UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER V

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

List of Papers and Courses for Semester V

Core Course

5.1 Paper XI - Classical Political Philosophy

5.2 Paper XII - Indian Political Thought - I

Discipline Specific Elective (DSE)

1. Citizenship in a Globalizing World

2. Human Rights in a Comparative Perspective

3. Development Process and Social Movements in Contemporary India

4. Public Policy in India

5. Colonialism and Nationalism in India

6. India's Foreign Policy in a Globalizing world

7. Feminism: Theory and Practice

8. Dilemmas in Politics

2.1. Semester-wise Distribution of Courses.

B.A (Honours) Political Science

S. NO.	PAPER	
	SEMESTER - V	
5.1	Classical Political Philosophy	Core Discipline - 11
5.2	Indian Political Thought - I	Core Discipline - 12
5.3 & 5.4	Any Two of the Following	Discipline Specific Elective (DSE) I & II
A	Citizenship in a Globalizing World	
B	Human Rights in a Comparative Perspective	
C	Development Process and Social Movements in Contemporary India	
D	Public Policy in India	
E	Colonialism and Nationalism in India	
F	India's Foreign Policy in a Globalizing World	
G	Feminism: Theory and Practice	
H	Dilemmas in Politics	

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

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

Course Objective

This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways. The aim is to introduce to the students the questions, ideas and values of political philosophy which are being addressed by the political philosophers as part of contemporary political thinking. In this manner students would be familiarized with the theoretical origins of key concepts in political science.

Course Learning Outcomes

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

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

Unit 1

Text and Interpretation (1 week)

Unit 2

Antiquity

Plato (2 weeks)

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

Aristotle (2 weeks)

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

Unit 3

Interlude:

Machiavelli (2 weeks)

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

Unit 4

Possessive Individualism

Hobbes (2 weeks)

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

Locke (2 weeks)

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

References

I. Text and Interpretation

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

Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London, Introduction: 1-20.

Q. Skinner, (2002) '*Vision of Politics'* Volume I, Meaning and understanding in the history of Ideas, Cambridge: Cambridge University Press, pp57-89.

II. Antiquity

Plato, *Republic*, Chapters, trans. G.M.A Grube, revised by C.D.C. Reeve. Indianapolis: Hackett, 1992.

Plato, Sanford Encyclopaedia of Philosophy, https://plato.stanford.edu/entries/plato/

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present,* Oxford: Oxford University Press, pp. 62-80.

Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett,1998
Aristotle, Stanford Encyclopaedia of Philosophy, https://plato.stanford.edu/entries/aristotle-politics/

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present.* Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*, Cambridge: Cambridge University Press, pp. 232-258.

III. Interlude

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

Machiavelli, https://plato.stanford.edu/entries/machiavelli/, Stanford Encyclopaedia of Philosophy.

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

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

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

IV. Possessive Individualism

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

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

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

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

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

Locke, J. Two Treatise of Government (Cambridge: CUP, 1988), Book II, Chapter 1-5.

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

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

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

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

Additional Resources:

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

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

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

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

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

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

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

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

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

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

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

Readings in Hindi

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

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

a) Epistemic Foundations of Indian Political Thought

b) Brahmanic, Shramanic, Islamic and Syncretic.

Unit 2

Manu: Social Laws (6 lectures)

Unit 3

Kautilya: Theory of State (6 lectures)

Unit 4

Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

Unit 5

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

Unit 6

Barani: Ideal Polity (6 lectures)

Unit 7

Abul Fazal: Monarchy (5 lectures)

Unit 8

Kabir: Syncretism (5 lectures)

References

I. Traditions of Pre-colonial Indian Political Thought:

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

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

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

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

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

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

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

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

II Manu: Social Laws

Manu (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra,* New Delhi: OUP, pp.208-213.
V. Mehta (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought,* Delhi: Manohar, pp. 23- 39.

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

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

III. Kautilya: Theory of State

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

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

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

IV. Ved Vyasa (Shantiparva): Rajadharma

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

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

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

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

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

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

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

VI. Barani: Ideal Polity

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

VII. Abul Fazal: Monarchy

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

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

VIII. Kabir: Syncreticism

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

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

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

Additional Resources:

Classic Readings

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

R. Kangle, (1997) *Arthashastra of Kautilya-: A Study,* Delhi: Motilal Banarsidass,

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

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse
Kabir. (2002) *The Bijak of Kabir,* (translated by L. Hess and S. Singh), Delhi: Oxford University Press.

Readings in Hindi

हरिश्चंद्र शर्मा (1970) कौटलीय अर्थशास्त्र ' प्राचीन भारतीय राजनितिक विचार और संस्थायें कॉलेज बुक डिपो जयपुर https://ia801600.us.archive.org/8/items/in.ernet.dli.2015.401872/2015.401872.Ancient-Indian.pdf

रूचि त्यागी (2015) प्राचीन एवं मध्यकालीन भारत का राजनितिक चिंतन दिल्ली यूनिवर्सिटी प्रेस

हरिश्चंद्र वर्मा (१९९९) मध्यकालीन भारत वॉल्यूम १ एंड २ म चाँद एंड कंपनी दिल्ली

Additional Reading:

Omvelt, Gail (1991): Dalits and the Democratic Revolutions: Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi: Sage.

Appadorai, Arjun .Political thoughts in India: 400 B.C. – 1980, Rupa Publications

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300,* Oxford: Clarendon Press, pp. 132- 170.

Sarvepalli Radhakrishnan & Charles Moore, A Source Book in Indian Philosophy, Princeton University Press, 1951.

Amartya Sen, An Argumentative Indian: Writings on Indian History, Culture and Identity, London, Allen Lane, 2005

K.K. Mittal, Materialism in Indian Thought, New Delhi, Munshiram Manoharlal Publishers, 1974.

L. Jayasurya, 'Budhism, Politics and Statecraft', International Journal of Buddhist Thought & Culture, 11, 2008.

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800,* Delhi: Permanent Black, pp. 26- 43

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India1200-1800,* Delhi: Permanent Black, pp. 46- 69.

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

Discipline Specific Elective Courses (eight)

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

Course Objective

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

Course Learning Outcomes

After completing this course students will be able to:

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

Unit 1:

Classical conceptions of citizenship.

Unit 2:

The Evolution of Citizenship and the Modern State

Unit 3:

Citizenship and Diversity

Unit 4:

Citizenship beyond the Nation-state: Globalization and global justice

Unit 5:

The idea of cosmopolitan citizenship

References:

Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.

Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press.

Heater, Derek. (2002). World citizenship: cosmopolitan thinking and its opponents. New York: Continuum. (Chapter 3: Identity and Morality)

Held, David (1995), Democracy and the Global Order: From the Modern State to Cosmopolitan Governance (Stanford: Stanford University Press).

Kymlicka, W.(1995). *Multicultural Citizenship*, Oxford: Oxford University Press.

Kymlicka, W. (2000). "Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts", in W. Kymlicka, W. Norman (eds.) *Citizenship in Diverse Societies*, Oxford: Oxford University Press, 1-41.

Kymlicka, W. (1999), "Citizenship in an Era of Globalization: A Response to Held," in I.Shapiro & C. Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).

Linklater, A., 1999, "Cosmopolitan Citizenship", in *Cosmopolitan Citizenship*, K. Hutchings, R. Danreuther (eds.), New York: St-Martin's Press, 35-60.

Miller, David. (2012). "Cosmopolitanism", in G.W. Brown & D. Held (Eds.), The cosmopolitan reader (pp. 377-392). Malden, MA: Polity Press.

Miller, D. (2007). *National Responsibility and Global Justice*, Oxford: Oxford University Press.

Norman, W. & Kymlicka, W. (2003). "Citizenship", in R. G. Frey & C. H. Wellman (eds.) A Companion to Applied Ethics, Oxford: Blackwell Publishing Ltd.

Nussbaum, Martha. (2012). Patriotism and Cosmopolitanism. In G.W. Brown & D. Held (Eds.), *The Cosmopolitan Reader* (pp. 155-162). Malden, MA: Polity Press.

Oliver, D. & D. Heater (1994). The Foundations of Citizenship. London, Harvester Wheatsheaf.

Parekh, B.(2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Cambridge, MA: Harvard University Press.

Pogge, T. W.(1992). "Cosmopolitanism and Sovereignty", *Ethics*, 103: 58–75.

Scholte, Jan Aart (2000), Globalization: A Critical Introduction (New York: St. Martin's).

Tan, K.-C., 2004, *Justice Without Borders. Cosmopolitanism, Nationalism and Patriotism*, Cambridge: Cambridge University Press.

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

Additional Resources:

Classic Readings

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

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

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

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

Readings in Hindi

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

citizenship, state, diversity, cosmopolitanism, global justice

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

Course Objective

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

Course Learning Outcomes

The course will equip students with an understanding of debates on human rights through a comparative study of human rights concerns in different countries. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the

debates on human rights. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as torture, terrorism, insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective.

Unit 1

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

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

Unit 2

II. Issues (5 weeks)

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

Unit 3

III. Structural Violence (4 weeks)

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

References

I. Human Rights: Theory and Institutionalization

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

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

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

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues

<u>a. Torture: USA and India</u>

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

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

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

<u>b. Surveillance and Censorship: China and India</u>

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

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

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

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

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

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

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c. Terrorism and Insecurity of Minorities: USA and India

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

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

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

III. Structural Violence

a. Caste and Race: South Africa and India

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

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241262.
R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574

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

b. Gender and Violence: India and Pakistan

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

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

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

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

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

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

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Additional Resources:

Classic Readings:

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

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

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

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

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

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

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

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

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

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

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

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

v. Ramraj, M. Hor and K. Roach (eds) (2005), *Global Anti-Terrorism Law and Policy*, Cambridge: Cambridge University Press,.

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Teaching Learning Process

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

Development Process since Independence (2 weeks)

a. State and planning
b. Liberalization and reforms

Unit 2

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

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

Unit 3

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

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

Unit 4

Social Movements (6 weeks)

a. Tribal, Peasant and Workers movements
b. Dalit and Women's movements
c. Civil rights movements

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I. The Development Process since Independence

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) The State and Development Planning in India. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), Politics and the State in India, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, pp. 218-240.

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

T. Singh, (1979) 'The Planning Process and Public Process: A Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in Economic and Political Weekly, XLI (43-44), pp.4533-36.

B. Nayar (1989) India's Mixed Economy: The Role of Ideology and its Development, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in India's Political Economy (1947-2004): The Gradual Revolution, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) India's New Middle Class: Democratic Politics in an Era of Economic Reform, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

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

III. Agrarian development strategy and its impact on social structure

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

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

F. Frankel, (2009) Harvesting Despair: Agrarian Crisis in India, Delhi: Perspectives, pp. 161-69.

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

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

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

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

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

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

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

IV. Social Movements

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

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

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

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

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

N. Sundar (2007), *Subalterns and Sovereigns: An Anthropological History of Bastar (1854-2006)*, Delhi: OUP.

S. Bhowmick (2012), *Industrial Labour and Society*. Delhi: Orient Blackswan.

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

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

Additional Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Introduction to Policy Analysis (12 Lectures)

Unit 2

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

Unit 3

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

Unit 4

Models of Policy Decision-Making (12 Lectures)

Unit 5

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

References

I. Introduction to Policy Analysis

Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) The Policy Process: A Reader (2nd Edition). London: Prentice Hall, pp. 30-40.

Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) Public Policy : Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.

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Wildavsky, A.(2004), ‘ Rescuing Policy Analysis from PPBS’ in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) Theories of the State. London: Routledge.

McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) The State in Action: Public Policy and Politics. London: Printer Publication, pp.3-21 and 171-184.

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Dye, T.R. (2002) Understanding Public Policy. 10th Edition. Delhi: Pearson, pp.11-31.

III. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) Power. Basil: Oxford , pp. 28-36.

Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 45-52.

Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) Policy Analysis for the Real World. U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in Policy Analysis, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 163-174.

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Henry, N. (1999) Public Administration and Public Affairs. New Jersey: Prentice Hall, pp. 346-368.

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

Self, P. (1993) Government by the Market? The Politics of Public Choice. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

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Teaching Learning Process

This discipline Specific Elective paper is designed to allow the student to establish an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

Colonialism and Nationalism:

a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism

b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

Unit 2

Colonial Rule in India and its impact:

a. Constitutional developments and the colonial state

b. Colonial ideology of civilizing mission: Utilitarians and Missionaries

c. Impact on agriculture, land relations, industry and ecology

Unit 3

Reform and Resistance:

a. The 1857 rebellion

b. Major social and religious movements

c. Education and the rise of the new middle class

Unit 4

Nationalist Politics and Expansion of its Social Base

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

Unit 5

Social Movements

a. The Women's Question: participation in the national movement and its impact

b. The Caste Question: anti-Brahmanical Politics

c. Peasant, Tribals, and Workers movements

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Fulcher, J. (2004) Capitalism: A Very Short Introduction. Oxford: Oxford University Press.

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

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

2. Colonial Rule in India and its impact:

Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 37-65; 66-138.

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4. Reform and Resistance:

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

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

5. Nationalist Politics and Expansion of its Social Base

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Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.

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

6. Social Movements:

Bandopadhyaya, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 334-381.

Additional Resources:

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Pradhan, Ram Chandra. (2008) Raj to Swaraj. New Delhi: Macmillan.

Sangari, Kumkun and Vaid, S. (1989) Recasting Woman: Essays in Colonial History. New Delhi: Oxford University Press.

Singh, Abhay Prasad, Bharat mein Upaniveshvaad, Orient Blackswan, 2014.

Singh, Abhay Prasad, Bharat mein Rashtravaad, Orient Blackswan, 2014.

Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers.

Teaching Learning Process

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

Assessment Methods

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

Keywords

Colonialism, Nationalism, 1857 Rebellion, Gandhi, Social Movements

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

Course Objective

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

Course Learning Outcomes

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

Unit 1:

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

Unit 2:

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

Unit 3:

India's Engagements with China (6 lectures)

Unit 4:

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

Unit 5:

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

Unit 6:

India in the Contemporary Multipolar World (6 lectures)

a) EU
b) BRICS
c) SCO

References

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

Muchkund Dubey, (2016), India's Foreign Policy: Coping with the Changing World, New Delhi, Orient Blackswan Pvt. Ltd.

