

# **CBCS SYLLABUS**

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**FOR**  
**THREE YEARS UNDER-GRADUATE COURSE**  
**IN**  
**POLITICAL SCIENCE (HONOURS)**  
*(w.e.f. 2017)*



SYLLABUS OF COURSES TO BE OFFERED  
Core Courses, Elective Courses & Specific Elective Courses and Ability Enhancement  
Courses

**RAIGANJ UNIVERSITY**

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**RAIGANJ, UTTAR DINAJPUR**

**WEST BENGAL**

**PIN 733134**

*Raiganj University*  
*Political Science Honours*

## B.A. Honours in Political Science: 1<sup>st</sup> Semester

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<i>Course code</i>	<i>Course Title</i>	<i>Course type</i>	<i>(L-T-P)</i>	<i>Credit</i>
<i>PLSHC101</i>	<i>Understanding Political Theory</i>	<i>C-1</i>	<i>5-1-0</i>	<i>6</i>
<i>PLSHC102</i>	<i>Constitutional Government and Democracy in India</i>	<i>C-2</i>	<i>5-1-0</i>	<i>6</i>
<i>GE101</i>	<i>Choose one from Pool of Generic Electives</i>			
	<i>1. Nationalism in India</i>	<i>GE-1</i>	<i>5-1-0</i>	<i>6</i>
	<i>2. Contemporary Political Economy</i>			
<i>ASCC101</i>	<i>Environmental Studies</i>	<i>ASCC-1</i>	<i>4-0-0</i>	<i>4</i>
<i>Semester Total:</i>				<i>22</i>

## B.A. Honours in Political Science: 2<sup>nd</sup> Semester

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<i>Course code</i>	<i>Course Title</i>	<i>Course type</i>	<i>(L-T-P)</i>	<i>Credit</i>
<i>PLSHC201</i>	<i>Political Theory-Concepts and Debates</i>	<i>C-3</i>	<i>5-1-0</i>	<i>6</i>
<i>PLSHC202</i>	<i>Political Process in India</i>	<i>C-4</i>	<i>5-1-0</i>	<i>6</i>
<i>GE202</i>	<i>Choose one from Pool of Generic Electives</i>			
	<i>1. Feminism: Theory and Practice</i>	<i>GE-2</i>	<i>5-1-0</i>	<i>6</i>
	<i>2. Gandhi and the Contemporary World</i>			
<i>ASCC202</i>	<i>English/MSL</i>	<i>ASCC-2</i>	<i>2-0-0</i>	<i>2</i>
<i>Semester Total:</i>				<i>20</i>

## B.A. Honours in Political Science: 3<sup>rd</sup> Semester

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<i>Course code</i>	<i>Course Title</i>	<i>Course type</i>	<i>(L-T-P)</i>	<i>Credit</i>
<i>PLSHC301</i>	<i>Introduction to Comparative Government and Politics</i>	<i>C-5</i>	<i>5-1-0</i>	<i>6</i>
<i>PLSHC302</i>	<i>Perspectives on Public Administration</i>	<i>C-6</i>	<i>5-1-0</i>	<i>6</i>
<i>PLSHC303</i>	<i>Perspectives on International Relations and World History</i>	<i>C-7</i>	<i>5-1-0</i>	<i>6</i>
<i>Choose one from Pool of Generic Electives</i>				
<i>GE303</i>	<i>1. Understanding Ambedkar</i>	<i>GE-3</i>	<i>5-1-0</i>	<i>6</i>
	<i>2. Governance: Issues and Challenges</i>			
<i>Choose one from Pool of Skill Enhancement Courses</i>				
<i>SEC301</i>	<i>1. Democratic Awareness with Legal Literacy</i>	<i>SEC-1</i>	<i>2-0-0</i>	<i>2</i>
	<i>2. Public Opinion and Survey Research</i>			
<i>Semester Total:</i>				<i>26</i>

## B.A. Honours in Political Science: 4<sup>th</sup> Semester

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<i>Course code</i>	<i>Course Title</i>	<i>Course type</i>	<i>(L-T-P)</i>	<i>Credit</i>
<i>PLSHC401</i>	<i>Introduction to Comparative Government and Politics</i>	<i>C-8</i>	<i>5-1-0</i>	<i>6</i>
<i>PLSHC402</i>	<i>Perspectives on Public Administration</i>	<i>C-9</i>	<i>5-1-0</i>	<i>6</i>
<i>PLSHC403</i>	<i>Perspectives on International Relations and World History</i>	<i>C-10</i>	<i>5-1-0</i>	<i>6</i>
<i>Choose one from Pool of Generic Electives</i>				
<i>GE404</i>	<i>1. Politics of Globalization</i>	<i>GE-4</i>	<i>5-1-0</i>	<i>6</i>
	<i>2. United Nations and Global Conflicts</i>			
<i>Choose one from Pool of Skill Enhancement Courses</i>				

SEC402	1. <i>Legislative Practices and Procedures</i>	SEC-2	2-0-0	2
	2. <i>Peace and Conflict Resolution</i>			
<i>Semester Total:</i>				26

