264- 280.

V. Gandhi: Swaraj

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in Gandhi, freedom and Self Rule, Delhi: Vistaar Publication.

D. Dalton, (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Gurgaon: The Academic Press, pp. 154- 190.

VI. Ambedkar: Social Justice

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications, pp. 121-142.

VII. Tagore: Critique of Nationalism

R. Tagore, (1994) 'The Nation', S. Das (ed.), The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) Rabindranath Tagore: Universality and Tradition, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

VIII. Iqbal: Community

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in Social Scientist, Vol.8 (8), pp. 52-63.

Madani, (2005) Composite Nationalism and Islam, New Delhi: Manohar, pp. 66-91.

IX. Savarkar: Hindutva

V. Savarkar, 'Hindutva is Different from Hinduism', available at

<http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism>,
Accessed: 19.04.2013

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

X. Nehru: Secularism

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

XI. Lohia: Socialism

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

Additional Resources:

II. Rammohan Roy: Rights

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus, pp. 1-17.

III. Pandita Ramabai: Gender

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1-40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana. pp. 205-224.

IV. Vivekananda: Ideal Society

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press, pp. 29-65.

V. Gandhi: Swaraj

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

VI. Ambedkar: Social Justice

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th.

Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in Illegitimacy of Nationalism, Delhi: Oxford University Press, pp. 1-50.

VIII. Iqbal: Community

L. Gordon-Polonsky, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), Iqbal: Poet-Philosopher of Pakistan, New York: Columbia University Press, pp. 108-134.

IX. Savarkar: Hindutva

Dh. Keer, (1966) Veer Savarkar, Bombay: Popular Prakashan, pp. 223-250.

X. Nehru: Secularism

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books, pp. 131-166.

Teaching Learning Process

The teaching learning process will try to construct history of ideas of key concepts that is central to this paper. This will be done by using original writings of the thinkers and some commentaries. The class lectures will use comparative method in power point presentations by trying to unearth similarities and subtle differences between two or more thinkers on the given topic. Talks and seminars involving interaction with experts working on thinkers will be used to highlight the nuances of the topic. This will thereby encourage students to think analytically about the material located and reading. It will also help students in writing, constructing arguments based on evidence.

Assessment Methods

Individual projects and Reflective assessments will be mode of their test. It will further be augmented by using Quiz and book review s that can help students locate thinkers and concept in both historical and present time.

Keywords

Nationalism, Justice, Democracy, Rights, Swaraj

Paper XIII - Modern Political Philosophy

(6.1)
Core Course - (CC) Credit:6

Course Objective

This course aims to expose the students to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence in society and is being solved. By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? What is the ‘best’ form of government? How human nature influences political decision making? How and in what circumstances we need to resist bad rulers?

Course Learning Outcomes

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

- Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.
- Identify various tendencies in political philosophical discourse and manage to answer various fundamental questions through problem-solving aptitude.

Unit 1

Modernity and its discourses (1 week)

Kant on Modernity, Faith on Reason, Understanding Nature’s nature.

Unit 2

Romantics (2 weeks)

a. Jean Jacques Rousseau (1 week)

Critique of Modernity; State of Nature (evolution of Noble savage, what corrupts the society?), Origin of inequality, General Will; direct democracy; self-government;

b. Mary Wollstonecraft (1 week)

Women and paternalism; critique of Rousseau’s idea of education and proposed educational reforms; legal rights and representation

Unit 3

Liberal socialist (2 weeks)

John Stuart Mill

Mill’s hedonistic principle of utility; difference with other utilitarian, Liberty, suffrage

and change in democracy; rights of minorities; subjection of women

Unit 4

Radicals (2 Weeks)

a. Hegel

Ethical life: family, civil society and state

b. Karl Marx

Difference with other kinds of materialism; Concepts of values; critique of Capitalism; inevitability of class struggle; establishment of utopian society

References

I. Modernity and its discourses

Kant. (1784) 'What is Enlightenment?' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Rousseau, Harvard University Press, London pp: 191-229.

II. Romantics

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

III. Liberal socialist

Ramaswamy, Shushila(2018), *Women in Political Thought: the Quest for Gender Equality and Beyond*, New Delhi: Orient Black Swan pp.128-178

Mill, J.S. 'On Liberty' and other writings, Chapter 1, 3, 4

Mill, J.S. *Utilitarianism* (Indiamapolis: Hickett Publishing,2001), Chapter1,2, and 4

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Mill, Harvard University Press, London Pp251-314

Action, H.B (1972), *John Stuart Mill: Utilitarianism, Liberty and Representative Government*, David Campbell Publishers Ltd.

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

IV. Radicals

Hegel's Philosophy of Right,

<https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

Additional Resources:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto.

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

Hannah Arendt (1958), *The Origins of Totalitarianism*, New York: The World Publishing Company.

Readings in Hindi

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit, they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

modernity, reason, state of nature, representation,

DSE1 - Citizenship in a Globalizing World (C.1) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce different trajectories of the debates concerning citizenship. It delves into the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership and how these normative dimensions of citizenship have changed over time.

Course Learning Outcomes

After completing this course students will be able to:

- Develop a broad historical, normative and empirical understanding of the idea of citizenship.
- Understand different trajectories of the development/evolution of the concept of citizenship.
- Understand/assess some of the major ethical challenges that citizenship faces in the wake of globalization and the rapidly proliferating idea about the need of accommodating diversity in multicultural political settings.

Unit 1

Classical conceptions of citizenship.

Unit 2

The Evolution of Citizenship and the Modern State

Unit 3

Citizenship and Diversity

Unit 4

Citizenship beyond the Nation-state: Globalization and global justice

Unit 5

The idea of cosmopolitan citizenship

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- Heater, Derek. (2002). *World citizenship: cosmopolitan thinking and its opponents*. New York: Continuum. (Chapter 3: Identity and Morality)
- Held, David (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).
- Kymlicka, W. (1995). *Multicultural Citizenship*, Oxford: Oxford University Press.
- Kymlicka, W. (2000). "Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts", in *Citizenship in Diverse Societies*, W. Kymlicka, W. Norman (eds.), Oxford: Oxford University Press, 1–41.
- Kymlicka, Will (1999), "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge, UK: Cambridge University Press).
- Linklater, A., 1999, "Cosmopolitan Citizenship", in *Cosmopolitan Citizenship*, K. Hutchings, R. Danreuther (eds.), New York: St-Martin's Press, 35-60.
- Miller, David. (2012). *Cosmopolitanism*. In G.W. Brown & D. Held (Eds.), *The cosmopolitan reader* (pp. 377-392). Malden, MA: Polity Press.
- Miller, D. (2007). *National Responsibility and Global Justice*, Oxford: Oxford University Press.
- Norman, W. & Kymlicka, W. (2003). *Citizenship*. In *A Companion to Applied Ethics*, edited by R. G. Frey & C. H. Wellman. Oxford: Blackwell Publishing Ltd.
- Nussbaum, Martha. (2012). *Patriotism and Cosmopolitanism*. In G.W. Brown & D. Held (Eds.), *The cosmopolitan reader* (pp. 155-162). Malden, MA: Polity Press.
- Oliver, D. and D. Heater (1994). *The Foundations of Citizenship*. London, Harvester Wheatsheaf.
- Parekh, B.(2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Cambridge, MA: Harvard University Press.
- Pogge, T. W.(1992). "Cosmopolitanism and Sovereignty", *Ethics*, 103: 58–75.
- Scholte, Jan Aart (2000), *Globalization: A Critical Introduction* (New York: St. Martin's).
- Tan, K.-C., 2004, *Justice Without Borders. Cosmopolitanism, Nationalism and Patriotism*, Cambridge: Cambridge University Press.