Harsh V.Pant (ed), (2009), India's foreign Policy in a Unipolar World, New Delhi, Routledge.

Harsh V. Pant (2016), India's Foreign Policy-An Overview", New Delhi: Orient Blackswan.

Harsh V. Pant (ed) (2019), New Directions in India's foreign Policy: Theory and Praxis, New Delhi: Cambridge University Press.

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

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

S. Ganguly and M.S. Pardesi, "Explaining Sixty Years of India's Foreign Policy", India Review, Vol.8 (1) pp.4-19.

B.R. Nayar & T.V.Paul (2004) "Major-power Status in the Modern World-India in Comparative Perspective" in B.R Nayar and T.V Paul (eds), India in the World Order: Searching for major Power Status, New Delhi, Foundation Books & Cambridge University Press, pp.27-64

D.M. Malone & C. Raja Mohan & S. Raghavan (eds) (2015), The Oxford Handbook of Indian Foreign Policy, United Kingdom, Oxford University Press

Sumit Ganguly (ed) (2010), India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press.

R.S. Yadav and S. Dhanda (eds) (2009) "India's Foreign Policy: Contemporary Trends", New Delhi: Shipra Publications.

R. Dahiya and Ashok K Behuriya (eds) (2012), "India's Neighbourhood: Challenges in the next two Decades", New Delhi, Pentagon Security International and IDSA.

Amitabh Mattoo and Happymon Jacob, (eds), (2014), "India and the Contemporary International System" , New Delhi, Manohar Publications in collaboration with RCSS Colombo.

Anjali Ghosh, et. al. (eds), (2009), India's Foreign Policy" New Delhi, Pearson.

Air Vice Marshal Kapil Kak (ed.), (2010), Comprehensive Security for an Emerging India, New Delhi, KW Publishers Pvt. Ltd in association with Centre for Air Power Studies

R. Sikri (2009), Challenge and Strategy: Rethinking India's Foreign Policy, New Delhi, Sage.

U. Shankar, "India's Afghan Policy: An Evaluation", Contemporary Central Asia, vol. VI, No1-2 pp. 55-73.

U. Shankar, (2008), State Building in Afghanistan: Linkages with International Politics, New Delhi: Academic Excellence.

S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in India Review, Vol. 8 (1), pp. 4–19.

C. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), Handbook of India's International Relations, London: Routeledge, pp.3-31.

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), India as an Emerging Power, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in International Affairs, Vol. 71 (1): 69-81.

M. Zafar, (1984) India and the Superpowers: India's Political Relations with the Superpowers in the 1970s, Dhaka, University Press, Chapter 1.

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in International Affairs, Vol. 82 (1), pp. 59-76.

Additional Resources:

Classic Readings

A. Appadorai, (1984), Domestic Roots of Foreign Policy, New Delhi: Oxford University Press

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

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

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

Hindi Readings

सुमित गांगुली (2018), भारत की विदेश नीति: पुनरावलोकन एवं संभावनाएं, अनुवादक: अभिषेक चौधरी, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस।

आर. एस . यादव (2013), भारत की विदेश नीति, दिल्ली: पियर्सन एजुकेशन।

पुष्पेश पन्त (2010), भारत की विदेश नीति, दिल्ली: मक्ग्राहिल एजुकेशन।

जे . एन . दीक्षित (2018), भारतीय विदेश नीति, दिल्ली: प्रभात प्रकाशन।

Additional Readings:

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in Asian Survey, Vol. 46 (5), pp. 675-698.

H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), Handbook of India's International Relations, London: Routeledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), Crux of Asia: *China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

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

S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.

V. Sood, (2009) 'India and regional security interests', in A. Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and the United States, New Delhi: Sage.

Online Resources:

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

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

Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. http://www.cprindia.org/blog/international-relations-and-security-blog

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

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

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

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

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

Teaching Learning Process

This Discipline Specific Elective course is modelled to acquaint the students with India's foreign policy evolution and contemporary strategies. Therefore this paper will be highly engaging involving students at every stage. Though the class will have power-point presentations and conventional lectures involving chalks and boards, students will be encouraged to have group discussions. Students will be taught to strategize in a simulating international event which will help the students to understating India's decision making process. Distinguished persons engaged in statecraft will also deliver lecture to students on various issues.

Assessment Methods

This paper will assess the students not only in their internal assessment exam and end semester exam but also according to their performance in the group discussion. High premium will be paid to the quality of strategy generated by the students during debate and discussions.

Keywords

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

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

Course Objective

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

Course Learning Outcomes

After completing this course, the students will be able to:

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

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer
Liberal, Socialist, Marxist, Radical feminism
New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminimism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America
Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates
Women and Society: Family, Property Rights, Personal Laws
Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development
Women and Politics: Women's Representation and Participation in Democratic Institutions

References

I. Feminist Theories, Approaches and Concepts

Richardson, D. (2008) 'Conceptualizing Gender' in D. Richardson and V. Robinson, (ed) (2008). *Introducing Gender and Women's Studies (3rd Edition)*. New York: Palgrave Macmillan

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

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

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

Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193

II. History of Feminism

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

Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) Women in Modern India. Cambridge: Cambridge University Press, pp. 1-150.

III. Women's Movement in India

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

Gandhi, Nandita & Shah, Nandita. (1991) The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India. Delhi: Zubaan, pp. 7-72.

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

John, Mary E. (ed.) (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin

Basu, A. (2011). 'Gender and Politics' in Jayal, N.G and Mehta, P.B (ed.) (2011). *The Oxford Companion to Politics in India: Student Edition*, New Delhi: OUP

Additional Resources:

Beauvoir, Simone de (1949), *The Second Sex*, London: Vintage Books.

Wollstonecraft, Mary (1793), *Vindication of the Rights of Woman*, Dublin: J. Stockdales.

Mill, J.S. (1870), *The Subjection of Women*, New York: D. Appleton and Company.

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

Mohanty, C.T. (2003). Under Western Eyes: Feminist Scholarship and Colonial Discourses in *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*

Eisentein, Zillah. (1979) Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) Gender, Politics and Post-Communism. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) The Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) Urban Women in Contemporary India: A Reader. New Delhi: Sage.

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

Ray, Suranjita. *Understanding Patriarchy*. Available at: <http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf>

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

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

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

Readings in Hindi

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

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

Assessment Methods

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

Keywords

Gender, Sex, Feminism, Women's Movement.

DSE8 - Dilemmas in Politics
(C.8)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

The Moral Economy of Violence (2 weeks)

Unit 2

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

Unit 3

Global Justice and Cosmopolitanism (2 weeks)

Unit 4

Feminism and the Politics of Interpretation (2 weeks)

Unit 5

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

Unit 6

Ecology and Political Responsibility (2 weeks)

References

I. The Moral Economy of Violence

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

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

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

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

II. Social Exclusion, Capabilities and the Politics of Empowerment

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

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

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

III. Global Justice and Cosmopolitanism

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

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

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

IV: Feminism and the Politics of Interpretation

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

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

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

V. Debating human rights: the politics of Humanitarian Intervention

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

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

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

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

Teson, F. R. (2003). 'The Liberal case for Humanitarian Intervention', in Holzgrefe, J. L. and

Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 56-79.

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

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

VI. Ecology and Political Responsibility

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

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

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

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

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

Additional Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

Readings In Hindi

भार्गव, राजीव और आचार्य, अशोक (संपादक), राजनीतिक सिद्धांत: एक परिचय, दिल्ली: पिएर्सन, 2011

Teaching Learning Process

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

methods like power point and film screening.

Assessment Methods

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

Keywords

Violence, Social Exclusion, Empowerment, Global Justice, Feminism, Human Rights, Ecology

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UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science
PAPERS FOR SEMSTER - I

(Academic Year 2019-20)

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

List of Papers and Courses for Semester I

A) Core Course

1.1 Paper I- Understanding Political Theory

1.2 Paper II- Constitutional Government and Democracy in India

B) Generic Elective (Interdisciplinary)

1. Nationalism in India

2. Contemporary Political Economy

3. Women, Power and Politics

4. Gandhi and the Contemporary World

5. Understanding Ambedkar

6. Governance: Issues and Challenges

7. Politics of Globalization

8. United Nations and Global Conflicts

Structure of Semester- I

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

Courses for B.A. (Hons) Political Science for Semester - I

Paper I- Understanding Political Theory
(1.1)
Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

After reading the course, the learner would

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

Unit 1

What is Politics: Theorizing the 'Political'

Unit 2

Approaches to Political Theory: Normative, Historical and Empirical

Unit 3

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

Unit 4

Critical Perspectives in Political Theory: Feminist and Postmodern

Unit 5

The Idea of Political Community: Political Obligation

References

Unit 1

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

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.

Unit 2

Glaser, D. (1995) 'Normative Theory', in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas(eds), *Handbook of Political Theory*. London, Thousand Oaks, New Delhi: Sage Publications, pp. 18-30.

Unit 3

Heywood, A. (1992) *Political Ideologies*. Basingstoke: Macmillan.
Turner, R. (1993) 'Anarchism: What is it?' *Politics Review* 3 (1): 28-32.

Unit 4

Chapman, J. (1995) 'The Feminist Perspectie', in in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 265-288.
Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, C. and Gaus G. F. (eds), *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Unit 5

Shorten, A. (2016). 'Political Community', in *Contemporary Political Theory*. Palgrave, pp. 18-45.
Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 241-264.
Roy, A. (2008) 'Citizenship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 130-146.
Hyums, K. (2008) 'Political Authority and Obligation', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 9-26.
Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 41-51.
Knowles, D. (2001). 'Political Obligation', in *Political Philosophy*. London: Routledge, pp. 239-298.

Additional Resources:

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.
Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Litlefield.
Vattimo, Gianni, 1988 [1985], *The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture*, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.
Klosko, G. (2005) *Political Obligations*. Oxford: Oxford University Press.

Readings in Hindi

भार्गव, र. और अशोक आचार्या (एड.), राजनीतिक सिधांत: एक परिचय, दिल्ली: पिएर्सन, 2008.
कुमार, संजीव (एड.), राजनीति सिधांत की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

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

Assessment Methods

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

Keywords

Political Theory, Political, Political Community, Political Obligation

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Paper II- Constitutional Government and Democracy in India (1.2)
Core Course - (CC) Credit:6

Course Objective

The aim of this course is to enable students to gain knowledge about the constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions,

and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.

Course Learning Outcomes

At the end of the course, students shall:

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

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

Unit 1

The Constituent Assembly and the Constitution

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

Unit 2

Organs of Government

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

Functions of High Courts and the Supreme Court.

Unit 3

Federalism and Decentralization

a) Centre-State Relations, Asymmetrical features of Federalism

b) The Panchayats and Municipalities

Unit 4

Constitutional Provisions and National Security Laws

a) Emergency Provisions

b) Preventive Detention and National Security Laws

References

I. The Constituent Assembly and the Constitution

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

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

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

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

b. Fundamental Rights, Directive Principles and debates on Citizenship

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

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

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

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

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

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

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

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II
S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]
B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work,* New Delhi: Oxford University Press, pp. 105-173.
M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) Rethinking Public Institutions in India, New Delhi: Oxford University Press, pp. 67-103.
A. Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury* [Ch.2 Parliament and the Executive, pp.39-70]
Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press [Ch.4: Representative Women? Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

b. The Executive

The Constitution of India, Part V, Chapter I and III
S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].
J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.
J. Manor (1994), 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India,* Vancouver: University of British Columbia Press, pp. 20-47.
H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective,* New Delhi: Konark, pp. 350-368.

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V
A. Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.
U. Baxi (1989), The Indian Supreme Court and Politics, The Eastern Book Company, Lucknow.
M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) Rethinking Public Institutions in India, New Delhi: Oxford University Press, pp. 104-138.
R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.
P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.,) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

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

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

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

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

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

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

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

P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies,* New Delhi: Permanent Black, pp. 370-404.

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

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

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

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

A.G. Noorani (2011), *Challenges to Civil Rights Guarantees in India*, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

U.K. Singh (2015), 'Anti-terror laws and Human Rights' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy*, Oxford University Press, New Delhi. pp181-197.

G Haragopal, B Jagannatham (2009), 'Terrorism and Human Rights: Indian Experience with Repressive Laws', in *Economic and Political Weekly*, Vol. 44(28), pp. 76-85.

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

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan
Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.
Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt.Ltd, Bombay.

Additional Readings:

I. The Constituent Assembly and the Constitution
a. Philosophy of the Constitution, the Preamble, and Features of the Constitution
D.D. Basu (2012), *Introduction to the Constitution of India,* New Delhi: Lexis Nexis.
S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].
B. Chandra, M Mukherjee, A Mukherjee (2000), India After Independence, 1947-2000, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]
b. Fundamental Rights, Directive Principles and debates on Citizenship
G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights – II, pp.84-115].

II. Organs of Government
a. The Legislature
V. Hewitt and S. Rai (2010), 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India,* New Delhi: Oxford University Press, pp. 28-42.
G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]
b. The Executive
G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]
c. The Judiciary

U. Baxi (2010), 'The Judiciary as a Resource for Indian Democracy', *Seminar,* Issue 615, pp. 61-67.
L. Rudolph and S. Rudolph (2008), 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change.* New Delhi: Oxford University Press, pp. 183-210.
G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a. Federalism

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

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.
D.P. Jinks (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350
U.K. Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorim Law and Policy*, 2ndEdition, Cambridge, Cambridge University Press, pp.420-446.