## B.A. Honours in Political Science: 5<sup>th</sup> Semester

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<i>Course code</i>	<i>Course Title</i>	<i>Course type</i>	<i>(L-T-P)</i>	<i>Credit</i>
PLS4C501	<i>Classical Political Philosophy</i>	C-11	5-1-0	6
PLS4C502	<i>Indian Political Thought-I</i>	C-12	5-1-0	6
<i>Discipline Specific Elective (DSE) (Any two) One from each Group</i>				
DSE501	Group A 1. <i>Citizenship in a Globalizing World</i> 2. <i>Human Rights in a Comparative Perspective</i>	DSE-1	5-1-0	6
DSE502	Group B 1. <i>Development Process and Social Movements in Contemporary India</i> 2. <i>Public Policy in India</i>	DSE-2	5-1-0	6
<i>Semester Total:</i>				24

## B.A. Honours in Political Science: 6<sup>th</sup> Semester

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<i>Course code</i>	<i>Course Title</i>	<i>Course type</i>	<i>(L-T-P)</i>	<i>Credit</i>
PLS4C601	<i>Modern Political Philosophy</i>	C-13	5-1-0	6
PLS4C602	<i>Indian Political Thought-II</i>	C-14	5-1-0	6
<i>Discipline Specific Elective (DSE) (Any two) One from each Group</i>				

DSE603	Group A	1. <i>Understanding Global Politics</i> 2. <i>India's Foreign Policy in a Globalizing world</i>	DSE-3	5-1-0	6
DSE604	Group B	1. <i>Women, Power and Politics</i> 2. <i>Dilemmas in Politics</i> 3. <i>Understanding South Asia</i>	DSE-4	5-1-0	6
<i>Semester Total:</i>					24

**PROPOSED SCHEME FOR CHOICE BASED  
CREDIT  
SYSTEM IN B.A (HONOURS) POLITICAL  
SCIENCE**

<b>Semester (6)</b>	<i>CORE COURSE (14)</i>	<i>Ability Enhancement Compulsory Course (AEEC) (2)</i>	<i>Ability Enhancement Elective Course (AEEC) (2) (Skill Based)</i>	<i>Discipline Specific Elective (DSE) (4)</i>	<i>Elective: Generic (GE) (4)</i>
<b>I</b>	C 1	(English/ MIL Communication)/ Environmental Science			GE-1
	C 2				
<b>II</b>	C 3	Environmental Science/(English/ MIL Communication)			GE-2
	C 4				
<b>III</b>	C 5		AEEC-1		GE-3
	C 6				
	C 7				
<b>IV</b>	C 8		AEEC-2		GE-4
	C 9				
	C 10				

V	C 11			DSE-1	
	C 12			DSE-2	
VI	C 13			DSE-3	
	C 14			DSE-4	

## *Syllabus in Details*

### *CORE COURSE*

## 1.1: Paper I- Understanding Political Theory

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### *Course Objective:*

This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

### *Course Content:*

#### *1. Introducing Political Theory (35 Lectures)*

1. What is Politics: Theorizing the 'Political', Politics and Political Science, Political Science as a Social Science
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory:
  - a. Normative: Historical, Philosophical and Legal
  - b. Empirical and behavioural
4. Theories of State: Individual, Idealist and Socialist (Fabianism, Guild Socialism)
5. Concept of State Sovereignty: Monistic and Pluralistic theories
6. Critical and Contemporary Perspectives in Political Theory: Feminist, Modernism and Postmodern

*AF: Political Theory and Practice (25 Lectures)*

*The Grammar of Democracy*

1. Democracy: The history of an idea
2. Protective Democracy: Bentham
3. Developmental Democracy: J.S. Mill
4. Procedural Democracy and its critique
5. Deliberative Democracy
6. Participation and Representation

## Essential Readings

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1. Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
2. Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.
3. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political*
4. Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
5. Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press.
6. Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan.
7. Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press.
8. Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan.
9. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press.
10. Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
11. Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan.
12. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
13. Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004.

## 1.2 Paper II- Constitutional Government and Democracy in India

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*Course objective:* This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

*Course Contents:*

*I. The Constituent Assembly and the Constitution (16 lectures)*

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution
- b. Fundamental Rights and Duties and Directive Principles

*II. Organs of Government (30 lectures)*

- a. Union Executive: President: Position and Role (with special reference to coalition Government, Vice-President, Prime Minister and Relationship between Prime Minister and President
- b. Union Legislature: Rajya Sabha and Lok Sabha (Composition and Functions) Relationship of the two houses, Committee System, Speaker
- c. The State Legislature: Composition and Functions - Special reference to West Bengal
- d. State Executive: Governor, Chief-Minister: Position, Functions and Role (8 Lectures)
- e. The Judiciary: Supreme Court and High Courts (Composition, Powers and Functions)
- f. Amendment Procedure of the Constitution of India

*III. Federalism and Decentralization (14 lectures)*

- a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules
- b. Panchayati Raj and Municipalities

### READING LIST

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1. G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print.
2. D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
3. S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
4. G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press.
5. 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.
6. J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press.