Zolo, Danilo (1997), *Cosmopolis: Prospects for World Government* (Cambridge, UK: Polity Press)

Additional Resources:

Classic Readings

The Politics, translated by T. A. Sinclair, revised by T. J. Saunders (London: Penguin, 1962, rev. edn. 1981)

Barker, Ernest. (1959) *The Political Thought of Plato and Aristotle*, London: Methuen, 1906; reprinted, New York: Russell & Russell.

Kant, I. , 1795, “Perpetual Peace”, in *Kant’s Political Writings*, H. Reiss (ed., trans.), 2nd edn, Cambridge: Cambridge University Press, 1991.

Marshall, T. H, 1950, *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press.

Readings in Hindi

भार्गव, राजीव. और अशोक आचार्या (एड.), राजनीतिकसिधांत: एकपरिचय, दिल्ली: पिएर्सन, 2008.

कुमार, संजीव (एड.), राजनीतिसिधांतकीसमझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

citizenship, state, diversity, cosmopolitanism, global justice

**DSE2 - Human Rights in a Comparative Perspective
(C.2)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective

The aim of the course is to make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. The course aims at providing students conceptual tools to understand what the different generations of rights are; and the new concerns that have emerged in the recent past. It will make students aware about the institutionalisation of the human rights and will provide knowledge on the constitutional frameworks of human rights especially in South Africa and in India. It intends further to develop analytical skills of students to reflect on the issues of structural violence and human rights in developed and developing countries. The objective is to enable students to gain insight into comparative state response to issues such as terrorism, surveillance & censorship and gender-based violence. A range of resources, including films, biographies, and official documents would be used to study each theme.

Course Learning Outcomes

The course will equip students with an understanding of debates on human rights through a comparative study of human rights concerns in different countries. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the debates on human rights. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as torture, terrorism, insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective.

Unit 1

I. Human Rights: Theory and Institutionalization (3 weeks)

- a. Understanding Human Rights: Three Generations of Rights
- b. Institutionalization: Universal Declaration of Human Rights
- c. Rights in National Constitutions: South Africa and India

Unit 2

II. Issues (5 weeks)

- a. Torture: USA and India
- b. Surveillance and Censorship: China and India
- c. Terrorism and Insecurity of Minorities: USA and India

Unit 3

III. Structural Violence (4 weeks)

- a. Caste and Race: South Africa and India
- b. Gender and Violence: India and Pakistan
- c. Adivasis/Aboriginals and the Land Question: Australia and India

References

I. Human Rights: Theory and Institutionalization

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues

a. Torture: USA and India

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan.

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

b. Surveillance and Censorship: China and India

Gary T. Marx (1999), 'Surveillance Studies' in *International Encyclopaedia of the Social and Behavioural Sciences*, 2nd Edition, Vol. 23, pp. 733-741.

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Hualing Fu, (2014) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

Qiang, X. (2019). 'President XI's Surveillance State.' *Journal of Democracy*, 30(1), pp.53-67.

SAHRDC (2014). 'Architecture of Surveillance.' *Economic and Political Weekly*, Vol.49, No.1,

U. Singh, (2014) 'Surveillance Regimes in Contemporary India', in Fergal Davis, Nicola

McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

C. Terrorism and Insecurity of Minorities: USA and India

E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

3. Structural Violence

a. Caste and Race: South Africa and India

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36 (30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

b. Gender and Violence: India and Pakistan

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253

K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443

N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

C. Adivasis/Aboriginals and the Land Question: Australia and India

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.

K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.

N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment?*

Reforming Resettlement through Investments and Benefit-Sharing, pp. 181-207, New Delhi: Oxford University Press.

Additional Resources:

Classic Readings:

Ram Manohar Lohia: *The Struggle for Civil Liberties*: With a Foreword by Jawaharlal Nehru, 2012

United Nations Declaration of Human Rights (1948), United Nations, available at https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Additional Readings:

Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.

J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

K. Tsutsui and C. Wotipka, (2004) 'Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations', *Social Forces*, Vol. 83(2), pp. 587-620.

L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11

M. Cranston, (1973) *What are Human Rights?*, New York: Taplinger

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112.

Ramraj, Victor, Michael Hor and Ken Roach (eds) (2005), *Global Anti-Terrorism Law and Policy*, Cambridge University Press, Cambridge.

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari

and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Human Rights: Theory and Institutionalization	Students will understand the emergence and institutionalization of Human Rights	Theoretical class with examples from different states	Students will prepare project on institutionalization of human rights in Indian and South African constitution
II. Issues	Students will compare the status of HR in India with respect to other country	Lectures and interaction with real life stories and documentaries on issues like torture, surveillance, censorship and terrorism.	Students will be encouraged to participate in discussion on documentaries, real life reports etc
III. Structural Violence	It will help in understanding how the structures of violence get rooted in different societies	Comparative examples of structural violence like caste based in Indian, race based in South Africa and USA through lectures, power point presentation and film screening.	Students can prepare project or do field survey on any aspect of structural violence in India and can compare to other nations.

Keywords

Human Rights, Generations of rights, South Africa, India, Structural violence, terrorism, surveillance, gender-based violence.

**DSE3 - Development Process and Social Movements in Contemporary India
(C.3)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. Such a development strategy has involved high social reproduction costs and dispossession of vulnerable social groups giving rise to conditions of social and political contestations and struggles. A variety of protest movements have emerged to challenge this development paradigm that has also weakened the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over contemporary development paradigms and the retrieval of democratic voice of citizens.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Show knowledge of development policies and planning in India since independence.
- Understand the development strategies and their impact on industrial and agricultural sphere.
- Understand the emergence of social movements in response to the development policies adopted by successive governments.
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

Unit 1

Development Process since Independence (2 weeks)

- a. State and planning
- b. Liberalization and reforms

Unit 2

Industrial Development Strategy and its Impact on the Social Structure (2 weeks)

- a. Mixed economy, privatization, the impact on organized and unorganized labour
- b. Emergence of the new middle class

Unit 3

Agrarian Development Strategy and its Impact on the Social Structure (2 weeks)

- a. Land Reforms, Green Revolution
- b. Agrarian crisis since the 1990s and its impact on farmers

Unit 4

Social Movements (6 weeks)

- a. Tribal, Peasant, Dalit and Women's movements
- b. Maoist challenge
- c. Civil rights movement

References

I. The Development Process since Independence

- A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.
- P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
- P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.
- P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.
- T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.
- B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
- F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.
- L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
- S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium

on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) Globalization and Politics in India, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) Social Movements in India, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure

A. Desai, (ed.), (1986) Agrarian Struggles in India After Independence, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) India's Green Revolution: Economic Gains and Political Costs, Princeton and New Jersey: Princeton University Press.

F. Frankel, (2009) Harvesting Despair: Agrarian Crisis in India, Delhi: Perspectives, pp. 161-169.

J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) Power Matters: Essays on Institutions, Politics, and Society in India, Delhi. Oxford University Press, pp. 29-32.

K. Suri, (2006) 'Political economy of Agrarian Distress', in Economic and Political Weekly, XLI(16) pp. 1523-1529.

P. Joshi, (1979) Land Reforms in India: Trends and Perspectives, New Delhi: Allied publishers.

P. Appu, (1974) 'Agrarian Structure and Rural Development', in Economic and Political Weekly, IX (39), pp.70 – 75.

P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', Occasional Publication22, New Delhi: India International Centre (IIC).

M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) Agrarian Crises and Farmer Suicides (Land Reforms in India Series), New Delhi: Sage, pp. 149-174.