Hindi Readings:

ग्रेनविल ऑस्टिन (2017), भारतीय संविधान: राष्ट्र की आधारशिला, अनुवादक: नरेश गोस्वामी, नयी दिल्ली: वाणी प्रकाशन.
डी डी बसु, (1989), भारत का संविधान: एक परिचय, (दसवां संस्करण, 2013), लेक्सिस नेक्सिस.
महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.) (2013), भारतीय राजनीतिक प्रणाली: सरंचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.
माधव खोसला, (2018). भारत का संविधान, नयी दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस.
सुभाष काश्यप (2016) भारतीय राजनीति और संविधान: विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन.
सुभाष काश्यप (2016) भारतीय राजनीति और संसद: विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन.
सुभाष काश्यप (2016), संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन.
जॉर्ज मैथ्यू (2009) भारत में पंचायती राज: परिप्रेक्ष्य और अनुभव, नई दिल्ली: वाणी प्रकाशन

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently, on the events leading to the Partition and

independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes

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

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

Unit 1

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

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2

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

Major Social and Religious Movements in 19th century

Unit 3

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

a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India

b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement

c. Socialist Alternatives: Congress Socialists, Communists

Unit 4

Social Movements (8 lectures)

a. The Women's Question: Participation in the National Movement and its Impact

b. The Caste Question: Anti-Brahmanical Politics

c. Peasant, Tribals and Workers Movements

Unit 5

Partition and Independence (6 lectures)

a. Communalism in Indian Politics

b. The Two-Nation Theory, Negotiations over Partition

References

I. Approaches to the Study of Nationalism in India

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

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

II. Reformism and Anti-Reformism in the Nineteenth Century

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

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

III. Nationalist Politics and Expansion of its Social Base

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

S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) From Plassey to Partition: A history of Modern India. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) Social Movements and the State, New Delhi: Sage, pp. 13-31

V. Partition and Independence

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

A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

Additional Resources:

B. Chakrabarty and R. Pandey, (2010) Modern Indian Political Thought, New Delhi: Sage Publications.

P. Chatterjee, (1993) The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi: Oxford University Press.

R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) Bharat Mein Algaovaad aur Dharm, New Delhi: Vani Prakashan.

Teaching Learning Process

Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Assessment Methods

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

Keywords

Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers

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GE2 - Contemporary Political Economy
(B.2)
Generic Elective - (GE) Credit:6

Course Objective

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

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

Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.

- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

Unit 1

Approaches to Political Economy (15 Lectures)

a) Classical Liberalism
b) Marxism
c) Welfarism
d) Neo-liberalism
e) Gandhian approach

Unit 2

Capitalist Transformation (14 Lectures)

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

Unit 3

Issues in Development (15 Lectures)

a) Culture
b) Environment
c) Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

a) Artificial Intelligence
b) Gender
c) Racial and Ethnic Problems
d) Migration

References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the *Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century.* Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.
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Additional Resources:

Classic Readings

Robert Gilpin, (1987) *The Political Economy of International Relations*, Princeton: Princeton University Press.
Susan Strange (1989), *Paths to International Political Economy,* London: Routledge.

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Teaching Learning Process

The course titled 2. Contemporary Political Economy under Generic Elective (Interdisciplinary) of the CBCS, B. A. (Hons.) Political Science aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

Keywords

Approaches to Political Economy, Development Debates, Development vs. Environment, Knowledge Economy, Globalization and Development

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GE3 - Women, Power and Politics
(B.3)
Generic Elective - (GE) Credit:6

Course Objective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy.

Course Learning Outcomes

After completing this course the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

Unit 1

Groundings (6 weeks)

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

Unit 2

Movements and Issues (6 weeks)

1. **History of the Women's Movement in India (2 weeks)**
2. **Violence against women (2 weeks)**
3. **Work and Labour (2 weeks)**
    a. Visible and Invisible work
    b. Reproductive and care work
    c. Sex work

References

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N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction,* Delhi: Pearson*,* pp.148-157

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives,* New York: Routledge, pp. 51-57.

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader,* pp. 27-37

R. Palriwala, (2008) 'Economics and Patriliny: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India,* New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) *Gendering Caste through a Feminist Len,* Kolkata, Stree, pp. 139- 159.

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II. Movements and Issues

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms,* Durham and London: Duke University Press, pp. 333-355

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion,* New Delhi: Permanent Black, pp. 106-165

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V. Bryson (2007) *Gender and the Politics of Time,* Bristol: Polity Press

Readings in Hindi:

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal,* Delhi: Books for Change
G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh,* University of Delhi: Hindi Medium Implementation Board
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Teaching Learning Process

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

Assessment Methods

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

Keywords

patriarchy, feminism, family, community, power, state, movement

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GE4 - Gandhi and the Contemporary World
(B.4)
Generic Elective - (GE) Credit:6

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

a. Conception of Modern Civilisation and Alternative Modernity

b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

a. Theory of Satyagraha
b. Satyagraha in Action
i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
ii. Temple Entry and Critique of Caste
iii. Social Harmony: 1947and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
b) The Pacifist Movement
c) Women's Movements
d) Gandhigiri: Perceptions in Popular Culture

Unit 4

Gandhi and the Idea of Political (2 weeks)

a) Swaraj
b) Swadeshi

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K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

B. Parekh, (1997) 'Satyagrah', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New

Delhi: Lexington Books, pp.63-86.
D. Hardiman, (1981) 'The Kheda Satyagraha', in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Delhi: Oxford University Press, pp. 86-113.
J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp. 93-100.
R. Iyer, (2000) 'Chapter 10 and 11', in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 251-344
I. Knudegaard, (2010), Gandhi's Vision for Indian Society: Theory and Action, Master Thesis in History, University of Oslo, Available at https://www.duo.uio.no/bitstream/handle/10852/23275/IngfridxKnudegaardxmasteroppgavexixhistorie.pdf?sequence=1&isAllowed=y, Accessed: 14.05.2019, pp.27-38.
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III. Gandhi's Legacy

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H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) Cambridge Companion to Gandhi, Cambridge University Press 2011, pp. 199-218.

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A. Parel (ed.) (1997) 'Editor's Introduction', in Gandhi, Hind Swaraj and Other Writings Cambridge: Cambridge University Press.

Additional Resources:

Classics

M K Gandhi " Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910, https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

M. K. Gandhi Chapter XII&XIII, " Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107

M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); " "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66) https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf

Additional Readings:

Additional Readings

A. Baviskar, (1995) 'National Development, Poverty and the environment', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company.

R. Iyer, (1993) The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) Modern India 1885-1947, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 41-66.

J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 239-58

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R. Mukharjee, (ed) (1995), The Penguin Gandhi Reader, New Delhi: Penguin.

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R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication.

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म.क गाँधी 'हिन्द स्वराज ' नवजीवन ट्रस्ट 1916.

म .क गाँधी मेरे सपनो का भारत 1947

नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "धर्म की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 56-62.

नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "सत्याग्रह की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 79-85.

नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "स्वराज्य की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 86-97.

जैन, मानक 'गाँधी के विचारों की 21वीं सदी में प्रासंगिकता' (भाग-2) "अस्पृश्यता निवारण में गाँधी का योगदान" आदि पब्लिकेशन्स, जयपुर 2010, पृष्ठ 275-317

अग्रवाल, सुनील कुमार 'गाँधी और सांप्रदायिक एकता' "सांप्रदायिक एकता का दर्शन और गाँधी" अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2009 पृष्ठ 189-219.

झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन "सांप्रदायिक सौहार्द् और गाँधी" सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 119-146.

कुमार प्रभात 'स्वतंत्रता संग्राम और गाँधी' "गाँधी का सत्याग्रह-दर्शन" हिंदी माध्यम कार्यान्वय निर्देशालय, नई दिल्ली, 2013.

मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी और पर्यावरण" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 239-249.

Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII " Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian

Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, " Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenboroughand Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

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GE5 - Understanding Ambedkar
(B.5)
Generic Elective - (GE) Credit:6

Course Objective

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues

of the society.

Course Learning Outcomes

The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

Unit 1

Introducing Ambedkar (1 week)

Approach to Study Polity, History, Economy, Religion and Society

Unit 2

Caste and Religion (3 weeks)

a. Caste, Untouchability and Critique of Hindu Social Order

b. Religion and Conversion

Unit 3

Women's Question (2 weeks)

a. Rise and Fall of Hindu Women

b. Hindu Code Bill

Unit 4

Political Vision (2 weeks)

a. Nation and Nationalism

b. Democracy and Citizenship

Unit 5

Constitutionalism (2 weeks)

a. Rights and Representations

b. Constitution as an Instrument of Social Transformation

Unit 6

Economy and Class Question (2 weeks)

a. Planning and Development

b. Land and Labour

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Teaching Learning Process

This will involve acquainting the students with excerpts of Ambedkar's original writing collected in various volumes. The focus of class lecture would be on one hand to locate Ambedkar's Thought in the context of his times and on the other hand to understand the influences on him that had made him dream of a equitable world. Serial Samvidhan could be used as an audio-visual aid to understand Ambedkar and his contemporary vision on important issues especially his speech that was delivered during adoption of constitution. Filed visit to Ambedkar memorial or Mumbai to celebrate Mahparnivaran diwas can further augment students understanding of continuing relevance of Ambedkar in present times.

Format for Student Presentations

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on www.ambedkar.org)
2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes
3) Any other related audio-visual source

Assessment Methods

Reflective and critical test will form the mainstay of assessment for this paper. Quiz and group presentations will further be used to analysis students Understanding of Ambedkar's views.

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

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GE6 - Governance: Issues and Challenges
(B.6)
Generic Elective - (GE) Credit:6

Course Objective

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.
- The students become familiar with a rigorous introduction to the best practices in India on good governance.

Unit 1

Government and Governance: Concepts [12 lectures]

a) Role of State in The Era of Globalisation
b) State, Market and Civil Society

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

a) Human-Environment Interaction

b) Green Governance: Sustainable Human Development

Unit 4

Local Governance [12 lectures]

a) Democratic Decentralisation

b) People's Participation in Governance

Unit 5

Good Governance Initiatives in India: Best Practices [20 lectures]

a) Public Service Delivery

b) Electronic Governance

c) Citizens Charter & Right to Information

d) Corporate Social Responsibility

References

GOVERNMENT AND GOVERNANCE: CONCEPTS

B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press,1998

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

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Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001

Vasudha Chotray and Gery Stroker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, Engendering Governance Institutions: State, Market And Civil Society, Sage Publications, 2008

Neera Chandhoke, State and Civil Society Explorations In Political Theory, Sage Publishers, 1995

सिंह, अभय प्रसाद एवं कृष्ण मुरारी (2018), शासन: मुद्दे एवं चुनौतियाँ, ओरियंट ब्लैकस्वान, नई दिल्ली

चक्रबर्ती, बिद्युत, प्रकाश चंद (2018), वैश्वीकृत दुनिया में लोक प्रशासन, सेज भाषा, नई दिल्ली
सिन्हा, मनोज (2010) प्रशासन एवं लोकनीति, ओरियंट ब्लैकस्वान, नई दिल्ली

GOVERNANCE AND DEVELOPMENT

B. C. Smith, Good Governance and Development, Palgrave, 2007
World Bank Report, Governance And Development, 1992
P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in The Political Economy of Development in India. 6th edition, Delhi: Oxford University Press, 2005
J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995
Niraja Gopal Jayal[ed.], Democracy in India, Oxford University Press, 2007

ENVIRONMENTAL GOVERNANCE

Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999
J.P. Evans, Environmental Governance, Routledge, 2012
Emilio F. Moran, Environmental Social Science: Human - Environment interactions and Sustainability, Wiley-Blackwell, 2010
Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights and the Law of the Commons, Cambridge University Press, 2013
Bina Agarwal, Gender And Green Governance, Oxford University Press, Oxford, 2013
J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, 2011, pp. 348-362.
A. Heywood, Global Politics, New York: Palgrave, 2011, pp. 383-411.
N. Carter, The Politics of Environment: Ideas, Activism, Policy, Cambridge: Cambridge University Press, 2007, pp. 13-81.

LOCAL GOVERNANCE

Pranab Bardhan and Dilip Mookherjee, Decentralization and Local Governance in Developing Countries: A Comparative Perspective, MIT Press, 2006
T.R. Raghunandan, Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society, Orient Blackswan, 2013
Pardeep Sachdeva, Local Government In India, Pearson Publishers, 2011
P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black, 2002
Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', *Economic and Political Weekly*, Vol. 42(39), 2007

GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES

Niraja Gopal Jayal, Democracy and the State: Welfare, Secularism, and Development in Contemporary India, Oxford University Press, 1999

Reetika Khera[ed.], The Battle for Employment Guarantee, Oxford University Press, 2011
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
Maxine Molyneux and Shahra Razavi, Gender, Justice, Development, and Rights, Oxford University Press, 2002
Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005
Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford University Press, 1995
K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford University Press, 1983
Marmar Mukhopadhyay and Madhu Parhar (eds.) Education in India: Dynamics of Development, Shipra Publications, 2007
K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Akansha Publishers, 2012
Amartya Sen and Jean Dreze, Omnibus: Poverty and Famines, Hunger and Public Action, India-Economic Development and Social Opportunity, Oxford University Press, 1998
Jean Dreze and Amartya Sen, An Uncertain Glory: India And Its Contradictions, Princeton University Press, 2013
Reetika Khera, 'Rural Poverty And Public Distribution System', Economic and Political Weekly, Vol-XLVIII, No.45-46, Nov 2013
Pradeep Chaturvedi, Women And Food Security: Role Of Panchayats, Concept Publishing House, 2002
Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", Mainstream, Vol. LII, No. 42, October 11, 2014
D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008
Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008
Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013.

Teaching Learning Process

The General Elective course titled, Governance: Issues and Challenges in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the 'essential question' which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable

development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

Assessment Methods

This course has a scope of undertaking field studies to understand the globalized discourse using contextual, theoretical, grounded, mixed method approach. The students will be evaluated on the written semester examination. Internal examination can be assessed on various parameters like project/ article/ term paper/ group presentation/ field work. Additionally, students reflective and cognitive thinking will be assessed by the contribution they make in classroom discussions and group projects.

Keywords

Good Governance, Green Governance, Democratic Decentralisation, Public Service Delivery, E-Governance, RTI, Corporate Social Responsibility (CSR)

GE7 - Politics of Globalization
(B.7)
Generic Elective - (GE) Credit:6

Course Objective

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Learning Outcomes

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

a) Liberal approach
b) Radical approach

Unit 3

International Institutions/Regimes

a) World Bank
b) International Monetary Fund
c) The World Trade Organization

Unit 4

Issues in Globalization:

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

Unit 5

Globalization and democracy: State, sovereignty and the civil society.

Unit 6

Globalization and Politics in developing countries

a) Globalization and social movements
b) Globalization and the demise of Nation State
c) Globalization and human migration

Unit 7

The inevitability of globalization: Domestic and Global responses

References

J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations,* New York: Oxford University Press.
Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company.
Jagdish Bhagwati (2007), *In Defense of Globalization*, Oxford, Oxford University Press.