7. J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Mehru to the Ministries: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press.
8. 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.
9. 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.
10. M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd.
11. 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.
12. B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer.
13. R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications.
14. Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi
15. Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage

## 2.1 Paper III – Political Theory-Concepts and Debates

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*Course Objective:* This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

### *Course Contents*

#### *P. Importance of Freedom (10 Lectures)*

- a) Negative Freedom: Liberty
  - b) Positive Freedom: Freedom as Emancipation and Development
- Important Issue:* Freedom of belief, expression and dissent

#### *PE. Significance of Equality (12 lectures)*

- a) Formal Equality: Equality of opportunity
- b) Political equality
- c) Egalitarianism: Background inequalities and differential treatment

*Important Issue:* Affirmative action

*III. Indispensability of Justice (12 Lectures)*

- a) Procedural Justice
- b) Distributive Justice
- c) Global Justice

*Important Issue:* Capital punishment

*IV. The Universality of Rights (13 Lectures)*

- a) Natural Rights
- b) Moral and Legal Rights
- c) Three Generations of Rights
- d) Rights and Obligations

*Important Issue:* Rights of the girl child

*Section B: Major Debates (13 Lectures)*

- S.* Why should we obey the state? Issues of political obligation and civil disobedience
- SS.* Are human rights universal? Issue of cultural relativism
- SSS.* How do we accommodate diversity in plural society? Issues of multiculturalism and toleration

## Essential Readings

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1. Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press.
2. Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge.
3. Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press.
4. Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press.
5. Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
6. Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*, Cambridge: Polity Press.
7. Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press.
8. Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
9. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
10. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.

11. Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press.
12. Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press.
13. Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge.
14. McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*. New York: Oxford University Press, pp. 289-305.
15. Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press.
16. Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
17. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*. Manchester: Manchester University Press.
18. Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.
19. Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.
20. Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press.
21. Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press.
22. Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press.

## 2.2 Paper IV- Political Process in India

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*Course objective:* Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

### *Course Contents*

#### *I. Political Parties and the Party System (12 lectures)*

Trends in the Party System; From the Congress System to Multi-Party Coalitions

#### *II. Determinants of Voting Behaviour (12 lectures)*

Caste, Class, Gender and Religion

#### *III. Regional Aspirations (6 lectures)*

The Politics of Secession and Accommodation

*IV. Religion and Politics (6 lectures)*

Debates on Secularism; Minority and Majority Communalism

*V. Caste and Politics (12 lectures)*

Caste in Politics and the Politicization of Caste

*VI. Affirmative Action Policies (6 lectures)*

Women, Caste and Class

*VII. The Changing Nature of the Indian State (6 lectures)*

Developmental, Welfare and Coercive Dimensions

## READING LIST

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1. C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus.
2. E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.
3. G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications.
4. M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press.
5. M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black.
6. M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press.
7. M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press.
8. N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
9. N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books.
10. P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books.
11. R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51.
12. R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.
13. R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press.
14. S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3.

15. S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
16. T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R.
17. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press.
18. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage.
19. Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press.

## 3.1 Paper V- Introduction to Comparative Government and Politics

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*Course objective:* This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

### *Course content*

#### *I. Understanding Comparative Politics (16 lectures)*

- a. Comparative Politics: Nature and scope, Methods of Comparison
- b. Federal and Unitary System and Parliamentary and Presidential System: A Comparative Study
- b. Going beyond Eurocentrism

#### *II. 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; anti-colonialism struggles and process of decolonization

#### *III. Themes for comparative analysis (28 lectures)*

A comparative study of constitutional developments and nature of the constitution of the following countries: Britain, Brazil, Nigeria and China, USA, PRC, Switzerland

### Essential Readings:

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1. Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge.

2. G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell.
3. J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press.
4. J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press.
5. J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, UK: Wadsworth.
6. J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth.
7. M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd.
8. M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press.
9. M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth (Britain); (Nigeria); (China); (Brazil).
10. M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2.
11. P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in *Teaching Politics*, Nos. 1 and 2.
12. R. Suresh, (2010) *Economy & Society - Evolution of Capitalism, New Delhi, Sage Publications. Transition*, United Kingdom: Wadsworth

## 3.2 PERSPECTIVES ON PUBLIC ADMINISTRATION

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*Objective:* The course provides an introduction to 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 Contents*

#### *I. PUBLIC ADMINISTRATION AS A DISCIPLINE [ 15 lectures]*

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration

#### *II. THEORETICAL PERSPECTIVES [ 20 lectures]*

##### *CLASSICAL THEORIES*

- Scientific management (F.W.Taylor)

- Administrative Management (Gullick, Urwick and Fayol)
- Ideal-type bureaucracy (Max Weber)

#### NEO-CLASSICAL THEORIES

- Human relations theory (Elton Mayo)
- Rational decision-making (Herbert Simon)

#### CONTEMPORARY THEORIES

- Ecological approach (Fred Riggs)
- Innovation and Entrepreneurship (Peter Drucker)

#### III. PUBLIC POLICY [ 10 lectures ]

- Concept, relevance and approaches
- Formulation, implementation and evaluation

#### IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [ 15 lectures ]

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

## READINGS

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1. B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007.
2. Basu, Rumki, *Public Administration : Concepts and Theories* Sterling Publishers, New Delhi
3. D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972.
4. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding*
5. *Development Ethics*. New Delhi: Jawahar Publishers, 2006.
6. F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964.
7. F. Riggs, *The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961.
8. F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public*
9. G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX.
10. M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers.
11. M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998.
12. M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers.
13. M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar
14. M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946.
15. M. Bhattacharya, *Restructuring Public Administration: A New Look*. New Delhi: Jawahar
16. *Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill.