V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in Economic and Political Weekly, XLI (16).

IV. Social Movements

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) People's Rights: Social Movements and the State in the Third World New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.)

Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) India's Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in Economic and Political Weekly, XXI (28). pp. 1202-1205.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) India's Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) The Success of India's Democracy, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) Social Movements and the State, New Delhi: Sage, pp. 251-266.

Additional Resources:

S. Banerjee, (1986) 'Naxalbari', in A.R. (ed.) Agrarian Struggles in India After Independence. Delhi: Oxford University Press, pp.566-588.

B. Nayar, (ed.), (2007) Globalization and Politics in India. Delhi: Oxford University Press.

S. Roy and K. Debal, (2004) Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity, Delhi: Sage.

G. Omvedt, (1983) Reinventing Revolution, New Social Movements and the Socialist Tradition in India, New York: Sharpe.

G. Shah, (ed.), (2002) Social Movements and the State. New Delhi: Sage Publications.

G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.

G. Rath, (ed.), (2006) Tribal development in India: The Contemporary Debate, New Delhi: Sage Publications.

J. Harris, (2009) Power Matters: Essays on Institutions, Politics, and Society in India. Delhi: Oxford University press.

K. Suresh, (ed.), (1982) Tribal Movements in India, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherji and O.Tornquist, (1998) People's Rights: Social Movements and the State in the Third World. New Delhi: Sage Publications.

M. Rao, (ed.), (1978) Social Movements in India, Vol. 2, Delhi: Manohar.

N. Jayal, and P. Mehta, (eds.), (2010) The Oxford Companion to Politics in India, Delhi:Oxford University Press.

P. Bardhan, (2005) The Political Economy of Development in India, 6th impression, Delhi: Oxford University Press.

R. Mukherji, (ed.), (2007) India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press.

R. Ray and M. Katzenstein, (eds.), (2005) Social Movements in India, Delhi: Oxford University Press.

S. Chakravarty, (1987) Development Planning: The Indian Experience, Delhi: Oxford University Press.

Teaching Learning Process

Students will engage in discussions on developmental processes in India since independence. They would have interactive lectures on the meanings and impacts of industrial and agrarian developmental strategies and would also be able to understand the diverse social movements that arose as a response to such strategies. They will debate the pros and cons of the shift from planned economy to neo liberal economy. It also makes the students understand the division of economy and labour in two parallel sectors- organized and unorganized and the impact of development strategies on the social structure as can be seen in the emergence of new middle class in India. It also gives them insights on agrarian development strategy specially focussing on land reforms and green revolution and their impact on political economy in India. Moreover, it also sensitizes students to the agrarian crises and its impact on farmers, The course concludes with understanding of varied social movements that emerged as a response by vulnerable sections challenging the exploitation and exclusion in social, economic and political spheres.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include written assignments, viva-voce, class presentations and participation in class discussions. Students will be assessed on the basis of their application of conceptual understanding to field based variables. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Agrarian, Development, Industrial, Planned Economy, Neo-Liberal Economy, Social movements, Strategies

DSE4 - Public Policy in India
(C.4)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Course Learning Outcomes

- The student is introduced to the range of ideologies that influence the policy-making process.
- The student learns how to relate public policies to politics.
- The student learns how to relate public policies to the political economy.
- The student is able to have a grasp of the role of social movements and interest groups in the making of public policy.

Unit 1

Introduction to Policy Analysis (12 Lectures)

Unit 2

The Analysis of Policy in the Context of Theories of State (12 Lectures)

Unit 3

Political Economy and Policy: Interest Groups and Social Movements. (12 Lectures)

Unit 4

Models of Policy Decision-Making (12 Lectures)

Unit 5

Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)

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Teaching Learning Process

The discipline Specific Elective paper titled - Public Policy in India, in Programme (CBCS) B.A. (Hons.) Political Science is designed to allow the student to establish an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Each unit is planned in a way that prepares students to analytically map the theories of the state, comprehend models of decision making while giving them an introduction of Nehruvian vision. The teaching is modulated to bring in contemporary nuances of liberalisation and recent developments. Simulation activities in the classroom help students make connections between real world scenarios and theoretical concepts. The weekly seminars expose students to contemporary academic undercurrents and provide scope to make a connecting point between theory and practical scope of the study in India.

Assessment Methods

The practical, theoretical approach of this paper is to be assessed through extensive methods like student presentation, problem solving approach project, term paper, etc. as part of internal marking scheme. This paper examines the analytical approach of students through end semester written examination. The other parameters of evaluation are based on students performance in the class activity, and the unit wise quiz session done after each unit.

Keywords

Policy Analysis, Interest Groups, Policy Decision-Making, Nehruvian Vision, Economic Liberalisation

**DSE5 - Colonialism and Nationalism in India
(C.5)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective

The purpose of this course is to help students understand historically the imposition of colonialism in India and nationalism as an ideology and movement of resistance against colonial rule. The aim is to study the different theoretical perspectives and historical explanations for colonialism and nationalism in India, the social, political and institutional practices that comprised colonial rule, and the ways in which different kinds of movements, paved the way for independence and democracy in India.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Understand and engage with the different ways in which colonialism and nationalism have been understood
- Understand of the nature of colonial rule and the way in which it consolidated itself in India
- Demonstrate awareness of the impact of colonialism on Indian economy and society
- Show knowledge of the gradual emergence of anti-colonial nationalist movement in India
- Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases
- Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement.

Unit 1

Colonialism and Nationalism:

- a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism
- b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

Unit 2

Colonial Rule in India and its impact:

- a. Constitutional developments and the colonial state
- b. Colonial ideology of civilizing mission: Utilitarians and Missionaries
- c. Impact on agriculture, land relations, industry and ecology

Unit 3

Reform and Resistance:

- a. The 1857 rebellion
- b. Major social and religious movements
- c. Education and the rise of the new middle class

Unit 4

Nationalist Politics and Expansion of its Social Base

- a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
- b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
- c. Socialist alternatives: Congress socialists, Communists
- d. Communalism in Indian Politics
- e. The two-nation theory, negotiations over partition

Unit 5

Social Movements

- a. The Women's Question: participation in the national movement and its impact
- b. The Caste Question: anti-Brahmanical Politics
- c. Peasant, Tribals, and Workers movements

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Young, R. (2003) *Postcolonialism : A Very Short Introduction*. Oxford: Oxford University Press, pp. 9-68.

Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage, pp. 25-36.

2. Colonial Rule in India and its impact:

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4. Reform and Resistance:

Bandopadhyay, S. (2015, revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.

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Bandopadhyay, S. (2008) *Eighteen-Fifty-Seven and Its Many Histories, in 1857: Essays From Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

5. Nationalist Politics and Expansion of its Social Base

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Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.

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Additional Resources:

- Desai, A.R. (1987 reprint) Social Background of Indian Nationalism, Bombay, Popular.
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Teaching Learning Process

Students will have interactive lectures on various perspectives on colonialism and nationalism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with a theoretical overview and then moves on to provide an understanding of historical factors shaping nationalist movement. It will involve detailed discussion on various phases of nationalist movement including the role of Gandhi. The last unit will engage students on questions pertaining to women, caste, peasants, tribes and workers using analytical literature.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates

to any one unit of the syllabus before end term examination.

Keywords

Colonialism, Nationalism, 1857 Rebellion, Gandhi, Social Movements

DSE6 - India's Foreign Policy in a Globalizing World (C.6) Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Course Learning Outcomes

- Students will learn about India's diplomatic maneuvers in an essentially interest and power seeking global hierarchical relationship.
- Students will also learn about the challenges India faces in securing its interests as a postcolonial state.
- The study of India's ability to engage with powerful nations of the world like USA, Russia and China will help students' understand India's perspective on international relations.
- The course will enhance students' understanding of India's strategies in South Asia.
- Students will also learn about India's negotiation strategy in dealing with global trade, environment and security regime.