Manfred B. Steger (2017) *Globalization: A Very Short Introduction,* New York: Oxford University Press.
Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.
John Clark (ed.), (2003) Globalizing Civic Engagement: Civil Society and Transnational Action, London, Earthscan.
Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) Restructuring World Politics: Transnational Social Movements, MN, University of Minnesota Press.
Bernard Hoelkman and Michel Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP.
Arjun Appadurai, (1996), Modernity at Large: Cultural Dimensions of Globalisation, University of Minnesota Press.
Deepak Nayyar (ed.) (2002), Governing Globalization: Issues and Institutions, Oxford University Press.
Held, David and Anthony Mc grew (ed.), (2003), The Global Transformation Reader: An introduction to the Globalization Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.
Joseph E Stiglitz, (2002), Globalisation and its Discontents, US, W.W. Norton and Company.
Noreena Hertz, (2000), The silent take over: Global Capitalism and the death of Democracy, Praeger.
Nye Joseph S and John D. Donanu (ed.) (2000) Governance in a Globalizing World, Washington dc, Brooking Institution Press.
Tyler Cowen, (2000) Creative Destruction: How Globalization is changing the world's culture, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.
David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.
Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.
Sen, A. (2006) *Identity and Violence: Illusion and Destiny.* London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली:एक्सेस पब्लिशिंग.

Teaching Learning Process

The Course titled 7. Politics of Globalization under Generic Elective (Interdisciplinary) in CBCS, B.A. (Hons.) Political Science aims to acquaint the students about various nuances of globalization. Therefor the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

Assessment Methods

The students will be assessed according to their performance in internal exam and end semester exam. Besides, students will also be assessed according to their performance in class discussions. Students will be given take home tests and will be encouraged to make presentations.

Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

GE8 - United Nations and Global Conflicts
(B.8)
Generic Elective - (GE) Credit:6

Course Objective

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Learning Outcomes

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.

- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1

The United Nations (29 Lectures)

(a) An Historical Overview of the United Nations
(b) Principles and Objectives
(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice, and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Asssessment of Secretary General
(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
(e) Millennium Development Goals

Unit 2

Major Global Conflicts since the Second World War (20 Lectures)

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

Unit 3

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

References

Hurd, Ian (2011), "Theorizing International Organizations: Choices and Methods in the Study of International Organizations", Journal of International Organizations Studies 2(2): 7-22.

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Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson, pp. 265-282.
Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp.1-20.
Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave, pp. 1-40.
Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso, pp. 47-71.
Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The *UN at Ffifty*. London: Macmillan, pp. 1-14.
Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 15-21.
Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 21-141.
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Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) The United Nations *at fifty*. New Delhi, UBS, pp. 77-94.
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White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New York: Macmillan, pp. 113-132.
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Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to *international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.
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Prashad, V. (2002) War against the planet. New Delhi: Leftword, pp. 1-6.
Ali, T. (ed.) (2000) Masters of the Universe. London: Verso, pp. 203-216.
Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education, pp.570-576.
Ali, T. (ed.) (2000) Masters of the Universe. London: Verso, pp. 230-245 and 271-284.
Kaldor, M. and Vashee, B. (eds.) (1997) New wars. London: Wider Publications for the UN University, pp. 137-144 and 153-171.
Roberts, A. and Kingsbury, B. (eds.) (1994) United Nations, Divided World. 2nd edn. Oxford: Clarendon Press, pp. 420-436.
Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 196-223 and 295-326.
Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 214-242.
Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 91-112.

Additional Resources:

Classical Readings:

Hanhimäki, Jussi M. (2015) The United Nations: A Very Short Introduction., New York: Oxford University Press
Weiss, Thomas G. and Daws, Sam ed. (2007) The Oxford Handbook on the United Nations, Oxford: OUP.
Claude, I. (1984) Swords into plowshares: the progress and problems of international organisation. 4thedn. New York: Random House

Hindi Readings:

वर्मा, विजय कुमार *(2018)* संयुक्त राष्ट्र और वैश्विक संघर्ष, New Delhi: Orient Blackswan.
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UN India (2019) "सुधार के लिए एकजुट", accessed on 5 April, 2019, Available at: http://in.one.un.org/reforms/

Additional Readings

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to *international relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New York: Macmillan, pp. 113-132.
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Claude, I. (1984) Swords into plowshares: the progress and problems of international *organisation*. 4th edn. New York: Random House.
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Teaching Learning Process

The course titled United Nations and Global Conflicts under Generic Elective (Interdisciplinary) in CBCS, B.A. (Hons.) Political Science aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. Besides this conventional approach, students will be assessed according to their performance in mock sessions. Surprise tests will also be a mode of assessment.

Keywords

United Nations, UNGA, UNSC, UNHCR, Peace Keeping, R2P, MDG, Korean War, Vietnam War

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UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER III

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

List of Papers and Courses for Semester III

A) Core Course

3.1 Paper V - Introduction to Comparative Government and Politics

3.2 Paper VI - Perspectives on Public Administration

3.3 Paper VII - Perspectives on International Relations and World History

B) Generic Elective (Interdisciplinary)

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

D) Ability Enhancement (AE Skill Based)

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

Structure of Semester III

S. NO.	PAPER	
	SEMESTER - III	
3.1	Introduction to Comparative Government and Politics	Core Discipline - 5
3.2	Perspectives on Public Administration	Core Discipline - 6
3.3	Perspectives on International Relations and World History	Core Discipline - 7
3.4	Any One of the Following	Generic Elective - III (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
3.5	Any one of the following	Ability Enhancement - I (Skill Based)
A	Your Laws, Your Rights	
B	Public Opinion and Survey Research	
C	Legislative Practices and Procedures	
D	Peace and Conflict Resolution	

Courses for B.A. (Hons) Political Science for Semester III

Paper V - Introduction to Comparative Government and Politics
(3.1)
Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Understanding Comparative Politics (2 weeks lecture)

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

Unit 2

Approaches to Studying Comparative Politics (2 weeks lecture)

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

Unit 3

Historical context of modern government (16 lectures)

a) Capitalism: meaning and development: globalization

b) Socialism: meaning, growth and development

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

Unit 4

Themes for comparative analysis (18 lectures)

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

References

I. Understanding Comparative Politics (2 Weeks lectures)

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

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G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in Globalization: A Basic Text. London: Wiley-Blackwell, pp. 63-84.

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

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

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

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

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

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

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

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

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

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

IV. Themes for comparative analysis (18 lectures)
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Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Understanding Comparative Politics	Learning what, why and how to compare with an objective to discern Eurocentric bias	Primarily theory class with power point presentations	Assessment through discussion on nature of comparative politics and eurocentricism
II. Approaches to Studying Comparative Politics	Let student understand the different approaches to study Comparative politics	Theory classes with a focus on critical analysis of historical development of the field of Comparative politics	Power point presentation by students on different approaches and discussion in the class
III. Historical context of modern government	Students will learn the emergence and development different forms of government	A comparative approach on different forms of government through a discussion in class	Students will be encouraged to prepare project on capitalism, socialism and colonialism by focusing on some classics

IV. Themes for comparative analysis	Student will study through the examples from the globe	Theory class through discussion on different aspects of governance in Britain, Brazil, Nigeria and China	Students will be evaluated through a comparative case study of countries

Keywords
Eurocentricism, Cultural Approach, Brazil, Nigeria, India

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

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

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

Unit 1
Public Administration as a Discipline [15 lectures]
a) Meaning, Dimensions and Significance of the Discipline
b) Public and Private Administration
c) Evolution of Public Administration

Unit 2

Theoretical Perspectives [25 lectures]

a) Classical Theories

i. Scientific Management (F.W. Taylor)

ii. Administrative Management (Gullick, Urwick and Fayol)

iii. Ideal-Type Bureaucracy (Max Weber)

b) Neo-Classical Theories

i. Human Relations Theory (Elton Mayo)

ii. Rational Decision-Making (Herbert Simon)

c) Contemporary Theories

i. Ecological Approach (Fred Riggs)

ii. Innovation and Entrepreneurship (Peter Drucker)

Unit 3

Public Policy [10 lectures]

a) Concept, relevance and approaches

b) Formulation, implementation and evaluation

Unit 4

Major Approaches in Public Administration [20 lectures]

a) Development Administration

b) New Public Administration

c) New Public Management

d) New Public Service Approach

e) Good Governance

f) Feminist Perspectives

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W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), Administrative Change and Innovation: A Reader, New Delhi: Oxford University Press, pp. 85-101

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b) Public and Private Administration.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in J. Shafritz and A. Hyde (eds) Classics of Public Administration, 4th ed., Forth Worth: Hartcourt Brace, TX, pp. 510-529.

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Scientific Management

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Rational-Decision Making

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Ecological approach

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A. Singh, Public Administration: Roots and Wings. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Miffin,1964

Innovation and Entrepreneurship

Peter F. Drucker, Innovation and Entrepreneurship, London: Harper Collins,1999

Peter F. Drucker, The Practice of Management, London: Harper Collins, 2006

III. Public Policy

Concept, Relevance and Approaches

T. Dye, (1984) Understanding Public Policy, 5th Edition. New Jersey: Prentice Hall, pp. 1-44

Xun Wu, M. Ramesh, Michael Howlett and Scott Fritzen, The Public Policy Primer: Managing the Policy Process, Rutledge, 2010

Mary Jo Hatch and Ann L. Cunliffe Organisation Theory: Modern, Symbolic and Postmodern Perspectives, Oxford University Press, 2006

Michael Howlett, Designing Public Policies: Principles and Instruments, Routledge, 2011

The Oxford Handbook of Public Policy, Oxford University Press, 2006

Formulation, implementation and evaluation

Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, Public Policy Making in India, Pearson, 2009

Surendra Munshi and Biju Paul Abraham (eds) Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

IV. Major Approaches in Public Administration

a) Development administration

M. Bhattacharya, Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006, Chapter 2 and 4.

F. Riggs, The Ecology of Public Administration, Part 3, New Delhi: Asia Publishing House, 1961

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b) New Public Administration

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H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

c) New Public Management

U. Medury, Public administration in the Globalization Era, New Delhi: Orient BlackSwan, 2010

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) Comparative Public Administration: The Essential Readings. Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

d) New Public Service Approach

R.B. Denhart & J.V. Denhart "The New Public Service: Serving Rather Than Steering", in Public Administration Review, Volume 60, No. 6, November-December 2000

e) Good Governance

A. Leftwich, 'Governance in the State and the Politics of Development', in Development and Change. Vol. 25,1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press,1998

B. Chakrabarty, Reinventing Public Administration: The India Experience. New Delhi: Orient Longman, 2007

U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black Swan, 2010

f) Feminist Perspective

Camila Stivers, Gender Images in Public Administration, California: Sage Publishers, 2002

Radha Kumar, The History of Doing, New Delhi: Kali for Women, 1998

Sylvia Walby, Theorising Patriarchy, Oxford, Basil Blackwell, 1997

Amy. S. Wharton, The Sociology Oo Gender, West Sussex: Blackwell-Wiley Publishers, 2012

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Simone De Beauvoir, The Second Sex, London: Picador, 1988

Alison Jaggar, Feminist Politics and Human Nature, Brighton: Harvester Press,1983

Maxine Molyneux and Shahra Razavi, Gender, Justice, Development and Rights, Oxford: Oxford University Press, 2002

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agent-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century.

Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

Course Learning Outcomes

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

Unit 1

Studying International Relations (15 Lectures)

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

Unit 2

Theoretical Perspectives (25 Lectures)

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

Unit 3

An Overview of Twentieth Century IR History (20 Lectures)

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

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R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7.

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C. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave, pp. 1-16.

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S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 181-184.

J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, pp. 127-137.

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

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A. Frank, (1966) 'The Development of Underdevelopment' Monthly Review, pp. 17-30.

P. Viotti and M. Kauppi (2007), International Relations and World Politics: Security, Economy, Identity, Pearson Education, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at http://www.fordham.edu/halsall/mod/Wallerstein.asp, Accessed: 19.04.2013

O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A. Tickner and O. Waever (eds), International Relations: Scholarship Around The World, London: Routledge, pp. 1-31.

R. Kanth (ed), (2009) The Challenge of Eurocentris: Global Perspectives,Policy & Prospects, New York: Palgrave-McMillan.

S. Amin, (2010) Eurocentrism: Modernity, Religion & Democracy, New York: Monthly Review Press.

C. An Overview of Twentieth Century IR History

Brezeznski, Z. (2005) Choice: Global Dominance or Global Leadership. New York: Basic Books, pp. 85-127.

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) Socialist Register: The Empire Reloaded. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. Socialist Register, pp.24-47.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) Empire and Neo Liberalism in Asia. London: Routledge, pp.23-37.

Teaching Learning Process

In this course the purpose is to equip students with the basic intellectual tools for understanding International Relations by introducing them to some of the most important theoretical approaches

in the discipline. One of the important goals of the teaching-learning process in this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

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

Unit 1
Approaches to the Study of Nationalism in India (8 lectures)
Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2
Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)
Major Social and Religious Movements in 19th century

Unit 3
Nationalist Politics and Expansion of its Social Base (18 lectures)
a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
c. Socialist Alternatives: Congress Socialists, Communists

Unit 4
Social Movements (8 lectures)
a. The Women's Question: Participation in the National Movement and its Impact
b. The Caste Question: Anti-Brahmanical Politics
c. Peasant, Tribals and Workers Movements

Unit 5
Partition and Independence (6 lectures)
a. Communalism in Indian Politics
b. The Two-Nation Theory, Negotiations over Partition

References

I. Approaches to the Study of Nationalism in India

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

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

II. Reformism and Anti-Reformism in the Nineteenth Century

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

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

III. Nationalist Politics and Expansion of its Social Base

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

S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) From Plassey to Partition: A history of Modern India. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) Social Movements and the State, New Delhi: Sage, pp. 13-31

V. Partition and Independence

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

A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

Additional Resources:

B. Chakrabarty and R. Pandey, (2010) Modern Indian Political Thought, New Delhi: Sage Publications.

P. Chatterjee, (1993) The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi: Oxford University Press.

R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) Bharat Mein Algaovaad aur Dharm, New Delhi: Vani Prakashan.