17. N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013.
18. Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999.
19. Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012.
20. R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson, 2009.
21. S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009.
22. Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004.
23. T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall.
24. *The Oxford Handbook Of Public Policy*, Oxford University Press, 2006.
25. Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973.

### 3.3 Paper VII- Perspectives on International Relations and World History

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*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 agency 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-centrism of International Relations by highlighting certain specific perspectives from the Global South.

#### *Course Content*

##### *A. Studying International Relations (15 Lectures)*

- i. How do you understand International Relations: Levels of Analysis
- ii. History and IR: Emergence of the International State System
- iii. Pre-Westphalia and Westphalia
- iv. Post-Westphalia

##### *B. Theoretical Perspectives (25 Lectures)*

- i. Classical Realism & Neo-Realism
- ii. Liberalism & Neoliberalism
- iii. Marxist Approaches
- iv. Feminist Perspectives
- v. Eurocentrism and Perspectives from the Global South



*C. An Overview of Twentieth Century IR History (20 Lectures.)*

- i. World War I: Causes and Consequences
- ii. Significance of the Bolshevik Revolution
- iii. Rise of Fascism / Nazism
- iv. World War II: Causes and Consequences
- v. Cold War: Different Phases
- vi. Emergence of the Third World
- vii. Collapse of the USSR and the End of the Cold War
- viii. Post Cold War Developments and Emergence of Other Power Centers of Power

**Essential Readings:**

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1. M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave.
2. R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press.
3. S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007.
4. C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave.
5. K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company.
6. M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New
7. York: Routledge, 2000, 1991.
8. J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
9. R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge.
10. Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.
11. R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge.
12. K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company.
13. P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education.
14. R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge.
15. J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1).
16. H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman.
17. T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
18. K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman.
19. M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave.

20. H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge.
21. R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge.
22. R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press.
23. J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman.
24. R. Kanth (ed), (2009) *The Challenge of Eurocentrism: Global Perspectives, Policy & Prospects*, New York: Palgrave-McMillan.
25. S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.
26. Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin.

## 4.1 Paper VIII- Political Processes and Institutions in Comparative Perspective

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*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 political.

### *Course Contents*

#### *I. Approaches to Studying Comparative Politics (12 lectures)*

- a. Political Culture
- b. New Institutionalism

#### *II. Electoral System (8 lectures)*

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

#### *III. Party System (12 lectures)*

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

#### *IV. Nation-state (12 lectures)*

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

#### *V. Democratization (8 lectures)*

Process of democratization in postcolonial, post- authoritarian and post-communist countries

#### *VI. Federalism (8 lectures)*

Historical context Federation and Confederation: debates around territorial division of power.

## READING LIST

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1. M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi.
2. M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.
3. B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge.
4. M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.
5. B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications.
6. 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.
7. K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
8. J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell.
9. M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge.
10. R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press.

## 4.2 Paper-IX PUBLIC POLICY AND ADMINISTRATION IN INDIA

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**Objective:** The paper seeks to provide an introduction to 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 Contents*

#### *P. Public Policy [ 10 lectures]*

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

#### *P.P. Decentralization [ 10 lectures]*

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

#### *P.P.P. Budget [ 10 lectures]*

- a. Concept and Significance of Budget

- b. Budget Cycle in India
  - c. Various Approaches and Types Of Budgeting
- IV. Citizen and Administration Interface [ 15 lectures]*
- a. Public Service Delivery
  - b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
- V. Social Welfare Administration [ 15 lectures]*
- a. Concept and Approaches of Social Welfare
  - b. Social Welfare Policies:
    - *Education*: Right to Education,
    - *Health*: National Health Mission,
    - *Food*: Right To Food Security
    - *Employment*: MNREGA

## Readings

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1. T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall
2. R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole
3. J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.
4. M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press
5. T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson
6. Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication
7. Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP, 2007
8. Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman, 2007
9. Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001
10. Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965
11. 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
12. Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005
13. Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004
14. K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983
15. K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.
16. Marma Mukhopadhyay and Madhu Parhar (ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007

18. 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
19. Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

## 4.3 Paper X- Global Politics

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*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 Contents*

#### *I. Globalization: Conceptions and Perspectives (25 lectures)*

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

#### *II. Contemporary Global Issues (25 lectures)*

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

#### *III. Global Shifts: Power and Governance (10 lectures)*

## READING LIST

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1. G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell.
2. M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press.
3. R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Transformations Reader*, Cambridge: Polity Press.
4. K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York:

- Houghton Mifflin.
5. J. Goldstein, (2006) *International Relations*, New Delhi: Pearson.
  6. G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell.
  7. D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press.
  8. M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press.
  9. J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications.
  10. G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell.
  11. P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics',
  12. in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford
  13. K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton - Mifflin.