Unit 1

India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)

Unit 2

India's Relations with the USA and Russia (9 lectures)

Unit 3

India's Engagements with China (6 lectures)

Unit 4

India in South Asia: Debating Regional Strategies (9 lectures)

Unit 5

India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)

Unit 6

India in the Contemporary Multipolar World (6 lectures)

a) EU

b) BRICS

c) SCO

References

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Ian Hall (ed),(2014), *The Engagement of India: Strategies and Responses*, Washington, DC, Georgetown University Press

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David M.Malone, (2011), "Does the Elephant Dance? Contemporary Indian Foreign Policy", New Delhi, Oxford University Press

Sumit Ganguly (ed),(2016) "Engaging the World-Indian Foreign Policy since 1947" New Delhi, Oxford University Press

- S. Ganguly and M.S. Pardesi, “ Explaining Sixty Years of India’s Foreign Policy”, in *India Review*, Vol.8 (1) pp.4-19
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Additional Resources:

Classic Readings

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J. Bandhopadhyaya, (1970) *The Making of India's Foreign Policy*, New Delhi: Allied Publishers

M.S Rajan (1999) *India and International Affairs : A Collection of Essays*, New Delhi: Lancer Books

J. N. Dixit (1998), *Across Borders: Fifty Years of India's Foreign Policy*, Delhi: Sangam Books.

Hindi Readings

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S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press. V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Online Resources:

Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/>

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282>

Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy.

<http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/>

Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/

Institute of Peace and Conflict Studies: www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

Teaching Learning Process

The course titled Paper 6. India's Foreign Policy in a globalizing world under Discipline Specific Elective (DSE) in CBCS, B.A. (Hons.) Political Science is modelled to acquaint the students with India's foreign policy evolution and contemporary strategies. Therefore this paper will be highly engaging involving students at every stage. Though the class will have power-point presentations and conventional lectures involving chalks and boards, students will be encouraged to have group discussions. Students will be taught to strategize in a simulating international event which will help the students to understating India's decision making process.

Distinguished persons engaged in statecraft will also deliver lecture to students on various issues.

Assessment Methods

This paper will assess the students not only in their internal assessment exam and end semester exam but also according to their performance in the group discussion. High premium will be paid

to the quality of strategy generated by the students during debate and discussions.

Keywords

India's Foreign Policy, India-China, India-US, India-Russia, India- China, India and South Asia

DSE7 - Feminism: Theory and Practice (C.7) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to inculcate feminist perspective in the young minds.

Course Learning Outcomes

After completing this course the students will be able to:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism

Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer

Liberal, Socialist, Marxist, Radical feminism

New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America

Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates

Women and Society: Family, Property Rights, Personal Laws

Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development

Women and Politics: Women's Representation and Participation in Democratic Institutions

References

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Richardson, D. (2008) 'Conceptualizing Gender' in Richardson, D. and Robinson, V. (ed.) (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

Geetha, V. (2002) *Gender*. Calcutta: Stree.

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II. History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

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III. Women's Movement in India

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

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Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
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Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
Ray, Suranjita. *Understanding Patriarchy*. Available at:
<http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf> Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I.* New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society.* New Delhi: National Book Trust.

Readings in Hindi

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादीराजनीति: संघर्षएवंमुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

DSE8 - Dilemmas in Politics

(C.8)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course will explore, analyze and evaluate some of the central issues, values and debates in the contemporary world that have a bearing on normative political inquiry. The issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

Course Learning Outcomes

After taking this course, the learner will be able to appreciate:

- Why these dilemmas are part of the human condition; and
- How societies negotiate them politically.

Unit 1

The Moral Economy of Violence (2 weeks)

Unit 2

Social Exclusion, Capabilities and the Politics of Empowerment (2 weeks)

Unit 3

Global Justice and Cosmopolitanism (2 weeks)

Unit 4

Feminism and the Politics of Interpretation (2 weeks)

Unit 5

Debating human rights: the politics of Humanitarian Intervention (2 weeks)

Unit 6

Ecology and Political Responsibility (2 weeks)

References

I. The Moral Economy of Violence

Hobbes, T. (1994) *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett (Chapters 13 and 14).

Arendt, Hannah. (1969) *On Violence*. New York: Houghton Mifflin Harcourt Publishing Company.

Tilly, C. (2003) *Politics of Collective Violence*. New York: Cambridge University Press, pp. 1-54.

Ungar, M., Bermanzohn, S. A. and Worcester, K. (2002) 'Violence and Politics', in Ungar, M., Worcester, K. (eds), *Violence and Politics: Globalization's Paradox*. New York: Routledge, pp. 1-12.

II. Social Exclusion, Capabilities and the Politics of Empowerment

Sen, A. (2000) *Social Exclusion: Concept, Application, and Scrutiny*. Social Development Papers No. 1 (June), Asian Development Bank.

Sen, A. (1995) *Inequality Reexamined*. New Delhi: Oxford University Press, pp. 39-55, 73-87.

Sen, A. (1998) *Development as Freedom*. New Delhi: Oxford University Press, pp. 87-110.

III. Global Justice and Cosmopolitanism

Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press, pp. 95-112.

Held, D. (2005) 'Principles of Cosmopolitan Order', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 10-38.

Sypnowich, C. (2005) 'Cosmopolitans, Cosmopolitanism and Human Flourishing', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 55-74.

IV: Feminism and the Politics of Interpretation

Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield, pp. 1-13; 353-394.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 265-288.

Shanley, M. and Pateman, C. (1991) 'Introduction' in M. Shanley and C. Pateman (eds), *Feminist Interpretations and Political Theory*. Cambridge: Polity Press, pp. 1-10.

V. Debating human rights: the politics of Humanitarian Intervention

Orend, B. (2002) *Human Rights: Concept and Context*. Peterborough: Broadview Press, pp. 15-101, 129-190.

Coady, C. A. J. (2008) 'War and Intervention', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 56-79.

Keohane, R. O. (2003). 'Introduction', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 1-14.

Holzgrefe, J. L. (2003). 'The Humanitarian Debate', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 15-53.

Teson, F. R. (2003). 'The Liberal case for Humanitarian Intervention', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 56-79.

Smits, K. (2009). 'Can Military Intervention in Other Countries be Justified on Humanitarian Grounds?', in *Applying Political Theory: Issues and Debates*. London: Palgrave Macmillan. Pp. 209-229.

Parekh, B. (1997). 'Rethinking Humanitarian Intervention', *International Political Science Review* 18: 49-69.

VI. Ecology and Political Responsibility

Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.

Clark, M. (1993) 'Environmentalism', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 243-264.

Bryant, R. L. & Bailey, S. (1997) *Third World Political Ecology: An Introduction*, London: Routledge, pp. 27-47.

Jamieson, D. (2008) 'Environment', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 313-335.

Smits, K. (2009). 'Should the Natural Environment be Protected for Future Generations?', in *Applying Political Theory: Issues and Debates*. London: Palgrave Macmillan. pp. 230-250.

Additional Resources:

Arendt, Hannah. (1969) *On Violence*. New York: Houghton Mifflin Harcourt Publishing Company.

Hobbes, T. (1994) *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett.

Weber, M. (1965) *Politics as Vocation*. Fortress Press.

Mandle, J. (2006) *Global Justice*. Cambridge: Polity Press.

De Beauvoir, S. (1949) *The Second Sex*. Paris: Gallimard.