Teaching Learning Process

Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts

and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Assessment Methods

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

Keywords

Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers

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GE2 - Contemporary Political Economy
(B.2)
Generic Elective - (GE) Credit:6

Course Objective

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

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

Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

Unit 1

Approaches to Political Economy (15 Lectures)

a) Classical Liberalism
b) Marxism
c) Welfarism
d) Neo-liberalism
e) Gandhian approach

Unit 2

Capitalist Transformation (14 Lectures)

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

Unit 3

Issues in Development (15 Lectures)

a) Culture
b) Environment
c) Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

a) Artificial Intelligence
b) Gender
c) Racial and Ethnic Problems
d) Migration

References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

Mandel, E. (1979) An Introduction to Marxist Economic Theory. New York: Pathfinder Press, 3rd print, pp. 3-73.

Kersbergen, K.V. and Manow, P. (2009) Religion, Class Coalition and Welfare State. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D. Comparative Politics. Oxford: Oxford University Press, ch 22, pp. 547- 563.

Harvey, D. (2005) A Brief History of Neo-liberalism. Oxford: Oxford University Press.

Ghosh, B.N. (2007) Gandhian Political Economy: Principles, Practice and Policy. Ashgate Publishing Limited, pp. 21- 88.

Phukan, M. (1998) The Rise of the Modern West: Social and Economic History of Early Modern Europe. Delhi: Macmillan India, pp. 420- 440.

Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order, Princeton University Press, pp. 278- 304.

Kennedy, P. (1993) Preparing for the Twenty – First Century. UK: Vintage, Ch. 3

Prasad, K. (2000) NGOs and Social-economic Development Opportunities. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

Fisher, J. (2003) Non-governments – NGOs and the Political Development in the Third World. Jaipur: Rawat, ch. 1, 4, 6.81

Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) A Globalizing World? Culture, Economics and Politics. London: Routledge, pp. 47- 84.

Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, pp. 303- 311.

Lechner, F. J and Boli, J. (eds.) (2004) The Globalization Reader. Oxford: Blackwell, pp. 361-376 and 398- 404.

Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 374- 386.

Singh, S. (1997) Taming the Waters: The Political Economy of Large Dams in India. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.

Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 330- 339.

Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) Dominating Knowledge: Development, Culture and Resistance. Oxford: Oxford University Press, pp. 1- 28.

L. Lechner, F. J and Boli, J. (eds.) (2004) The Globalization Reader. Oxford: Blackwell, pp. 211-244.

Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell.

Glen, J. (2007) Globalization: North-South Perspectives. London: Routledge, ch.6.

Sen, A. (2006) Identity and Violence: Illusion and Destiny. London: Penguin/Allen Lane, pp. 130-148.

Berkovitch, N. (2004) 'The Emergence and Tranformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, ch.31, pp. 251- 257.

Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), The Global Transformations Reader. Cambridge: Polity Press, ch.35, pp. 366- 373.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) Globalization of World Politics, 4th edn., New Delhi: Oxford University Press, ch.15.

Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1.
Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 450- 462.

Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

Additional Resources:

Classic Readings

Robert Gilpin, (1987) The Political Economy of International Relations, Princeton: Princeton University Press.

Susan Strange (1989), Paths to International Political Economy, London: Routledge.

Additional Readings

Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization.

Halifax, Fernwood. Available from: www.globalpolicy.org

Teaching Learning Process

The course aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

Keywords

Approaches to Political Economy, Development Debates, Development vs. Environment, Knowledge Economy, Globalization and Development

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GE3 - Women, Power and Politics
(B.3)
Generic Elective - (GE) Credit:6

Course Objective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state.
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

Unit 1

Groundings (6 weeks)

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

Unit 2

Movements and Issues (6 weeks)

1. **History of the Women's Movement in India (2 weeks)**
2. **Violence against women (2 weeks)**
3. **Work and Labour (2 weeks)**
    a. Visible and Invisible work
    b. Reproductive and care work
    c. Sex work

References

I. Groundings

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

V Geetha, (2002) Gender, Kolkata, Stree, pp. 1-20.

M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46**.**

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57.

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader, pp. 27-37

R. Palriwala, (2008) 'Economics and Patriliny: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) Gendering Caste through a Feminist Len, Kolkata, Stree, pp. 139- 159.

C. MacKinnon, 'The Liberal State' from Towards a Feminist Theory of State, Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8, Accessed: 19.04.2013.

II. Movements and Issues

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', Economic and Political Weekly, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press, pp. 333-355

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in Recovering Subversion, New Delhi: Permanent Black, pp. 106-165

P. Swaminathan, (2012) 'Introduction', in Women and Work, Hyderabad: Orient Blackswan, pp.1-17

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, Revisioning the Political, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, Sex Work, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, Sex Work, New Delhi: Women Unlimited, pp. 225-241

Additional Resources:

K. Millet, (1968) Sexual Politics, Available at http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm, Accessed: 19.04.2013.

S. de Beauvoir (1997) Second Sex, London: Vintage.

F. Engles, Family, Private Property and State, Available at http://readingfromtheleft.com/PDF/EngelsOrigin.pdf, Accessed: 19.04.2013.

S. Brownmiller, (1975) Against our Wills, New York: Ballantine.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press.

S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

Saheli Women's Centre, (2007) Talking Marriage, Caste and Community: Women's Voices from Within, New Delhi: monograph 114

C. Zetkin, 'Proletarian Woman', Available at http://www.marxists.org/archive/zetkin/1896/10/women.htm, Accessed: 19.04.2013.

J. Ghosh, (2009) Never Done and Poorly Paid: Women's Work in Globalising India, Delhi: Women Unlimited

Justice Verma Committee Report, Available at http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women's Movement, New Delhi: Kali for Women.

V. Bryson, (1992) Feminist Political Theory, London: Palgrave-MacMillan, pp. 175-180; 196-200

M. Mies, (1986) 'Colonisation and Housewifisation', in Patriarchy and Accumulation on a World Scale London: Zed, pp. 74-111, Available at http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/, Accessed: 19.04.2013.

R. Ghadially, (2007) Urban Women in Contemporary India, Delhi: Sage Publications.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), Nariwadi Rajneeti, Delhi, pp. 284-306

V. Bryson (2007) Gender and the Politics of Time, Bristol: Polity Press

Readings in Hindi:

D. Mehrotra, (2001) Bhartiya Mahila Andolan: Kal, Aaj aur Kal, Delhi: Books for Change

G. Joshi, (2004) Bharat Mein Stree Asmaanta: Ek Vimarsh, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) Aaj ka Stree Andolan, Delhi: Shabd Sandhan.

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय,2001.

Teaching Learning Process

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

Assessment Methods

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

Keywords

patriarchy, feminism, family, community, power, state, movement

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GE4 - Gandhi and the Contemporary World
(B.4)
Generic Elective - (GE) Credit:6

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

a. Conception of Modern Civilisation and Alternative Modernity

b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

a. Theory of Satyagraha

b. Satyagraha in Action

i. Peasant Satyagraha: Kheda and the Idea of Trusteeship

ii. Temple Entry and Critique of Caste

iii. Social Harmony: 1947and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)

b) The Pacifist Movement

c) Women's Movements

d) Gandhigiri: Perceptions in Popular Culture

Unit 4

Gandhi and the Idea of Political (2 weeks)

a) Swaraj

b) Swadeshi

References

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

B. Parekh, (1997) 'Satyagrah', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp.63-86.

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J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp. 93-100.

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P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. Social Scientist. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi: Sage Publication.

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III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

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M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', The Hindu Available at http://www.hindu.com/2006/09/28/stories/2006092802241000.htm, Accessed: 14.05.2019.

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H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) Cambridge Companion to Gandhi, Cambridge University Press 2011, pp. 199-218.

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Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII " Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, " Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenboroughand Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

GE5 - Understanding Ambedkar
(B.5)
Generic Elective - (GE) Credit:6

Course Objective

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

Course Learning Outcomes

The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

Unit 1

Introducing Ambedkar (1 week)

Approach to Study Polity, History, Economy, Religion and Society

Unit 2

Caste and Religion (3 weeks)

a. Caste, Untouchability and Critique of Hindu Social Order

b. Religion and Conversion

Unit 3

Women's Question (2 weeks)

a. Rise and Fall of Hindu Women

b. Hindu Code Bill

Unit 4

Political Vision (2 weeks)

a. Nation and Nationalism

b. Democracy and Citizenship

Unit 5

Constitutionalism (2 weeks)

a. Rights and Representations

b. Constitution as an Instrument of Social Transformation

Unit 6

Economy and Class Question (2 weeks)

a. Planning and Development

b. Land and Labour

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A. Gajendran, (2007) 'Representation', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 184-194.

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VI. Economy and Class Question

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A. Teltumbde and S. Sen (eds), 'Caste Question in India', in Scripting the Change, Selected Writings of Anuradha Ghandi, pp. 62- 91.

Teaching Learning Process

This will involve acquainting the students with excerpts of Ambedkar's original writing collected in various volumes. The focus of class lecture would be on one hand to locate Ambedkar's Thought in the context of his times and on the other hand to understand the influences on him that had made him dream of a equitable world. Serial Samvidhan could be used as an audio-visual aid to understand Ambedkar and his contemporary vision on important issues especially his speech that was delivered during adoption of constitution. Filed visit to Ambedkar memorial or Mumbai to celebrate Mahparnivaran diwas can further augment students understanding of continuing relevance of Ambedkar in present times.

Format for Student Presentations

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on www.ambedkar.org)

2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes

3) Any other related audio-visual source

Assessment Methods

Reflective and critical test will form the mainstay of assessment for this paper. Quiz and group presentations will further be used to analysis students Understanding of Ambedkar's views.

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

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GE6 - Governance: Issues and Challenges
(B.6)
Generic Elective - (GE) Credit:6

Course Objective

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.

- The students become familiar with a rigorous introduction to the best practices in India on good governance.

Unit 1

Government and Governance: Concepts [12 lectures]

a) Role of State in The Era of Globalisation

b) State, Market and Civil Society

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

a) Human-Environment Interaction

b) Green Governance: Sustainable Human Development

Unit 4

Local Governance [12 lectures]

a) Democratic Decentralisation

b) People's Participation in Governance

Unit 5

Good Governance Initiatives in India: Best Practices [20 lectures]

a) Public Service Delivery

b) Electronic Governance

c) Citizens Charter & Right to Information

d) Corporate Social Responsibility

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B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press,1998

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

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J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, Engendering Governance Institutions: State, Market And Civil Society, Sage Publications, 2008

Neera Chandhoke, State and Civil Society Explorations In Political Theory, Sage Publishers, 1995

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Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999
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Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights and the Law of the Commons, Cambridge University Press, 2013

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J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, Global Politics, New York: Palgrave, 2011, pp. 383-411.

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Pranab Bardhan and Dilip Mookherjee, Decentralization and Local Governance in Developing Countries: A Comparative Perspective, MIT Press, 2006

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Good Governance Initiatives in India: Best Practices

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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

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

K. Lee and Mills, The Economic of Health in Developing Countries, Oxford University Press, 1983

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

Amartya Sen and Jean Dreze, Omnibus: Poverty and Famines, Hunger and Public Action, India-Economic Development and Social Opportunity, Oxford University Press, 1998

Jean Dreze and Amartya Sen, An Uncertain Glory: India And Its Contradictions, Princeton University Press, 2013

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Bidyut Mohanty, “Women, Right to Food and Role of Panchayats”, Mainstream, Vol. LII, No. 42, October 11, 2014

D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013.

Teaching Learning Process

The General Elective course titled, Governance: Issues and Challenges in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the ‘essential question’ which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

Assessment Methods

This course has a scope of undertaking field studies to understand the globalized discourse using contextual, theoretical, grounded, mixed method approach. The students will be evaluated on the written semester examination. Internal examination can be assessed on various parameters like project/ article/ term paper/ group presentation/ field work. Additionally, students reflective and cognitive thinking will be assessed by the contribution they make in classroom discussions and group projects.

Keywords

Good Governance, Green Governance, Democratic Decentralisation, Public Service Delivery, E-Governance, RTI, Corporate Social Responsibility (CSR)

GE7 - Politics of Globalization
(B.7)
Generic Elective - (GE) Credit:6

Course Objective

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Learning Outcomes

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

a) Liberal approach
b) Radical approach

Unit 3

International Institutions/Regimes

a) World Bank
b) International Monetary Fund
c) The World Trade Organization

Unit 4

Issues in Globalization:

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

Unit 5

Globalization and democracy: State, sovereignty and the civil society.

Unit 6

Globalization and Politics in developing countries

a) Globalization and social movements
b) Globalization and the demise of Nation State
c) Globalization and human migration

Unit 7

The inevitability of globalization: Domestic and Global responses

References

J. Baylis, Smith and Owens, eds. (2017) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press.

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Paul Hirst, G. Thompson and S. Bromley (2009), Globalization in Question, Malden, Polity Press.

John Clark (ed.), (2003) Globalizing Civic Engagement: Civil Society and Transnational Action, London, Earthscan.

Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) Restructuring World Politics: Transnational Social Movements, MN, University of Minnesota Press.

Bernard Hoelkman and Michel Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP.

Arjun Appadurai, (1996), Modernity at Large: Cultural Dimensions of Globalisation, University of Minnesota Press.

Deepak Nayyar (ed.) (2002), Governing Globalization: Issues and Institutions, Oxford University Press.

Held, David and Anthony Mc grew (ed.), (2003), The Global Transformation Reader: An introduction to the Globalization Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.

Joseph E Stiglitz, (2002), Globalisation and its Discontents, US, W.W. Norton and Company. Noreena Hertz, (2000), The silent take over: Global Capitalism and the death of Democracy, Praeger.

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Tyler Cowen, (2000) Creative Destruction: How Globalization is changing the world's culture, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) Global Transformation: Politics, Economy and Culture, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., the Global Transformations Reader: An Introduction to the Globalization Debate, Malden, Polity Press.

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Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.

Sen, A. (2006) Identity and Violence: Illusion and Destiny. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली:एक्सेस पब्लिशिंग.