## 5.1 Paper XI- Classical Political Philosophy

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*Course objective:* This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

### *Course Contents*

#### *I. Text and Interpretation (5 weeks)*

##### *II. Antiquity*

##### *Plato (15)*

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism  
Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

##### *Aristotle (15)*

Forms, Virtue, Citizenship, Justice, State and Household  
Presentation themes: Classification of governments; man as zoon politikon

##### *III. Interlude:*

##### *Machiavelli (5)*

Virtu, Religion, Republicanism  
Presentation themes: morality and statecraft; vice and virtue

##### *IV. Possessive Individualism*

##### *Hobbes (10)*

Human nature, State of Nature, Social Contract, State  
Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

##### *Locke (10)*

Laws of Nature, Natural Rights, Property,

Presentation themes: Natural rights; right to dissent; justification of property

## READING LIST

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1. T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd.
2. J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers.
3. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education.
4. R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press.
5. C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press.

## 5.2 Paper XII- Indian Political Thought-I

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**Course objective:** This course introduces the specific elements 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. 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. 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 Contents*

- I. *Traditions of Pre-colonial Indian Political Thought (12 lectures)*
  - a. Brahmanic and Shramanic
  - b. Islamic and Syncretic.
- II. *Ved Vjasa (Shantiparva): Rajadharm (6 lectures)*
- III. *Manu: Social Laws (6 lectures)*
- IV. *Kautilya: Dandaniti, Theory of State (6 lectures)*  
*Medieval Political thought in India: Legitimacy of Kingship - Duties and responsibilities of a Muslim ruler (6 Lectures)*
- V. *Aggannasutta (Digha Nikaya): Theory of kingship (6 lectures)*
- VI. *Barani: Ideal Polity (6 lectures)*
- VII. *Abul Fazal: Monarchy (6 lectures)*
- VIII. *Kabir: Syncretism (6 lectures)*

## READING LIST

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1. 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.
2. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition,
3. Delhi: Motilal Banarsidass.
4. M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications.
5. G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology.
6. S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge.
7. *The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.
8. V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass.
9. 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-Dharmasashtra*, New Delhi: OUP.
10. Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers.
11. A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse.
12. V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar.

## 6.1 Paper XIII- Modern Political Philosophy

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*Course objective:* Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

### *Course Contents*

#### *I. Modernity and its discourses (18 lectures)*

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

#### *IF. Romantics (18 lectures)*

- a. Jean Jacques Rousseau  
Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
- b. Mary Wollstonecraft  
Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

#### *III. Liberal socialist (8 lectures)*



- a. John Stuart Mill  
Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

*IV. Radicals (16 lectures)*

- a. Karl Marx  
Presentation themes: Alienation; difference with other kinds of materialism; class struggle
- b. Alexandra Kollontai  
Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

## Reading List

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1. S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16
2. B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
3. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.
4. C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C.
5. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*. Cambridge: Cambridge University Press, pp. 42-58.
6. 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.
7. 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.

## 6.2 Paper XIV- Indian Political Thought-II

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*Course objective:* Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

*Course Contents*

- I. Introduction to Modern Indian Political Thought (5 lectures)*
- II. Rammohan Roy: Contribution to Indian Liberalism (5 lectures)*
- III. R. N. Tagore: Nationalism and Internationalism (5 lectures)*
- IV. Subash Chandra Bose: Doctrine of Samya (5 lectures)*
- V. J. P. Narayan: Partyless Democracy (5 lectures)*
- VI. Pandita Ramabai: Gender (5 lectures)*
- VII. Vivekananda: Ideal Society (5 lectures)*
- VIII. Gandhi: Swaraj (5 lectures)*

- IX. Ambedkar: Social Justice (5 lectures)  
 X. Savarkar: Hindutva (5 lectures)  
 XI. Nehru: Socialist Ideas (5 lectures)  
 XII. Lohia: Socialism (5 lectures)

## Reading List

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1. B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin.
2. 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.
3. J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin.
4. J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin.
5. M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.
6. 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.
7. M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin.
8. 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.
9. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.
10. R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage.
11. R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore, Vol. 3*, New Delhi: Sahitya Akademi.
12. S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus.
13. S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama.
14. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press.
15. 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.
16. 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) Generic Elective (Interdisciplinary): Any 4

### 1. Nationalism in India

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*Course objective:* The purpose of this course is to help students understand 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 with 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 course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

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

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

*III.F. Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)*

Major Social and Religious Movements in 19th century

*III.H. 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

*III.I. Social Movements (8 lectures)*

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

*III.J. Partition and Independence (6 lectures)*

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

#### Reading List

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1. S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman.
2. R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications.
3. S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman.

4. 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.
5. G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage.
6. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.
7. B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.
8. P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

## 2. Contemporary Political Economy

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*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: 1. To familiarize the students with the different theoretical approaches; 2. To give a brief overview of the history of the evolution of the modern capitalist world; 3. To highlight the important contemporary problems, issues and debates on how these should be addressed.

### *I. Approaches to Political Economy (15 Lectures)*

Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach

### *II. Capitalist Transformation (14 Lectures)*

- a. European Feudalism and Transition to Capitalism
- b. Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development)

### *III. Issues in Development (15 Lectures)*

- (i) Culture: Media and Television
- (ii) Big Dams and Environmental Concerns
- (iii) Military: Global Arms Industry and Arms Trade
- (iv) Knowledge Systems

### *IV. Globalization and Development Dilemmas (16 Lectures)*

- (i) IT revolution and Debates on Sovereignty
- (ii) Gender
- (iii) Racial and Ethnic Problems
- (iv) Migration

## Essential Readings

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1. Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. *Reviving the Invisible Hand: The Case for Classical Liberalism in the Twenty-first Century*. Princeton: Princeton University Press.

2. Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print.
3. Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10.
4. Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press.
5. Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited.
6. Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, (ch.14: Transition from Feudalism to Capitalism).
7. Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep.
8. Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*. Jaipur: Rawat.
9. Media and Television Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge.
10. Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell.
11. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell.
12. Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press.
13. Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company.
14. 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.
15. L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford Blackwell.
16. Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press.
17. 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.
18. Kesselman, M. and Krieger, J. (2006) *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Boston: Houghton Mifflin Company.
19. Arya, S. and Roy, A. (eds.) *Poverty Gender and Migration*. New Delhi: Sage.

### 3. Feminism: Theory and Practice

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*Course Objective:* The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-

colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

*S. Approaches to understanding Patriarchy (22 Lectures)*

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
- Understanding Patriarchy and Feminism
- Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

*SH. 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
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

*SHS. The Indian Experience (16 Lectures)*

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work, - Methods of computing women's work, Female headed households

## Essential Readings

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1. Geetha, V. (2002) *Gender*. Calcutta: Stree.
2. Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
3. Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I.
4. Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women.
5. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

## 4. Gandhi and the Contemporary World

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*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.

*I. 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

*II. 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

*III. 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

*IV. Gandhi and the Idea of Political (2 weeks)*

- a) Swaraj
- b) Swadeshi

## READINGS

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1. B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
2. D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.
3. B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
4. D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.
5. P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.
6. B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
7. S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan.
8. R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

## 5. Understanding Ambedkar

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*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 phenomena of the society.

*III. Introducing Ambedkar (1 week)*

- a. Approach to Study Polity, History, Economy, Religion and Society

*III. Caste and Religion (3 weeks)*

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

*III. Women's Question (2 weeks)*

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

*III. Political Vision (2 weeks)*

- a. Nation and Nationalism
- b. Democracy and Citizenship

*III. Constitutionalism (2 weeks)*

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

*III. Economy and Class Question (2 weeks)*

- a. Planning and Development
- b. Land and Labor

## READING LIST

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1. G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana.
2. M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication.
3. S. Rege, (2013) 'Against the Madness of Manu', in *B. R. Ambedkar's Writings on Brahmanical Patriarchy*, Navyana Publication.
4. B. Ambedkar, (1987) 'The Women and the Counter-Revolution', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai.

## 6. GOVERNANCE: ISSUES AND CHALLENGES

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*Objectives:* 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.

1. GOVERNMENT AND GOVERNANCE: CONCEPTS [ 12 lectures ]

Role of State in the Era of Globalisation

State, Market and Civil Society

2. GOVERNANCE AND DEVELOPMENT [ 12 lectures ]

Changing Dimensions of Development Strengthening Democracy through Good Governance

3. ENVIRONMENTAL GOVERNANCE [ 12 lectures ]

Human-Environment Interaction

Green Governance: Sustainable Human Development

4. LOCAL GOVERNANCE [ 12 lectures ]

Democratic Decentralisation

People's Participation In Governance

5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [ 20 lectures ]

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

## READINGS

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1. B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998
2. Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004
3. B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007.
4. Smita Mishra Panda , *Engendering Governance Institutions: State, Market And Civil Society*, Sage Publications, 2008
5. B. C. Smith, *Good Governance and Development*, Palgrave, 2007
6. Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999
7. J.P. Evans, *Environmental Governance*, Routledge , 2012
8. Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006
9. Niraja Gopal Jayal , *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

## 7. Politics of Globalization

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*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.

1. Concept of Globalisation: Globalisation debate; for and against.
2. Approaches to understanding globalisation:
  - a. Liberal approach
  - b. Radical approach
3. International Institutions/Regimes
  - a. World Bank
  - b. International Monetary Fund
  - c. The World Trade Organisation
4. Issues in Globalisation: Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural
5. Globalisation and democracy: State, sovereignty and the civil society.
6. Globalisation and Politics in developing countries
  - a. Globalisation and social movements
  - b. Globalisation and the demise of Nation State
  - c. Globalisation and human migration
7. The inevitability of globalisation: Domestic and Global responses

### Suggested Reading:

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1. Deepak Nayyar (ed.) Governing Globalisation: Issues and Institutions, Oxford University Press, 2002.
2. Held, David and Anthony Mc grew (ed.), The Global Transformation Reader: An introduction to the Globalisation Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.
3. Jagdish Bhagwati, In defense of Globalisation, Oxford University Press, 2004.
4. John Stopford, Multinational Corporations, Foreign Policy, Fall, 1998

## 8. UNITED NATIONS AND GLOBAL CONFLICTS

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*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.

*S. 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], United Nations High Commissioner for Refugees [UNHCR])
- (d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- (e) Millennium Development Goals

*S.F. Major Global Conflicts since the Second World War (20 Lectures)*

- (a) Korean War
- (b) Vietnam War
- (c) Afghanistan Wars
- (d) Balkans: Serbia and Bosnia

*S.F.F. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)*

## Essential Readings

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1. Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education.
2. Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson.
3. Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave.
4. Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum.
5. Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS.
6. Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge.
7. Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers.
8. Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education.
9. Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press.