Walzer, M. (1977) *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books.

Dobson, A. (2000) *Green Political Thought*. London: Routledge.

Fanon, F. (1963). *The Wretched of the Earth*. New York: Grove Press.

Gunn, R. (1993). "Politics and Violence", Bellamy, R. (ed.), *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press, pp. 265-292.

Byrre, D. J. (2003) *Human Rights*. New Delhi: Pearson, pp. 1-71.

Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press.

Moellendorf, D. (2002) *Cosmopolitan Justice*. Boulder, CO: Westview Press.

Okin, S. M. (1989) *Justice, Gender and the Family*. New York: Basic Books.

READINGS IN HINDI

भारगव, र. और अशोक आचार्या (एड.), राजनीतिक सिधांत: एक परिचय, दिल्ली: पिएर्सन, 2011

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve

methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Violence, Social Exclusion, Empowerment, Global Justice, Feminism, human rights, Ecology

GE1 - Nationalism in India (B.1) Generic Elective - (GE) Credit:6

Course Objective

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently, on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle

- Demonstrate awareness of the history of partition and the moment of independence that followed

Unit 1

Approaches to the Study of Nationalism in India (8 lectures)

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2

Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)

Major Social and Religious Movements in 19th century

Unit 3

Nationalist Politics and Expansion of its Social Base (18 lectures)

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists

Unit 4

Social Movements (8 lectures)

- a. The Women's Question: Participation in the National Movement and its Impact
- b. The Caste Question: Anti-Brahmanical Politics
- c. Peasant, Tribals and Workers Movements

Unit 5

Partition and Independence (6 lectures)

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

References

I. Approaches to the Study of Nationalism in India

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

II. Reformism and Anti-Reformism in the Nineteenth Century

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

III. Nationalist Politics and Expansion of its Social Base

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

V. Partition and Independence

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

Additional Resources:

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

Teaching Learning Process

Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its

criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers

GE2 - Contemporary Political Economy (B.2) Generic Elective - (GE) Credit:6

Course Objective

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

- To familiarize the students with the different theoretical approaches
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.

- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

Unit 1

Approaches to Political Economy (15 Lectures)

- Classical Liberalism
- Marxism
- Welfarism
- Neo-liberalism
- Gandhian approach

Unit 2

Capitalist Transformation (14 Lectures)

- European Feudalism and Transition to Capitalism
- Globalization: Transnational Corporations, World Trade Organization, International Non-governmental Organizations (their role in development)

Unit 3

Issues in Development (15 Lectures)

- Culture
- Environment
- Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

- Artificial Intelligence
- Gender
- Racial and Ethnic Problems
- Migration

References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the *Invisible Hand: The Case for Classical Liberalism in the Twentyfirst*

- Century*. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.
- Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
- Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295
- Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563 .
- Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press, pp. 1- 206.
- Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.
- Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.
- Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, pp. 278- 304.
- Kennedy, P. (1993) *Preparing for the Twenty – First Century*. UK: Vintage, Ch. 3
- Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.
- Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*. Jaipur: Rawat, ch. 1, 4, 6.81
- Media and Television Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge, pp. 47- 84.
- Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, pp. 303- 311.
- Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361- 376 and 398- 404.
- Held, D. and Mcrow, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374- 386.
- Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
- Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp. 330- 339.
- Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.
- L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211-

244.

Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell.

Glen, J. (2007) *Globalization: North-South Perspectives*. London: Routledge, ch.6.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, pp. 130-148.

Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, ch.31, pp. 251- 257.

Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), *The Global Transformations Reader*. Cambridge: Polity Press, ch.35, pp. 366- 373.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press, ch.15.

Arya, S. and Roy, A. (eds.) *Poverty Gender and Migration*. New Delhi: Sage, Ch. 1.

Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp. 450- 462.

Nayyar, D. (ed.) (2002) *Governing Globalization*. Delhi: OUP, pp. 144- 176.

Additional Resources:

Classic Readings

Robert Gilpin, (1987) *The Political Economy of International Relations*, Princeton: Princeton University Press.

Susan Strange (1989), *Paths to International Political Economy*, London: Routledge.

Additional Readings

Gelinas, J. B. (2003) *Juggernaut Politics- Understanding Predatory Globalization*.

Halifax, Fernwood. Available from: www.globalpolicy.org

Teaching Learning Process

The course titled 2. Contemporary Political Economy under Generic Elective (Interdisciplinary) of the CBCS, B. A. (Hons.) Political Science aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group

discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

Keywords

Approaches to Political Economy, Development Debates, Development vs. Environment, Knowledge Economy, Globalization and Development

GE3 - Women, Power and Politics (B.3) Generic Elective - (GE) Credit:6

Course Objective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy.

Course Learning Outcomes

After completing this course the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

Unit 1

Groundings (6 weeks)

1. Patriarchy (2weeks)

- a. Sex-Gender Debates
- b. Public and Private
- c. Power

2. Feminism (2 weeks)

3. Family, Community, State (2weeks)

- a. Family
- b. Community
- c. State

Unit 2

Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

- a. Visible and Invisible work
- b. Reproductive and care work
- c. Sex work

References

I. Groundings

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20.

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) *Gendering Caste through a Feminist Len*, Kolkata, Stree, pp. 139- 159.

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

II. Movements and Issues

- I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.
- R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17
- J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisoning the Political*, Boulder: Westview Press, pp. 139-156.
- Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262
- N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Resources:

- K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>, Accessed: 19.04.2013.
- S. de Beauvoir (1997) *Second Sex*, London: Vintage.
- F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.
- S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233
- R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press.
- S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.
- Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114
- C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.
- J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi:

Women Unlimited

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Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or

issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

patriarchy, feminism, family, community, power, state, movement

GE4 - Gandhi and the Contemporary World (B.4) Generic Elective - (GE) Credit:6

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

- a. Theory of Satyagraha
- b. Satyagraha in Action
 - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - ii. Temple Entry and Critique of Caste
 - iii. Social Harmony: 1947 and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)

- b) The Pacifist Movement
- c) Women's Movements
- d) Gandhigiri: Perceptions in Popular Culture

Unit 4

Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

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- D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.
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II. Gandhian Thought: Theory and Action

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- D. Hardiman, (1981) 'The Kheda Satyagraha', in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Delhi: Oxford University Press, pp. 86-113.
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D. Hardiman, (2003) 'Fighting Religious Hatreds', in Gandhi in His Time and Ours. Delhi: Oxford University Press.

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IV. Gandhi and the Idea of Political

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Additional Resources:

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https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

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M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

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Additional Readings:

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- A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.
- B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
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- R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.
- H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.
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- A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.
- J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008
- R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Readings in Hindi

1. म.क गाँधी 'हिन्द स्वराज' नवजीवन ट्रस्ट 1916.
2. म.क गाँधी मेरे सपनो का भारत 1947
3. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "धर्म की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 56-62.
4. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "सत्याग्रह की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 79-85.

5. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "स्वराज्य की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 86-97.
6. जैन, मानक 'गाँधी के विचारों की 21वीं सदी में प्रासंगिकता' (भाग-2) "अस्पृश्यता निवारण में गाँधी का योगदान" आदि पब्लिकेशन्स, जयपुर 2010, पृष्ठ 275-317
7. अग्रवाल, सुनील कुमार 'गाँधी और सांप्रदायिक एकता' "सांप्रदायिक एकता का दर्शन और गाँधी" अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2009 पृष्ठ 189-219.
8. झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन "सांप्रदायिक सौहार्द और गाँधी" सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 119-146.
9. कुमार प्रभात 'स्वतंत्रता संग्राम और गाँधी' "गाँधी का सत्याग्रह-दर्शन" हिंदी माध्यम कार्यान्वय निर्देशालय, नई दिल्ली, 2013.
10. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी और पर्यावरण" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 239-249.

Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to

understand on-going Gandhian work and programme and interacting with Gandhian activists.

Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

GE5 - Understanding Ambedkar (B.5) Generic Elective - (GE) Credit:6

Course Objective

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

Course Learning Outcomes

The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular

thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

Unit 1

Introducing Ambedkar (1 week)

Approach to Study Polity, History, Economy, Religion and Society

Unit 2

Caste and Religion (3 weeks)

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

Unit 3

Women's Question (2 weeks)

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

Unit 4

Political Vision (2 weeks)

- a. Nation and Nationalism
- b. Democracy and Citizenship

Unit 5

Constitutionalism (2 weeks)

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

Unit 6

Economy and Class Question (2 weeks)

- a. Planning and Development
- b. Land and Labour

References

I. Introducing Ambedkar

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II. Caste and Religion

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B. Ambedkar, (1987) 'The Hindu Social Order: Its Essential Principles', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3, Education Deptt., Government of Maharashtra, 1989, pp. 95-129.

B. Ambedkar, (2003) 'What way Emancipation?', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp-175-201.

III. Women's Question

S. Rege, (2013) 'Against the Madness of Manu', in B. R. Ambedkar's Writings on Brahmanical Patriarchy, Navyana Publication, pp. 13-59 ; 191-232.

B. Ambedkar, (2003) 'The Rise and Fall of Hindu Woman: Who was Responsible for It?', in Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17- II, Education Deptt., Government of Maharashtra, Mumbai, pp. 109-129.

IV. Political Vision

B. Ambedkar, (1991) 'What Gandhi and Congress have done to the Untouchables', in Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

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G. Aloysius, (2009). Ambedkar on Nation and Nationalism, Critical Quest, Delhi.

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V. Constitutionalism

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B. Ambedkar, (1991) 'Labor and Parliamentary Democracy and Welfare', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt., Government of Maharashtra, Mumbai, pp. 106-112; 139-143; 243-252

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Teaching Learning Process

This will involve acquainting the students with excerpts of Ambedkar's original writing collected in various volumes. The focus of class lecture would be on one hand to locate Ambedkar's

Thought in the context of his times and on the other hand to understand the influences on him that had made him dream of a equitable world. Serial Samvidhan could be used as an audio-visual aid to understand Ambedkar and his contemporary vision on important issues especially his speech that was delivered during adoption of constitution. Filed visit to Ambedkar memorial or Mumbai to celebrate Mahaparnivaran diwas can further augment students understanding of continuing relevance of Ambedkar in present times.

Format for Student Presentations

- (1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)
- (2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)
- (3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

- 1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on www.ambedkar.org)
- 2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes
- 3) Any other related audio-visual source

Assessment Methods

Reflective and critical test will form the mainstay of assessment for this paper. Quiz and group presentations will further be used to analysis students Understanding of Ambedkar's views.

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

GE6 - Governance: Issues and Challenges **(B.6)** **Generic Elective - (GE) Credit:6**

Course Objective

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development.

The essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.
- The students become familiar with a rigorous introduction to the best practices in India on good governance.

Unit 1

Government and Governance: Concepts [12 lectures]

- a) Role of State in The Era of Globalisation
- b) State, Market and Civil Society

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

- a) Human-Environment Interaction
- b) Green Governance: Sustainable Human Development

Unit 4

Local Governance [12 lectures]

- a) Democratic Decentralisation
- b) People's Participation in Governance

Unit 5

Good Governance Initiatives in India: Best Practices [20 lectures]

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

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Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

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Teaching Learning Process

The General Elective course titled, Governance: Issues and Challenges in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the 'essential question' which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

Assessment Methods

This course has a scope of undertaking field studies to understand the globalized discourse using contextual, theoretical, grounded, mixed method approach. The students will be evaluated on the written semester examination. Internal examination can be assessed on various parameters like project/ article/ term paper/ group presentation/ field work. Additionally, students reflective and cognitive thinking will be assessed by the contribution they make in classroom discussions and group projects.

Keywords

Good Governance, Green Governance, Democratic Decentralisation, Public Service Delivery, E-Governance, RTI, Corporate Social Responsibility (CSR)

GE7 - Politics of Globalization
(B.7)
Generic Elective - (GE) Credit:6

Course Objective

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Learning Outcomes

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

- a) Liberal approach
- b) Radical approach

Unit 3

International Institutions/Regimes

- a) World Bank
- b) International Monetary Fund
- c) The World Trade Organization

Unit 4

Issues in Globalization:

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

Unit 5

Globalization and democracy: State, sovereignty and the civil society.

Unit 6

Globalization and Politics in developing countries

- a) Globalization and social movements
- b) Globalization and the demise of Nation State
- c) Globalization and human migration

Unit 7

The inevitability of globalization: Domestic and Global responses

References

J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.

Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company.

Jagdish Bhagwati (2007), *In Defense of Globalization*, Oxford, Oxford University Press.

Manfred B. Steger (2017) *Globalization: A Very Short Introduction*, New York: Oxford University Press.

Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.

John Clark (ed.), (2003) *Globalizing Civic Engagement: Civil Society and Transnational Action*, London, Earthscan.

Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press.

Bernard Hoelkman and Michel Kostecki, *the Political Economy of the World Trading System: From GATT to WTO*, New York, OUP

Arjun Appadurai, (1996), *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press.

Deepak Nayyar (ed.) (2002), *Governing Globalization: Issues and Institutions*, Oxford University Press.

Held, David and Anthony Mc grew (ed.), (2003), *The Global Transformation Reader: An introduction to the Globalization Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.

Joseph E Stiglitz, (2002), *Globalisation and its Discontents*, US, W.W. Norton and Company.

Noreena Hertz, (2000), *The silent take over: Global Capitalism and the death of Democracy*,

Praeger.

Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.

Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली:एक्सेस पब्लिशिंग.

Teaching Learning Process

The Course titled Politics of Globalization under Generic Elective (Interdisciplinary) in CBCS, B.A. (Hons.) Political Science aims to acquaint the students about various nuances of globalization. Therefor the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

Assessment Methods

The students will be assessed according to their performance in internal exam and end semester exam. Besides, students will also be assessed according to their performance in class discussions.

Students will be given take home tests and will be encouraged to make presentations.

Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

GE8 - United Nations and Global Conflicts (B.8) Generic Elective - (GE) Credit:6

Course Objective

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Learning Outcomes

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1

I. The United Nations (29 Lectures)

- (a) An Historical Overview of the United Nations
- (b) Principles and Objectives
- (c) Structures and Functions: General Assembly; Security Council, and Economic and Social

Council; the International Court of Justice, and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Assessment of Secretary General

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

(e) Millennium Development Goals

Unit 2

Major Global Conflicts since the Second World War (20 Lectures)

- (a) Korean War
- (b) Vietnam War
- (c) Afghanistan Wars
- (d) Balkans: Serbia and Bosnia

Unit 3

Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)

References

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- Karns, Margaret P. and Karen A. Mingst (2009), *International Organizations: The Politics and Processes of Global Governance*, 2nd Edition, Boulder: Lynne Rienner, Chapter 2.
- Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.
- Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp.1-20.
- Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.
- Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century'. London: Verso, pp. 47-71.
- Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.
- Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21.
- Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

- Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 119-135.
- Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.
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- Murthy, C.S.R. (2001) "United Nations Peacekeeping in Intrastate Conflicts: Emerging Trends", *International Security*, Vol 38, no. 3, pp.207-27.
- Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.264-266.
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- Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp.5-38.
- United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.
- White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.
- Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.
- Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*, 3rd edn. New York: Palgrave Macmillan, pp. 42-43.
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- Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.
- Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.
- Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6.
- Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.
- Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp.570-576.
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- Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.
- Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*.