Teaching Learning Process

The Course titled 7. Politics of Globalization under Generic Elective (Interdisciplinary) in CBCS, B.A. (Hons.) Political Science aims to acquaint the students about various nuances of globalization. Therefor the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

Assessment Methods

The students will be assessed according to their performance in internal exam and end semester exam. Besides, students will also be assessed according to their performance in class discussions. Students will be given take home tests and will be encouraged to make presentations.

Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

GE8 - United Nations and Global Conflicts
(B.8)
Generic Elective - (GE) Credit:6

Course Objective

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Learning Outcomes

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1

The United Nations (29 Lectures)

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice, and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Asssessment of Secretary General

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

(e) Millennium Development Goals

Unit 2

Major Global Conflicts since the Second World War (20 Lectures)

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

Unit 3

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

References

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Teaching Learning Process

The course aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. Besides this conventional approach, students will be assessed according to their performance in mock sessions. Surprise tests will also be a mode of assessment.

Keywords

United Nations, UNGA, UNSC, UNHCR, Peace Keeping, R2P, MDG, Korean War, Vietnam War

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AE1 - Your Laws, Your Rights
(D.1)
AECC (Electives) - (AECCE) Credit:4

Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the

understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes

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

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these values.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents
- Show understanding of the structure and principles of the Indian legal system

Unit 1

Rule of law and the Criminal Justice System in India (1 week)

Unit 2

Laws relating to criminal justice administration (2 weeks)

a) How to file a complaint, First Information Report (FIR)
b) Detention, arrest and bail

Unit 3

Equality and non-discrimination (4 weeks)

a) Gender: the protection of women against domestic violence, rape and sexual harassment
b) Caste: laws abolishing untouchability and providing protection against atrocities
c) Class: laws concerning minimum wages
d) Disability and equality of participation and opportunity

Unit 4

Empowerment (2 weeks)

a) Access to information
b) Rights of the consumer

Unit 5

Redistribution, recognition and livelihood (2 weeks)

a) Traditional rights of forest dwellers and the issue of women's property rights

b) Rural employment guarantee

Unit 6

Access to Identification documents and Social Security Schemes (1 week / exercises only)
Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

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B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006)'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

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Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at https://nyaaya.in/topic/first-information-report-fir, https://nyaaya.in/topic/bail, https://nyaaya.in/topic/arrest

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

III. Equality and non-discrimination

V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.

S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.

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P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38

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IV. Empowerment

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

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S. M. Laskar (2016), Importance of Right to Information for Good Governance in India, Bharati Law Review, Oct-Dec, available at http://docs.manupatra.in/newsline/articles/Upload/AC9CD2C7-B8AD-4C5A-B910-3751BFE5CB28.pdf

Nyaaya, India's Laws Explained, Request to Obtain Information, available at https://nyaaya.in/topic/right-to-information/request-to-obtain-information

V. Redistribution, Recognition and livelihood

M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at www.ippg.org.uk(Accessed: 10.04.2013).

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Additional Resources:

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o Consumer Protection Act, 1986, Available at http://chdslsa.gov.in/right_menu/act/pdf/consumer.pdf, Accessed: 10.04.2013.

o Criminal law Amendment Act, 2013, Available at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf, Accessed: 10.04.2013.

o Mahatma Gandhi National Rural Employment Guaranty Act, 2005, Available at http://nrega.nic.in/rajaswa.pdf, Accessed: 10.04.2013.

o National Food Security Act 2011, Available at http://nac.nic.in/foodsecurity/nfsb_final.pdf, Accessed: 10.04.2013.

o Protection of Women Against Domestic Violence Act, 2005, Available at http://wcd.nic.in/wdvact.pdf, Accessed: 10.04.2013.

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o Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf, Accessed: 10.04.2013.

o Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf, Accessed: 10.04.2013.

o The Minimum Wages Act, 1948, Available at http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf, Accessed: 10.04.2013.

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o Criminal Law Amendment Act, 2013**,** Available at: mha.nic.in/pdfs/TheCrimnalLaw030413.pdf, Accessed: 15.04.2013.

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I. Rule of law and the Criminal Justice System in India

K. Sankaran and U. Singh, (2008) 'Introduction', in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.

III. Equality and non-discrimination

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

A. Kidwai, (2013), Sexual Harassment in the Workplace: the Verma Committee and After, Economic and Political Weekly, Vol. 48, Issue No. 06

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

IV. Empowerment

Live Law, Highlights of Consumer Protection Bill-2018, available at https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925–933.

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P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

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K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.

A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file a FIR? In case there has been a theft in the neighbourhood how would you file the first-Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Assess the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.

15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva-voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

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AE2 - Public Opinion and Survey Research
(D.2)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Learning Outcomes

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

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.

- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

Unit 1

Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit 2

Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)

a. What is sampling? Why do we need to sample? Sample design.

b. Sampling error and non-response

c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit 3

Survey Research (2 lectures)

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

b. Questionnaire: Question wording; fairness and clarity.

Unit 4

Quantitative Data Analysis (4 lectures)

a. Introduction to quantitative data analysis

b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

Unit 5

Interpreting polls (6 lectures)

Prediction in polling research: possibilities and pitfalls

Politics of interpreting polling

References

I. Introduction to the course

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York: Pearson Longman Publishers. pp. 40-46.

G. Gallup, (1948) A guide to public opinion polls Princeton, Princeton University Press, 1948. Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling

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A. Agresti and B. Finlay, (2009) Statistical methods for the Social Sciences, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage.

V. Interpreting polls

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', Electoral Studies, Vol. 21, pp. 69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', Public Opinion Quarterly 67, pp. 244-264.

Additional Resources:

Additional Readings:

K. Warren, (2001) 'Chapter 2', in In Defense of Public Opinion Polling, Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', Sampling Techniques, John Wiley & Sons.

G. Gallup, (1948) A Guide to Public Opinion Polls. Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) Statistics Without Tears: An Introduction for Non Mathematicians, Harmon dsworth: Penguin.

Teaching Learning Process

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data. Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include

term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

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AE3 - Legislative Practices and Procedures
(D.3)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will acquaint the students with the legislative process in India at various levels, to impart them with the elementary skills required to part of a legislative support team and expose them to real life legislative work. The skills provided by this course will include the understanding of legislative procedures, comprehending policy concerns which serve as the objective for legislative practices, drafting new legislation, tracking and analysing feedback on ongoing bills, writing press releases, conducting meetings with various stakeholders, monitoring media and public opinion, managing constituent relations and handling inter-office communications. It will also deepen their understanding and appreciation of the legislative process and its importance for a robust democracy.

Course Learning Outcomes

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

- Understand the structure and functions of law-making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop beginners' skills to become a part of a support team engaged in different levels of the law-making functions

Unit 1

Powers and functions of people's representative at different tiers of governance (6 lectures)

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit 2

Supporting the Legislative Process (2 lectures)
How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit 3
Supporting the Legislative Committees (6 lectures)
Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit 4
Reading the Budget Document (6 lectures)
Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Unit 5
Support in media monitoring and communication (4 lectures)
Types of media and their significance for legislators; Basics of communication in print and electronic media.

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M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, Accessed: 19.04.2013

S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/mplads-487/, Accessed: 19.04.2013

H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf, Accessed: 19.04.2013.

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P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.

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IV. Reading the Budget Document

A. Celestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/how-to-read-the- union-budget-1023/, Accessed: 19.04.2013

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G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State Legislatures, Vol. 31(3).

Additional Resources:

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

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N. Singh, 'Some Economic Consequences of India's Institutions of Governance: A Conceptual Framework', Available at: http://econ.ucsc.edu/faculty/boxjenk/wp/econ_conseq_2003_rev2.pdf,Accessed:19.04.2013.

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http://mpa.nic.in/mpahandbook/parlia13.pdf

Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending

legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

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AE4 - Peace and Conflict Resolution
(D.4)
AECC (Electives) - (AECCE) Credit:4

Course Objective

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Course Learning Outcomes

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

Unit 1

International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Unit 2

What is Conflict: Introduction to International Conflict Resolution

Unit 3

International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit 4

Conflict resolution: Background of Various Peace Movements and Concepts, Principles used to resolve conflict

Unit 5

Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit 6

Conflict Transformation: Is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts

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Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29.

Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, 1995, pp. 3-24.

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Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205.

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Hampson, F.O., Crocker C.A. and Aall, P. R. (2007). Negotiation and international conflict. In C. Webel & J. Galtung (Eds.), Handbook of peace and conflict studies (pp. 35-50). New York: Routledge.

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Young, N. (1987). Peace movements in history. In Barash, D.P. (ed.) (2000), Approaches to peace: A reader in peace studies (pp. 228-237), New York: Oxford University Press.

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Mansfield, E., & Pevehouse, J. (2000). Trade blocs, trade flows, and international conflict. International Organization, 54(4), 775-808.

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Additional Resources:

Classic Readings

Galtung, J. (1969). Violence, peace, and peace research. Journal of Peace Research, 6(3), pp. 167-191.

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149.

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Rummel, R.J. 1981. Understanding Conflict and War, Vol:5, Beverly Hills, CA: Sage Publications.

Deutsch, M. (1983). Conflict Resolution: Theory and practice. Political Psychology, 4(3), 431-453.

Gandhi, M.K. (1916) (1964), "On Ahimsa: Reply to Lala Lajpat Rai (October 1916)", in The Collected Works of Mahatma Gandhi, Vol.-XIII, Delhi: The Publications Division, Ministry of Information and Broadcasting, Government of India.

Teaching Learning Process

This course aims to familiarize students about the peace and conflict resolution around the world by engaging them in elaborate classroom lectures consisting debate and discussions. The lectures will include power point presentation and screening of short videos which will be followed by debate and discussion on the topic. The entire process is designed so as to enhance the cognitive ability of the students and encourage them to think critically. The students will also prepare skits simulating models used in the peace and conflict resolution and present them in the class. The regular seminars will further enhance students understanding of the course.

Assessment Methods

The students will be assessed on their performance in their internal examination as well as their end semester examination. However, the assessment would go beyond this conventional method and also would assess the students for performance in class in which the skit presentation, participation in debate and discussion will also be valued.

Keywords

Peace, Conflict, War, Conflict Resolution, Conflict Transformation

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UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER IV

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

List of Papers and Courses for Semester IV

A) Core Course

4.1 Paper VIII - Political Processes and Institutions in Comparative Perspective

4.2 Paper IX - Public Policy and Administration in India

4.3 Paper X - Global Politics

B) Generic Elective (Interdisciplinary): Any Four

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

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

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

B.A (Honours) Political Science (Semester IV)

S. NO.	PAPER	
	SEMESTER - IV	
4.1	Political Processes and Institutions in Comparative Perspective	Core Discipline - 8
4.2	Public Policy and Administration in India	Core Discipline - 9
4.3	Global Politics	Core Discipline - 10
4.4	Any One of the Following	Generic Elective - IV (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
4.5	Any one of the following	Ability Enhancement - II (Skill Based)
A	Your Laws, Your Rights	
B	Public Opinion and Survey Research	
C	Legislative Practices and Procedures	
D	Peace and Conflict Resolution	

Courses for Programme B.A. (Hons) Political Science (Sem - IV)

Paper VIII - Political Processes and Institutions in Comparative Perspective (4.1)
Core Course - (CC) Credit:6

Course Objective

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Course Learning Outcomes

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

Unit 1

Forms of Government: (8 lectures)

a) Unitary and Federal System

b) Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Unit 2

Electoral Systems (8 lectures):

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

Unit 3

Parties and Party Systems (8 lectures)

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

Unit 4

Nation-state (8 lectures)

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

Unit 5

Gendering Comparative Politics: Institutions and Processes (8 lectures)

a. Political Representation

b. Women in Conflict and Peace

References

1.a. Forms of Government: Unitary and Federal System

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

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

1.b. Forms of Government: Regime Types: Democratic, Authoritarian, Populism and Totalitarian

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

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

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

II. Electoral System

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

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

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

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

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

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

IV: Nation-state

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a …', in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.

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

V. Gendering Comparative Politics: Institutions and Processes

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

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

John Rod Martin and Hague Harrop McCormick (2019). "Political Participation". pp 216-232. London: Macmillan international and Red Globe Press.

Garrisoned Mind "Women and Arms Conflicts in South Asia", edited by Laxmi Murthy and Mitu Verma (eds). Introduction Chapter. New Delhi, Speaking Tiger.

Additional Resources:

Classic Readings

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

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

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

Additional Readings

I. Forms of Government

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

II: Electoral System

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

III. Parties and Party Systems

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

IV: Nation-state

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

V. Gendering Comparative Politics

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

Schwindt- Leslie A. Bayer (2010). Comparison and Integration: A Path toward a Comparative Politics of Gender, *American Political Science Association,* Vol. 8, No. 1 (March 2010), pp. 177-182.

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

Teaching Learning Process

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Public Policy [10 lectures]

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

Unit 2

Decentralization [10 lectures]

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

Unit 3

Budget [12 lectures]

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

Unit 4

Citizen and Administration Interface [15 lectures]

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

Unit 5

Social Welfare Administration [20 lectures]

a. Concept and Approaches of Social Welfare

b. Social Welfare Policies:

i. Education: Right to Education,
ii. Health: National Health Mission,
iii. Food: Right to Food Security
iv. Employment: MNREGA

References

I. Public Policy

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole

J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy Subsystems, 3rd edition, Oxford: Oxford University Press.

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson.

Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication.

II. Decentralization

Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions and Politics In Rural India, OUP, 2007

D. A. Rondinelli and S. Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983

N.G. Jayal, Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford: Oxford University Press,1999

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

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

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

M.P. Lester, Political Participation- How and Why do People Get Involved in Politics Chicago: McNally, 1965

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

Basu, Rumki (2012), Lok Prashasan Sankalp Avam Siddhant, Jawahar Book Centre: Delhi.

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III. Budget

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

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

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

IV Citizen and Administration Interface

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

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

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Stephan Goldsmith and William D. Eggers, Governing by Network: The New Shape of the Public Sector, Brookings Institution [Washington], 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997 Mukhopadyay, A. (2005) 'Social Audit', in Seminar. No.551.