## (C) DISCIPLINE SPECIFIC ELECTIVE ( Any Two)

### 1. CITIZENSHIP IN A GLOBALIZING WORLD

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#### *Course Objective*

The idea of citizenship holds a prominent place in human history. It defines who belongs to a political community and who does not. Citizenship assigns a legal status, a set of rights, immunities and protections in the modern age. In many ways, the trajectory of the debates surrounding citizenship have delved into the heart of justice in a community, namely the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership. Some concerns about these normative dimensions of citizenship have changed over time.

The contemporary revival of interest in the concept of citizenship is a response to developments such as the disintegration of the Soviet Bloc and the rise of independent states in its wake, the rise of new forms of virulent nationalism and sub-nationalism, and globalization and migration. In addition, demands for political recognition by minorities based on new sources and forms of identity have wrought significant changes in the way we conceive of citizenship. States are scrambling to deal with tensions created in increasingly complex and diverse societies and the idea of citizenship seeks to simultaneously cross national boundaries.

This course will explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.

#### *Course Content*

1. *Classical conceptions of citizenship*
2. *The Evolution of Citizenship and the Modern State*
3. *Citizenship and Diversity*
4. *Citizenship beyond the Nation-state: Globalization and global justice*
5. *The idea of cosmopolitan citizenship*

#### Essential Readings

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1. Acharya, Ashok. (2012) *Citizenship in a Globalising World*. New Delhi: Pearson.
2. Beiner, R. (1995) *Theorising Citizenship*. Albany: State University of New York Press.
3. Held, David (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*(Stanford: Stanford University Press).
4. Zolo, Danilo (1997), *Cosmopolis: Prospects for World Government*(Cambridge, UK: Polity Press).

## 2. Human Rights in a Comparative Perspective

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*Course objective:* This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

### *S. 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

### *SP. Issues (5 weeks)*

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

### *SP. 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

## READING LIST

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1. J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson.
2. The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
3. The Constitution of India, Chapter 3: Fundamental Rights
4. M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4).
5. D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson.
6. E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT.
7. A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32.
8. A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1).

### 3. Development Process and Social Movements in Contemporary India

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*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. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens 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 development paradigms and their bearing on the retrieval of democratic voice of citizens.

*III. Development Process since Independence (2 weeks)*

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

*III.F. 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

*III.F.F. 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

*III.V. Social Movements (6 weeks)*

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

#### READING LIST

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1. 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
2. P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage.
3. B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
4. A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press.
5. F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives.
6. 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.

## 4. Public Policy in India

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*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 Content

- I. Introduction to Policy Analysis (12 Lectures)*
- II. The Analysis of Policy in the Context of Theories of State (12 Lectures)*
- III. Political Economy and Policy: Interest Groups and Social Movements. (12 Lectures)*
- IV. Models of Policy Decision-Making (12 Lectures)*
- V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)*

### READING LIST

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1. Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall.
2. Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson
3. Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.
4. Lukes, S. (1986) *Power*. Basil: Oxford.
5. Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*. U.K: Oxford University Press.
6. Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

## 5. Understanding Global Politics

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*Course Objectives:* This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centered around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

### Course content

- I. What Makes the World What it is? (30 lectures)*

- a. *The Sovereign State System* (10 lectures)
  - i Evolution of the state system
  - ii The concept of Sovereignty
- b. *The Global Economy* (13 lectures)
  - i Discussing the Bretton Woods Institutions and WTO
  - ii Ideological underpinnings
  - iii Transnational Economic Actors
- c. *Identity and Culture* (7 lectures)
- SCF. What Drives the World Apart? (10 lectures.)*
  - a. *Global Inequalities*
  - b. *Violence: Conflict, War and Terrorism*
- SCF. Why We Need to Bring the World Together? (8 lectures.)*
  - a. *Global Environment*
  - b. *Global Civil Society*

## Reading List

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1. S. Elden, (2009) 'Why Is The World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge.
2. V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge.
3. Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson.
4. N. Adams, (1993) *World Apart: The North-South Divide and the International System*, London: Zed.
5. J. Bourke, (2009) 'Why Does Politics Turn Into Violence?', in J. Edkins And M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge.
6. A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011.
7. N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press.
8. G. Lexter and S. Halperin (eds.), (2003) *Global Civil Society And Its Limits*, New York: Palgrave.

## 6. India's Foreign Policy in a globalizing world

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*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 Content

- III. *India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)*
- III. *India's Relations with the USA and USSR/Russia (9 lectures)*
- III. *India's Engagements with China (6 lectures)*
- IV. *India in South Asia: Debating Regional Strategies (9 lectures)*
- V. *India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)*
- VI. *India in the Contemporary Multipolar World (6 lectures)*

### READING LIST

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1. S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1).
2. J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied
3. A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1).
4. H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge.
5. S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2).
6. S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press.

## 7. Women, Power and Politics

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*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. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

## Course Contents

### *S. Groundings (6 weeks)*

1. Patriarchy (2 weeks)
  - a. Sex-Gender Debates
  - b. Public and Private
  - c. Power
2. Feminism (2 weeks)
3. Family, Community, State (2 weeks)
  - a. Family
  - b. Community
  - c. State

### *W.F. 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

## Reading List

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1. T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press.
2. V Geetha, (2002) *Gender*, Kolkata, Stree.
3. M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black.
4. N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson.
5. R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*.
6. R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin.
7. U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree.
8. N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black.
9. P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan.