London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Warwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

Additional Resources:

Classical Readings:

Hanhimäki, Jussi M. (2015) *The United Nations: A Very Short Introduction*., New York: Oxford University Press

Weiss, Thomas G. and Daws, Sam ed. (2007) *The Oxford Handbook on the United Nations*, Oxford: OUP.

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House

Hindi Readings:

वर्मा, विजय कुमार (2018) *संयुक्त राष्ट्र और वैश्विक संघर्ष*, New Delhi: Orient Blackswan.

UN India (2019) “सतत् विकास लक्ष्य”, accessed on 5 April, 2019, Available at: <http://in.one.un.org/sustainable-development-goal/>

UN India (2019) “सुधार के लिए एकजुट”, accessed on 5 April, 2019, Available at: <http://in.one.un.org/reforms/>

Additional Readings

Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.

Baxi, U. (1986) ‘Crimes against the right to development’, in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.240-248.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politic: security, economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.24-27.

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21*. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the United Nations*. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival*. General Assembly

Document: A/51/950; 14 July 1997. Available from <http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf>, Open Element (accessed on 13 October 2011).

Teaching Learning Process

The course titled United Nations and Global Conflicts under Generic Elective (Interdisciplinary) in CBCS, B.A. (Hons.) Political Science aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. Besides this conventional approach, students will be assessed according to their performance in mock sessions. Surprise tests will also be a mode of assessment.

Keywords

United Nations, UNGA, UNSC, UNHCR, Peace Keeping, R2P, MDG, Korean War, Vietnam War

AE1 - Your Laws, Your Rights (D.1) AECC (Electives) - (AECCE) Credit:4

Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-

discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes

On the successful completion of the course, students would be able to:

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents
- Show understanding of the structure and principles of the Indian legal system

Unit 1

Rule of law and the Criminal Justice System in India (1 week)

Unit 2

Laws relating to criminal justice administration (2 weeks)

- a) How to file a complaint, First Information Report (FIR)
- b) Detention, arrest and bail

Unit 3

Equality and non-discrimination (4 weeks)

- a) Gender: the protection of women against domestic violence, rape and sexual harassment
- b) Caste: laws abolishing untouchability and providing protection against atrocities
- c) Class: laws concerning minimum wages
- d) Disability and equality of participation and opportunity

Unit 4

Empowerment (2 weeks)

- a) Access to information
- b) Rights of the consumer

Unit 5

Redistribution, recognition and livelihood (2 weeks)

- a) Traditional rights of forest dwellers and the issue of women's property rights
- b) Rural employment guarantee

Unit 6

Access to Identification documents and Social Security Schemes (1 week / exercises only)

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

References

I. Rule of law and the Criminal Justice System in India

A. Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston, pp.3-19.

SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.

V. S. Deshpande, (2006), 'Nature of the Indian Legal System' in Joseph Minattur (ed.), *Indian Legal System*, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, available at <http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf>

II. Laws relating to criminal justice administration

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at <https://nyaaya.in/topic/first-information-report-fir>, <https://nyaaya.in/topic/bail>, <https://nyaaya.in/topic/arrest>

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

III. Equality and non-discrimination

V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.

S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, *Economic and Political Weekly* (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>

P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.

P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38

P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.

K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.

IV. Empowerment

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

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A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) *Citizen Action and National Policy Reform*, London: Zed

S. M. Laskar (2016), *Importance of Right to Information for Good Governance in India*, *Bharati Law Review*, Oct-Dec, available

at <http://docs.manupatra.in/newslines/articles/Upload/AC9CD2C7-B8AD-4C5A-B910-3751BFE5CB28.pdf>

Nyaaya, India's Laws Explained, Request to Obtain Information, available at <https://nyaaya.in/topic/right-to-information/request-to-obtain-information>

V. Redistribution, Recognition and livelihood

M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at www.ippg.org.uk(Accessed: 10.04.2013).

J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

Additional Resources:

Bare Acts:

o *Consumer Protection Act, 1986*, Available

at http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf , Accessed: 10.04.2013.

o *Criminal law Amendment Act, 2013*, Available

at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf , Accessed: 10.04.2013.

o *Mahatma Gandhi National Rural Employment Guaranty Act, 2005*, Available

at <http://nrega.nic.in/rajaswa.pdf> , Accessed: 10.04.2013.

o *National Food Security Act 2011*, Available

at http://nac.nic.in/foodsecurity/nfsb_final.pdf, Accessed: 10.04.2013.

o *Protection of Women Against Domestic Violence Act, 2005*, Available

at <http://wcd.nic.in/wdvact.pdf>, Accessed: 10.04.2013.

o *Right to Information Act, 2005*, Available at <http://righttoinformation.gov.in/rti-act.pdf> , Accessed: 10.04.2013.

o *Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*, Available

at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>, Accessed: 10.04.2013.

o *Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act*

2006, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>, Accessed: 10.04.2013.

o *The Minimum Wages Act, 1948*, Available

at <http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf>, Accessed: 10.04.2013.

o *The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation)*

Act, 1995, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf, Accessed: 10.04.2013.

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o *Criminal Law Amendment Act, 2013*, Available at ,
mha.nic.in/pdfs/TheCrimnalLaw030413.pdf File Format: PDF/Adobe Acrobat - Quick View,
Accessed: 15.04.2013.

Additional Readings:

I. Rule of law and the Criminal Justice System in India

K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi – xv.

III. Equality and non-discrimination

Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi.

A. Kidwai, (2013), *Sexual Harassment in the Workplace: the Verma Committee and After*, *Economic and Political Weekly*, Vol. 48, Issue No. 06

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

IV. Empowerment

Live Law, Highlights Of Consumer Protection Bill-2018, available at
<https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/>

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', *Public Administration Review*. Volume 70, Issue 6, pp. 925–933. SAHRDC, (2006) 'Consumer Rights', in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

Other suggested readings:

K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', *Pratiman: Samay, Samaj, Sanskriti*, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', *Economic and Political Weekly*, Vol. 44 (31), pp. 29-33.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available

at <http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf> , Accessed: 10.04.2013.

P. Mathew, and P. Bakshi, (2005) '*Indian Legal System*', New Delhi: Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) '*Women and the Constitution*', New Delhi: Indian Social

Institute.

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M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

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K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy*. New Delhi: Oxford University Press.

A. Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.

Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.

9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva-voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

AE2 - Public Opinion and Survey Research
(D.2)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Learning Outcomes

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

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

Unit 1

Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit 2

Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)

- a. What is sampling? Why do we need to sample? Sample design.
- b. Sampling error and non-response
- c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit 3

Survey Research (2 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

Unit 4

Quantitative Data Analysis (4 lectures)

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

Unit 5

Interpreting polls (6 lectures)

Prediction in polling research: possibilities and pitfalls

Politics of interpreting polling

References

I. Introduction to the course

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) ‘National Election Study 2009: A Methodological Note’, *Economic and Political Weekly*, Vol. XLIV (39)

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‘Asking About Numbers: Why and How’, *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

III. Survey Research

H. Asher, (2001) ‘Chapters 3 and 5’, in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

IV. Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,

S. Kumar and P. Rai, (2013) ‘Chapter 1’, in *Measuring Voting Behaviour in India*, New Delhi: Sage.

V. Interpreting polls

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Resources:

Additional Readings:

K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons.

G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

Teaching Learning Process

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data.