V. Social Welfare Administration

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

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

Reetika Khera- Rural Poverty and Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

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

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

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http://www.cefsindia.org
www.righttofoodindia.org

Teaching Learning Process

The course titled, Paper-IX Public Policy and Administration in India, in Programme (CBCS) B.A. (Hons.) Political Science, focus on mastering the students in understanding the public policy discourse in India. Various tools adopted in classroom teaching are a unit wise lecture, use of audio-visual resources such as screening of movie/documentary, group discussion. The course outlines the teaching process in a mechanism which delivers the students with practical knowledge by combing theoretical rigour with experiential learning to understand the contextual nuances of public policy in the tough and complex Indian terrain. Classroom teaching is so designed to allow students operationalize real-life scenarios, probe public policy new behaviours in the light of course material.

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Globalization: Conceptions and Perspectives (23 lectures)

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

Unit 2

Contemporary Global Issues (20 lectures)

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

Unit 3
Globalization: Power and Resource Governance

References

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

Anthony McGrew, (2017) 'Globalization and Global Politics', in J. Baylis, Smith and Owens (eds.), *Globalization of World Politics: An Introduction to International Relations,* New York: Oxford University Press, pp. 13-27.

Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti- Globalization in the Era of Trump*, New York: W.W. Norton & Company.

G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.

Canchal Kumar, et.al, *Understanding Global Politics,* K.W. Publishers, Delhi, 2017.

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) The Global Trans-Formations Reader, Cambridge: Polity Press, pp. 109-123.

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 454-479.

T. Cohn, (2009) Global Political Economy: Theory and Practice, pp. 130-140 (IMF), 208-218.

R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., International Political: State-Market Relations in a Changing Global Order, Boulder: Lynne Reinner, pp. 341-351.

A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press, pp. 22-98.

J. Goldstein, (2006) International Relations, New Delhi: Pearson, pp. 392-405 (MNC).
P. Hirst, G. Thompson and S. Bromley, (2009) Globalization in Question, Cambridge: Polity Press, pp. 68-100 (MNC).

D. Held and A. McGrew (eds.), (2002) Global Transformations Reader: Politics, Economics *and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) 'Globalization: A Contested Concept', in Globalization: A Very Short *Introduction,* London: Oxford University Press, pp. 1-16.

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G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 487-504.

R. O'Brien et al., (2000) Contesting Global Governance: Multilateral Economic Institutions *and Global Social Movements,* Cambridge: Cambridge University Press, pp. 1-23.

J. Fisher, (1998) Non-Governments: NGOs and Political Development in the Third World, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

II. Contemporary Global Issues

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) Global Politics, New York: Palgrave, pp. 383-411.

N. Carter, (2007) The Politics of Environment: Ideas, Activism, Policy, Cambridge: Cambridge University Press, pp. 13-81.

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) International Relations and World Politics: Security, *Economy and Identity,* New Delhi: Pearson, pp. 238-272.

III. Global Shifts: Power and Governance

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) Power Shifts and Global Governance: Challenges *from South and North,* London: Anthem Press.

P. Dicken, (2007) Global Shift: Mapping the Changing Contours of the World Economy, New York: The Guilford Press.

Additional Resources:

Classic Readings

J. Goldstein, (2006) International Relations, New Delhi: Pearson.

Michael Hardt and Antonio Negri (2001), *Empire,* USA, Harvard University Press.

Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.

Paul Hirst, Graham Thompson and Simon Bromley (1996), *Globalization in Question: The International Economy and the Possibility of Governance,* Polity Press.

Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली:एक्सेस पब्लिशिंग.

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Additional Readings

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A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P.

Owens (eds.) Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 14-31.

W. Ellwood, (2005) The No-nonsense Guide to Globalization, Jaipur: NI-Rawat Publications, pp. 12-23.

K. Shimko, (2005) International Relations: Perspectives and Controversies, New York: Houghton Mifflin, pp. 195-219.

G. Ritzer, (2010) *Globalization: A Basic Text,* Sussex: Wiley-Blackwell, pp. 180-190.

F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader,* London: Blackwell, pp. 236- 239 (WTO).

D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture,* California: Stanford University Press, pp. 242-282 (MNC).

T. Cohn, (2009) *Global Political Economy,* New Delhi: Pearson, pp. 250-323 (MNC).

J. Beynon and D. Dunkerley, (eds.), (2012) Globalisation: The Reader, New Delhi: Rawat Publications, pp. 1-19.

A. Vanaik, (ed.), (2004) Globalization and South Asia: Multidimensional Perspectives, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

G. Laxter and S. Halperin (eds.), (2003) Global Civil Society and Its Limits, New York: Palgrave, pp. 1-21.

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 150-156 (NGO).

P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 334-342. (NGO).

II. Contemporary Global Issues

A. Heywood, (2011) Global Politics, New York: Palgrave, pp. 264-281.

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S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) International *Relations: Perspectives for the Global South*, New Delhi: Pearson, pp. 272-285.

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) Globalization

of World Politics, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) Human Security, London: Routledge, pp. 13-19; 123-127; 236-243.

P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.

K. Shimko, (2005) International Relations Perspectives and Controversies, New York: Hughton-Mifflin, pp. 317-339.

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 366-380.

A. Vanaik, (2007) Masks of Empire, New Delhi: Tulika, pp. 103-128.

A. Acharya, (2001) 'Human Security: East versus West', in International Journal, Vol. 56, no. 3, pp. 442-460.

N. Jindal and K. Kumar, (2018) *Global Politics: Issues and Perspectives,* New Delhi: Sage.

III. Global Shifts: Power and Governance

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at

http://www.stir-global-shift.com/page22.php, Accessed: 19.04.2013.

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

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

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2

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

Major Social and Religious Movements in 19th century

Unit 3

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

a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India

b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement

c. Socialist Alternatives: Congress Socialists, Communists

Unit 4

Social Movements (8 lectures)

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

Unit 5

Partition and Independence (6 lectures)

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

References

I. Approaches to the Study of Nationalism in India

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

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

II. Reformism and Anti-Reformism in the Nineteenth Century

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

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

III. Nationalist Politics and Expansion of its Social Base

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

S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) From Plassey to Partition: A history of Modern India. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) Social Movements and the State, New Delhi: Sage, pp. 13-31

V. Partition and Independence

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

A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

Additional Resources:

B. Chakrabarty and R. Pandey, (2010) Modern Indian Political Thought, New Delhi: Sage Publications.

P. Chatterjee, (1993) The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi: Oxford University Press.

R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) Bharat Mein Algaovaad aur Dharm, New Delhi: Vani Prakashan.

Teaching Learning Process

Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Assessment Methods

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

Keywords

Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers

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GE2 - Contemporary Political Economy
(B.2)
Generic Elective - (GE) Credit:6

Course Objective

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

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

Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

Unit 1

Approaches to Political Economy (15 Lectures)

a) Classical Liberalism

b) Marxism

c) Welfarism

d) Neo-liberalism

e) Gandhian approach

Unit 2

Capitalist Transformation (14 Lectures)

a) European Feudalism and Transition to Capitalism

b) Globalization: Transnational Corporations, World Trade Organization, International Non-governmental Organizations (their role in development)

Unit 3

Issues in Development (15 Lectures)

a) Culture

b) Environment

c) Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

a) Artificial Intelligence

b) Gender

c) Racial and Ethnic Problems

d) Migration

References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

Mandel, E. (1979) An Introduction to Marxist Economic Theory. New York: Pathfinder Press, 3rd print, pp. 3-73.

Kersbergen, K.V. and Manow, P. (2009) Religion, Class Coalition and Welfare State. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D. Comparative Politics. Oxford: Oxford University Press, ch 22, pp. 547- 563.

Harvey, D. (2005) A Brief History of Neo-liberalism. Oxford: Oxford University Press.

Ghosh, B.N. (2007) Gandhian Political Economy: Principles, Practice and Policy. Ashgate Publishing Limited, pp. 21- 88.

Phukan, M. (1998) The Rise of the Modern West: Social and Economic History of Early Modern Europe. Delhi: Macmillan India, pp. 420- 440.

Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order, Princeton University Press, pp. 278- 304.

Kennedy, P. (1993) Preparing for the Twenty – First Century. UK: Vintage, Ch. 3

Prasad, K. (2000) NGOs and Social-economic Development Opportunities. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

Fisher, J. (2003) Non-governments – NGOs and the Political Development in the Third World. Jaipur: Rawat, ch. 1, 4, 6.81

Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) A Globalizing World? Culture, Economics and Politics. London: Routledge, pp. 47- 84.

Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, pp. 303- 311.

Lechner, F. J and Boli, J. (eds.) (2004) The Globalization Reader. Oxford: Blackwell, pp. 361-376 and 398- 404.

Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 374- 386.

Singh, S. (1997) Taming the Waters: The Political Economy of Large Dams in India. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.

Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 330- 339.

Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) Dominating Knowledge: Development, Culture and Resistance. Oxford: Oxford University Press, pp. 1- 28.

L. Lechner, F. J and Boli, J. (eds.) (2004) The Globalization Reader. Oxford: Blackwell, pp. 211-244.

Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell.

Glen, J. (2007) Globalization: North-South Perspectives. London: Routledge, ch.6.

Sen, A. (2006) Identity and Violence: Illusion and Destiny. London: Penguin/Allen Lane, pp. 130-148.

Berkovitch, N. (2004) 'The Emergence and Tranformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, ch.31, pp. 251- 257.

Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), The Global Transformations Reader. Cambridge: Polity Press, ch.35, pp. 366- 373.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) Globalization of World Politics, 4th edn., New Delhi: Oxford University Press, ch.15.

Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1.
Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 450- 462.

Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

Additional Resources:

Classic Readings

Robert Gilpin, (1987) The Political Economy of International Relations, Princeton: Princeton University Press.

Susan Strange (1989), Paths to International Political Economy, London: Routledge.

Additional Readings

Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization.

Halifax, Fernwood. Available from: www.globalpolicy.org

Teaching Learning Process

The course aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

Keywords

Approaches to Political Economy, Development Debates, Development vs. Environment, Knowledge Economy, Globalization and Development

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GE3 - Women, Power and Politics
(B.3)
Generic Elective - (GE) Credit:6

Course Objective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state.
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

Unit 1

Groundings (6 weeks)

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

Unit 2

Movements and Issues (6 weeks)

1. **History of the Women's Movement in India (2 weeks)**
2. **Violence against women (2 weeks)**
3. **Work and Labour (2 weeks)**
    a. Visible and Invisible work
    b. Reproductive and care work
    c. Sex work

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I. Groundings

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

V Geetha, (2002) Gender, Kolkata, Stree, pp. 1-20.

M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57.

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader, pp. 27-37

R. Palriwala, (2008) 'Economics and Patriliny: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) Gendering Caste through a Feminist Len, Kolkata, Stree, pp. 139- 159.

C. MacKinnon, 'The Liberal State' from Towards a Feminist Theory of State, Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8, Accessed: 19.04.2013.

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Teaching Learning Process

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

Assessment Methods

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

Keywords

patriarchy, feminism, family, community, power, state, movement

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GE4 - Gandhi and the Contemporary World
(B.4)
Generic Elective - (GE) Credit:6

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

a. Conception of Modern Civilisation and Alternative Modernity
b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

a. Theory of Satyagraha
b. Satyagraha in Action

i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
ii. Temple Entry and Critique of Caste
iii. Social Harmony: 1947and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
b) The Pacifist Movement
c) Women's Movements
d) Gandhigiri: Perceptions in Popular Culture

Unit 4

Gandhi and the Idea of Political (2 weeks)

a) Swaraj
b) Swadeshi

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Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII " Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, " Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenboroughand Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

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GE5 - Understanding Ambedkar
(B.5)
Generic Elective - (GE) Credit:6

Course Objective

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

Course Learning Outcomes

The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

Unit 1

Introducing Ambedkar (1 week)

Approach to Study Polity, History, Economy, Religion and Society

Unit 2

Caste and Religion (3 weeks)

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

Unit 3

Women's Question (2 weeks)

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

Unit 4

Political Vision (2 weeks)

a. Nation and Nationalism

b. Democracy and Citizenship

Unit 5

Constitutionalism (2 weeks)

a. Rights and Representations

b. Constitution as an Instrument of Social Transformation

Unit 6

Economy and Class Question (2 weeks)

a. Planning and Development

b. Land and Labour

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Teaching Learning Process

This will involve acquainting the students with excerpts of Ambedkar's original writing collected in various volumes. The focus of class lecture would be on one hand to locate Ambedkar's Thought in the context of his times and on the other hand to understand the influences on him that had made him dream of a equitable world. Serial Samvidhan could be used as an audio-visual aid to understand Ambedkar and his contemporary vision on important issues especially his speech that was delivered during adoption of constitution. Filed visit to Ambedkar memorial or Mumbai to celebrate Mahparnivaran diwas can further augment students understanding of continuing relevance of Ambedkar in present times.

Format for Student Presentations

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (URL: www.ambedkar.org)

2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes

3) Any other related audio-visual source

Assessment Methods

Reflective and critical test will form the mainstay of assessment for this paper. Quiz and group presentations will further be used to analysis students Understanding of Ambedkar's views.

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

GE6 - Governance: Issues and Challenges
(B.6)
Generic Elective - (GE) Credit:6

Course Objective

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.
- The students become familiar with a rigorous introduction to the best practices in India on good governance.

Unit 1

Government and Governance: Concepts [12 lectures]

a) Role of State in The Era of Globalisation
b) State, Market and Civil Society

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

a) Human-Environment Interaction
b) Green Governance: Sustainable Human Development

Unit 4

Local Governance [12 lectures]

a) Democratic Decentralisation
b) People's Participation in Governance

Unit 5

Good Governance Initiatives in India: Best Practices [20 lectures]

a) Public Service Delivery
b) Electronic Governance
c) Citizens Charter & Right to Information
d) Corporate Social Responsibility

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Teaching Learning Process

The General Elective course titled, Governance: Issues and Challenges in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the 'essential question' which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

Assessment Methods

This course has a scope of undertaking field studies to understand the globalized discourse using contextual, theoretical, grounded, mixed method approach. The students will be evaluated on the written semester examination. Internal examination can be assessed on various parameters like project/ article/ term paper/ group presentation/ field work. Additionally, students reflective and cognitive thinking will be assessed by the contribution they make in classroom discussions and group projects.