## 8. Dilemmas in Politics

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*Course Objective:* This course is designed to explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world that has a bearing on normative political inquiry. The eight issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

### Course Content

- I. The Moral Economy of Violence (08 Lectures)*
- II. The Politics of Exclusion (07 Lectures)*
- III. Debates on Human Rights (08 Lectures)*
- IV. Ecology and Political Responsibility (08 Lectures)*
- V. Capabilities and the Politics of Empowerment (08 Lectures)*
- VI. Global Justice and Cosmopolitanism (07 Lectures)*
- VII. Feminism and the Politics of Interpretation (07 Lectures)*
- VIII. Legitimacy of Humanitarian Intervention (07 Lectures)*

### READING LIST

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1. Gunn, R. (1993) 'Politics and Violence', in Bellamy, R. (ed.) *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press.
2. Fanon, F. (1963) *The Wretched of the Earth*. New York: Grove Press.
3. Byrre, D. J. (2003) *Human Rights*, New Delhi: Pearson.
4. Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Eccentric Approach*, London: UCL Press.
5. Sen, A. (1995) *Inequality Reexamined*. New Delhi: Oxford University Press.
6. Sen, A. (1998) *Development as Freedom*. New Delhi: Oxford University Press.
7. Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press.
8. Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield.

## 7. Understanding South Asia

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*Course Objective:* The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

### Course Content

- I. South Asia- Understanding South Asia as a Region (7 Lectures)*
  - (a) Historical and Colonial Legacies (b) Geopolitics of South Asia
- II. Politics and Governance (21 Lectures)*
  - (a) Regime types: democracy, authoritarianism, monarchy

- (b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

*III. Socio-Economic Issues (15 Lectures)*

- (a) Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

*IV. Regional Issues and Challenges (15 Lectures)*

- (a) South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism (c) Migration

## Essential Readings

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1. Hewitt, V. (1992) 'Introduction', in The International Politics of South Asia. Manchester: Manchester University Press.
2. Baxter, C. (2010) 'Introduction', Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge.
3. Kukreja, V. (2003) Contemporary Pakistan. New Delhi: Sage, pp. 75-111 and 112-153.
4. Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.

## (D) Ability Enhancement (Skill Based)

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### 1. Democratic Awareness with Legal Literacy

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*Course Objective:* The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

*Course Content:*

*Unit I*

- Outline of the Legal system in India
- System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- Role of the police and executive in criminal law administration
- Alternate dispute mechanisms such as lok adalats, non - formal mechanisms

*Unit II*

- Brief understanding of the laws applicable in India

- Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- Personal laws in India: Pluralism and Democracy
- Laws relating to contract, property and tenancy laws
- Laws relating to dowry, sexual harassment and violence against women
- Laws relating to consumer rights
- Laws relating to cyber crimes
- Anti-terrorist laws: implications for security and human rights
- Practical application: Visit to either a (i) court or (ii) a legal aid centre set up by the Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history

### *Unit III*

#### *Access to courts and enforcement of rights*

- Critical Understanding of the Functioning of the Legal System
- Legal Services Authorities Act and right to legal aid, ADR systems
- *Practical application:*  
What to do if you are arrested; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies
- Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.
- *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?
  1. 7 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.

7. 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.
8. What is the procedure to file an RTI?
9. 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?
10. 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?)
11. 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.

## Essential Reading

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1. *Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)
2. Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi.
3. Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
4. Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
5. *An Introduction to Legal Philosophy*, Wordsworth, Boston., pp.3-19.
6. K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

## 2. Public Opinion and Survey Research

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*Course Objective:* this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

### *Course Content*

#### *I. 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

#### *II. 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

#### *III. Survey Research (2 lectures)*

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview

- b. Questionnaire: Question wording; fairness and clarity.

*IV. Quantitative Data Analysis (4 lectures)*

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistic

*V. Interpreting polls (6 lectures)*

- Prediction in polling research: possibilities and pitfalls
- Politics of interpreting polling

## READING LIST

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1. R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers.
2. G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948.
3. G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
4. H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.
5. S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
6. G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press.

## 3. Legislative Practices and Procedures

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*Course objective:* To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle interoffice communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

### Course Content

*I. 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.

*II. 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.

*III. Supporting the Legislative Committees (6 lectures)*

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

*IV. 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.

*V. Support in media monitoring and communication (4 lectures)*

Types of media and their significance for legislators; Basics of communication in print and electronic media.

## READING LIST

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1. M. Madhavan, and N. Wahi, (2008) *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, Available at:
2. P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', *Journal of Democracy*, Vol. 18(2), pp.70-83.
3. G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', *State Legislatures*, Vol. 31(3).

## 4. Peace and Conflict Resolution

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*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 Content

*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: Back ground 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

*Unit 7*-Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace

## READING LIST

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1. Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998.
2. Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995.
3. 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.
4. Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995.
5. Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996.
6. Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995.
7. Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.
8. Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.
9. Hampson, Fen Osler, *Nurturing Peace*, USIP, 1996.
10. Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996.
11. Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980.
12. Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997.
13. Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984.
14. Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996.
15. Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980.
16. Deutsch, Morton, *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, 1973.
17. Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996.
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