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

AE3 - Legislative Practices and Procedures (D.3) AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will acquaint the students with the legislative process in India at various levels, to impart them with the elementary skills required to part of a legislative support team and expose them to real life legislative work. The skills provided by this course will include the understanding of legislative procedures, comprehending policy concerns which serve as the objective for legislative practices, drafting new legislation, tracking and analysing feedback on ongoing bills, writing press releases, conducting meetings with various stakeholders, monitoring media and public opinion, managing constituent relations and handling inter-office communications. It will also deepen their understanding and appreciation of the legislative process and its importance for a robust democracy.

Course Learning Outcomes

On the successful completion of the course, students shall be able to:

- Understand the structure and functions of law making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop beginners' skills to become a part of a support team engaged in different levels of the law making functions

Unit 1

Powers and functions of people's representative at different tiers of governance (6 lectures)

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit 2

Supporting the Legislative Process (2 lectures)

How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit 3

Supporting the Legislative Committees (6 lectures)

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit 4

Reading the Budget Document (6 lectures)

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Unit 5

Support in media monitoring and communication (4 lectures)

Types of media and their significance for legislators; Basics of communication in print and electronic media.

References

I. Powers and functions of people's representative at different tiers of governance

M. Madhavan, and N. Wahi, (2008) *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, Available

at: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, Accessed: 19.04.2013

S. Vanka, (2008) *Primer on MPLADS*, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>, Accessed: 19.04.2013

H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, Available

at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>, Accessed: 19.04.2013.

Government of India (Lok Sabha Secretariat), (2009) *Parliamentary Procedures*

(Abstract Series), Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, Accessed: 19.04.2013

II. Supporting the legislative process

Government of India, (Ministry of Parliamentary Affairs), (2009) *Legislation, Parliamentary Procedure*, Available

at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm, Accessed: 19.04.2013

Government of India, (Ministry of Parliamentary Affairs) (2009), *Subordinate Legislation, Parliamentary Procedure*, Available

at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013

D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of

Accountability', *Democracy, Governance and Human Rights*, Programme Paper Number 23, United Nations Research Institute for Social Development, Available

at: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fceb/$FILE/KapMeht.pdf), Accessed: 19.04.2013

O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies',

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at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMAN_ATHAN.pdf, Accessed: 19.04.2013

B. Debroy, (2001) 'Why we need law reform' *Seminar* January.

III. Supporting the Legislative Committees

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', *Journal of Democracy*, Vol. 18(2), pp.70-83.

Government link: <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>

K. Sanyal, (2011) *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi, Available

at:[http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening %20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf), Accessed: 19.04.2013

IV. Reading the Budget Document

A. Celestine, (2011) *How to Read the Union Budget* PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>, Accessed: 19.04.2013

V. Support in media monitoring and communication

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', *State Legislatures*, Vol. 31(3).

Additional Resources:

N. Jayal and P. Mehta (eds), (2010) *The Oxford Companion to Politics in India*, Oxford University Press: New Delhi.

B. Jalan, (2007) *India's Politics*, New Delhi: Penguin.

Initiating Discussion on Various Type of Debates in *Rajya Sabha*, Available

at http://rajyasabha.nic.in/rsnew/publication_electronic/75RS.pdf, Accessed: 19.04.2013.

Praxis of Parliamentary Committees: Recommendations of Committee on Rules published by *Rajya Sabha*, available

at: http://rajyasabha.nic.in/rsnew/publication_electronic/Praxis.pdf, Accessed: 19.04.2013.

S.J. Phansalkar, Policy Research in the Indian Context

N. Singh, 'Some Economic Consequences of India's Institutions of Governance: A Conceptual Framework', Available

at: http://econ.ucsc.edu/faculty/boxjenk/wp/econ_conseq_2003_rev2.pdf, Accessed: 19.04.2013.

R. Guha, (2007), *India After Gandhi*, Macmillan: New Delhi.

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at: http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf, Accessed: 19.04.2013.

Committees of Parliament, Parliamentary Procedure, Ministry of Parliamentary Affairs,

Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm, Accessed:

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at <http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/>, Accessed:

19.04.2013.

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at <http://www.prsindia.org/administrator/uploads/media/Conference%20note/Conference%20note%20on%20financial%20oversight.pdf>, Accessed: 19.04.2013.

P. Keefer and S Khemani, (2009) 'When Do Legislators Pass On "Pork"? The Determinants of Legislator Utilization of a Constituency Development Fund in India', in *World Bank Policy Research Working Paper Series* 4929, pp. 1-45, Available at

SSRN: <http://ssrn.com/abstract=1405160>, Accessed: 19.04.2013.

Parliamentary Procedures (Abstract Series), Lok Sabha, Available

at <http://164.100.47.132/LssNew/abstract/process.htm>

Budget, Parliamentary Procedure, Ministry of Parliamentary Affairs, available

at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-07.htm, Accessed:

19.04.2013. <http://mpa.nic.in/mpahandbook/parlia13.pdf>

Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending legislative meetings and monitoring media and public developments. They will be given

interactive lectures on powers and functions of representatives at different tiers of governance.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

AE4 - Peace and Conflict Resolution

(D.4)

AECC (Electives) - (AECCE) Credit:4

Course Objective

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Course Learning Outcomes

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.

- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

Unit 1

International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Unit 2

What is Conflict: Introduction to International Conflict Resolution

Unit 3

International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit 4

Conflict resolution: Background of Various Peace Movements and Concepts, Principles used to resolve conflict

Unit 5

Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit 6

Conflict Transformation: Is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts

References

Charles Webel & Jorgen Johansen (ed). 2012. *Peace and Conflict Studies: A Reader*. Routledge. New York.

Johan Galtung et al. 2000. *Searching for Peace: The Road to Transcend*. Pluto Press in Association with Transcend. p. xiii.

Johan Galtung. 1990. "Violence and Peace" in Paul Smoker, Ruth Davies & Barbara Munske (eds.) *A Reader in Peace Studies*. Pergamon Press: Oxford. 9-14.

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Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29

Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

Hampson, Fen Osler, *Nurturing Peace*, USIP, 1996, pp. 3-25.

Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205.

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Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, *Managing Global Chaos*, USIP, 1996, pp. 587-606.

Galtung, Johan, "The Basic Need Approach", in *Human Needs: A Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126

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Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114

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Hampson, F.O., Crocker C.A. and Aall, P. R. (2007). Negotiation and international conflict. In C. Weibel & J. Galtung (Eds.), *Handbook of peace and conflict studies* (pp. 35-50). New York: Routledge.

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Additional Resources:

Classic Readings

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- Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149.
- Galtung, Johan. 1967. “Theories of Peace: A Synthetic Approach to Peace Thinking”. International Peace Research Institute, Oslo.
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- Deutsch, M. (1983). Conflict Resolution: Theory and practice. *Political Psychology*, 4(3), 431-453.
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Teaching Learning Process

The course titled 4. Peace and Conflict Resolution under heading (D) Ability Enhancement-2 (AE Skill Based) in CBCS, B.A. (Hons.) Political Science aims to familiarize students about the peace and conflict resolution around the world by engaging them in elaborate classroom lectures consisting debate and discussions. The lectures will include power point presentation and screening of short videos which will be followed by debate and discussion on the topic. The entire process is designed so as to enhance the cognitive ability of the students and encourage them to think critically. The students will also prepare skits simulating models used in the peace and conflict resolution and present them in the class. The regular seminars will further enhance students understanding of the course.

Assessment Methods

The students will be assessed on their performance in their internal examination as well as their end semester examination. However, the assessment would go beyond this conventional method and also would assess the students for performance in class in which the skit presentation, participation in debate and discussion will also be valued.

Keywords

Peace, Conflict, War, Conflict Resolution, Conflict Transformation