Keywords

Good Governance, Green Governance, Democratic Decentralisation, Public Service Delivery, E-Governance, RTI, Corporate Social Responsibility (CSR)

GE7 - Politics of Globalization
(B.7)
Generic Elective - (GE) Credit:6

Course Objective

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Learning Outcomes

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

a) Liberal approach

b) Radical approach

Unit 3

International Institutions/Regimes

a) World Bank

b) International Monetary Fund

c) The World Trade Organization

Unit 4

Issues in Globalization:

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

Unit 5

Globalization and democracy: State, sovereignty and the civil society.

Unit 6

Globalization and Politics in developing countries

a) Globalization and social movements
b) Globalization and the demise of Nation State
c) Globalization and human migration

Unit 7

The inevitability of globalization: Domestic and Global responses

References

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Joseph E. Stiglitz (2018), Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump, New York: W.W. Norton & Company.

Jagdish Bhagwati (2007), In Defense of Globalization, Oxford, Oxford University Press.

Manfred B. Steger (2017) Globalization: A Very Short Introduction, New York: Oxford University Press.

Paul Hirst, G. Thompson and S. Bromley (2009), Globalization in Question, Malden, Polity Press.

John Clark (ed.), (2003) Globalizing Civic Engagement: Civil Society and Transnational Action, London, Earthscan.

Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) Restructuring World Politics: Transnational Social Movements, MN, University of Minnesota Press.

Bernard Hoelkman and Michel Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP.

Arjun Appadurai, (1996), Modernity at Large: Cultural Dimensions of Globalisation, University of Minnesota Press.

Deepak Nayyar (ed.) (2002), Governing Globalization: Issues and Institutions, Oxford University Press.

Held, David and Anthony Mc grew (ed.), (2003), The Global Transformation Reader: An introduction to the Globalization Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.

Joseph E Stiglitz, (2002), Globalisation and its Discontents, US, W.W. Norton and Company.

Noreena Hertz, (2000), The silent take over: Global Capitalism and the death of Democracy, Praeger.

Nye Joseph S and John D. Donanu (ed.) (2000) Governance in a Globalizing World, Washington dc, Brooking Institution Press.

Tyler Cowen, (2000) Creative Destruction: How Globalization is changing the world's culture, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) Global Transformation: Politics, Economy and Culture, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., the Global Transformations Reader: An Introduction to the Globalization Debate, Malden, Polity Press.

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Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", Foreign Policy, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.

Sen, A. (2006) Identity and Violence: Illusion and Destiny. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली:एक्सेस पब्लिशिंग.

Teaching Learning Process

The Course aims to acquaint the students about various nuances of globalization. Therefor the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

Assessment Methods

The students will be assessed according to their performance in internal exam and end semester exam. Besides, students will also be assessed according to their performance in class discussions. Students will be given take home tests and will be encouraged to make presentations.

Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

GE8 - United Nations and Global Conflicts
(B.8)
Generic Elective - (GE) Credit:6

Course Objective

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Learning Outcomes

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1

The United Nations (29 Lectures)

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice, and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Asssessment of Secretary General

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

(e) Millennium Development Goals

Unit 2

Major Global Conflicts since the Second World War (20 Lectures)

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

Unit 3

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

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Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso, pp. 47-71.

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Ghali, B.B. (1995) An agenda for peace. New York: UN, pp.5-38.

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White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New York: Macmillan, pp. 113-132.

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Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 91-112.

Additional Resources:

Classical Readings:

Hanhimäki, Jussi M. (2015) The United Nations: A Very Short Introduction., New York: Oxford University Press

Weiss, Thomas G. and Daws, Sam ed. (2007) The Oxford Handbook on the United Nations, Oxford: : Oxford University Press.

Claude, I. (1984) Swords into plowshares: the progress and problems of international organisation. 4thedn. New York: Random House

Hindi Readings:

वर्मा, विजय कुमार (2018) संयुक्त राष्ट्र और वैश्विक संघर्ष, New Delhi: Orient Blackswan.

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Teaching Learning Process

The course aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. Besides this conventional approach, students will be assessed according to their performance in mock sessions. Surprise tests will also be a mode of assessment.

Keywords

United Nations, UNGA, UNSC, UNHCR, Peace Keeping, R2P, MDG, Korean War, Vietnam War

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AE1 - Your Laws, Your Rights
(D.1)
AECC (Electives) - (AECCE) Credit:4

Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes

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

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these values.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons

- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents
- Show understanding of the structure and principles of the Indian legal system

Unit 1
Rule of law and the Criminal Justice System in India (1 week)

Unit 2
Laws relating to criminal justice administration (2 weeks)
a) How to file a complaint, First Information Report (FIR)
b) Detention, arrest and bail

Unit 3
Equality and non-discrimination (4 weeks)
a) Gender: the protection of women against domestic violence, rape and sexual harassment
b) Caste: laws abolishing untouchability and providing protection against atrocities
c) Class: laws concerning minimum wages
d) Disability and equality of participation and opportunity

Unit 4
Empowerment (2 weeks)
a) Access to information
b) Rights of the consumer

Unit 5
Redistribution, recognition and livelihood (2 weeks)
a) Traditional rights of forest dwellers and the issue of women's property rights
b) Rural employment guarantee

Unit 6
Access to Identification documents and Social Security Schemes (1 week / exercises only)
Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

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II. Laws relating to criminal justice administration

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III. Equality and non-discrimination

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IV. Empowerment

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

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V. Redistribution, Recognition and livelihood

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o Criminal law Amendment Act, 2013, Available at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf, Accessed: 10.04.2013.

o Mahatma Gandhi National Rural Employment Guaranty Act, 2005, Available at http://nrega.nic.in/rajaswa.pdf, Accessed: 10.04.2013.

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o Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf, Accessed: 10.04.2013.

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o The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf, Accessed: 10.04.2013.

o The Right of Children to Free and Compulsory Education Act, 2009, Available at http://www.delta.org.in/form/rte.pdf , Accessed: 10.04.2013.

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Additional Readings:

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III. Equality and non-discrimination

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A. Kidwai, (2013), Sexual Harassment in the Workplace: the Verma Committee and After, Economic and Political Weekly, Vol. 48, Issue No. 06

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IV. Empowerment

Live Law, Highlights of Consumer Protection Bill-2018, available at https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925–933.

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K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.

A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file a FIR? In case there has been a theft in the neighbourhood how would you file the first-Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.

5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Assess the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva-voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

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AE2 - Public Opinion and Survey Research
(D.2)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Learning Outcomes

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

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system.
- Learn about the methods used for conducting surveys and interpreting survey data.
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

Unit 1

Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit 2

Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)

a. What is sampling? Why do we need to sample? Sample design.
b. Sampling error and non-response
c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit 3

Survey Research (2 lectures)

a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
b. Questionnaire: Question wording; fairness and clarity.

Unit 4

Quantitative Data Analysis (4 lectures)

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

Unit 5

Interpreting polls (6 lectures)
Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

References

I. Introduction to the course

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York: Pearson Longman Publishers. pp. 40-46.

G. Gallup, (1948) A guide to public opinion polls Princeton, Princeton University Press, 1948. Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) Introduction to Survey Sampling Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', Economic and Political Weekly, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', Economic and Political Weekly, Vol. XXXIX (51).

'Asking About Numbers: Why and How', Political Analysis (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

III. Survey Research

H. Asher, (2001) 'Chapters 3 and 5', in Polling and the Public: What Every Citizen Should Know, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

IV. Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) Statistical methods for the Social Sciences, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage.

V. Interpreting polls

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', Electoral Studies, Vol. 21, pp. 69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', Public Opinion Quarterly 67, pp. 244-264.

Additional Resources:

K. Warren, (2001) 'Chapter 2', in In Defense of Public Opinion Polling, Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', Sampling Techniques, John Wiley & Sons.

G. Gallup, (1948) A Guide to Public Opinion Polls. Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) Statistics Without Tears: An Introduction for Non Mathematicians, Harmon dsworth: Penguin.

Teaching Learning Process

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data. Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

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AE3 - Legislative Practices and Procedures
(D.3)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will acquaint the students with the legislative process in India at various levels, to impart them with the elementary skills required to part of a legislative support team and expose them to real life legislative work. The skills provided by this course will include the understanding of legislative procedures, comprehending policy concerns which serve as the objective for legislative practices, drafting new legislation, tracking and analysing feedback on ongoing bills, writing press releases, conducting meetings with various stakeholders, monitoring media and public opinion, managing constituent relations and handling inter-office communications. It will also deepen their understanding and appreciation of the legislative process and its importance for a robust democracy.

Course Learning Outcomes

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

- Understand the structure and functions of law-making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop beginners' skills to become a part of a support team engaged in different levels of the law-making functions

Unit 1

Powers and functions of people's representative at different tiers of governance (6 lectures)

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit 2

Supporting the Legislative Process (2 lectures)

How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit 3

Supporting the Legislative Committees (6 lectures)

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

Unit 4

Reading the Budget Document (6 lectures)

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Unit 5

Support in media monitoring and communication (4 lectures)

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

References

I. Powers and functions of people's representative at different tiers of governance

M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at:
http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/mplads-487/

H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at: https://www.prsindia.org/sites/default/files/parliament_or_policy_pdfs/1417684398--Parliament%20as%20a%20Law%20Making%20Body_0.pdf

Government of India (Lok Sabha Secretariat), (2009) Parliamentary Procedures (Abstract Series), Available at http://164.100.47.132/LssNew/abstract/index.aspx

II. Supporting the legislative process

Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter- 09.htm, Accessed: 19.04.2013

Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation, Parliamentary Procedure, Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013

D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf

O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf

B. Debroy, (2001) 'Why we need law reform' Seminar January.

III. Supporting the Legislative Committees

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.

Government link: http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/

K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf, Accessed: 19.04.2013

IV. Reading the Budget Document

A. Celestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/how-to-read-the- union-budget-1023/, Accessed: 19.04.2013

V. Support in media monitoring and communication

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State Legislatures, Vol. 31(3).

Additional Resources:

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

B. Jalan, (2007) India's Politics, New Delhi: Penguin.

Initiating Discussion on Various Type of Debates in Rajya Sabha, Available at http://rajyasabha.nic.in/rsnew/publication_electronic/75RS.pdf, Accessed: 19.04.2013.
Praxis of Parliamentary Committees: Recommendations of Committee on Rules published by Rajya Sabha, available at:
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S.J. Phansalkar, Policy Research in the Indian Context

N. Singh, 'Some Economic Consequences of India's Institutions of Governance: A Conceptual Framework', Available at:
http://econ.ucsc.edu/faculty/boxjenk/wp/econ_conseq_2003_rev2.pdf,Accessed:19.04.2013.

R. Guha, (2007), India After Gandhi, Macmillan: New Delhi.

Parliamentary Procedures (Abstract Series) published by Lok Sabha, Available at http://164.100.47.132/LssNew/abstract/index.aspx, website: www.loksabha.nic.in, Accessed: 19.04.2013.

Committees of Lok Sabha, Available at:
http://164.100.47.134/committee/committee_list.aspxAccessed: 19.04.2013.

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http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf,Accessed: 19.4.2013.

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Nomination of Members of Parliament on Committees, Councils, Boards and Commissions, etc., set up by the Government, Ministry of Parliament Affairs, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-14.htm, Accessed: 19.04.2013.

Parliamentary Procedures: Problems and Perspectives 2009 Published by Rajya Sabha, Available at http://rajyasabha.nic.in/rsnew/publication_electronic/parl_procedure2009.pdf, Accessed: 19.04.2013.

Primer on the Budget Process published by PRS, Available at http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/, Accessed: 19.04.2013.

Background note on Financial Oversight by Parliament published by PRS, Available at http://www.prsindia.org/administrator/uploads/media/Conference%20note/Conference%20note%20on%20financial%20oversight.pdf,Accessed: 19.04.2013.

P. Keefer and S Khemani, (2009) 'When Do Legislators Pass On "Pork"? The Determinants of Legislator Utilization of a Constituency Development Fund in India', in World Bank Policy Research Working Paper Series 4929, pp. 1-45, Available at: http://ssrn.com/abstract=1405160, Accessed: 19.04.2013.

Parliamentary Procedures (Abstract Series), Lok Sabha, Available at http://164.100.47.132/LssNew/abstract/process.htm

Budget, Parliamentary Procedure, Ministry of Parliamentary Affairs, available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-07.htm, Accessed: 19.04.2013.

http://mpa.nic.in/mpahandbook/parlia13.pdf

Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

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AE4 - Peace and Conflict Resolution
(D.4)
AECC (Electives) - (AECCE) Credit:4

Course Objective

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Course Learning Outcomes

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

Unit 1

International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Unit 2

What is Conflict: Introduction to International Conflict Resolution

Unit 3

International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit 4

Conflict resolution: Background of Various Peace Movements and Concepts, Principles used to resolve conflict

Unit 5

Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit 6

Conflict Transformation: Is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts

References

Webel, Charles & Jorgen Johansen (ed). 2012. Peace and Conflict Studies: A Reader. Routledge. New York.

Galtung, Johan et al. 2000. Searching for Peace: The Road to Transcend. Pluto Press in Association with Transcend. p. xiii.

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Jeong, H.-W. (2000). Peace and conflict studies. Burlington: Ashgate.

Starkey, Boyer, and Wilkenfield, Negotiating a Complex World. Rowman & Littlefield, Maryland, 1999, pp. 1-74.

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29.

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Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205.

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Galtung, Johan, "The Basic Need Approach", in Human Needs: A Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126.

Saunders, Harold H., A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, New York, 1999, pp. 1-80.

Deutsch, Morton, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, 1973, pp. 1-123.

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114.

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Hampson, F.O., Crocker C.A. and Aall, P. R. (2007). Negotiation and international conflict. In C. Webel & J. Galtung (Eds.), Handbook of peace and conflict studies (pp. 35-50). New York: Routledge.

Horowitz, S. (2007). Mediation. In C. Webel and J. Galtung (Eds.). Handbook of peace and conflict studies (51-63). New York: Routledge.

Assefa, H. (1999). The Meaning of reconciliation. In People building peace: 35 inspiring stories from around the world (pp. 37-45), Utrecht: European Centre for Conflict Prevention.

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Cortright, D. (2008). Banning the bomb. In Peace: A history of movements and ideas. Cambridge: Cambridge University Press, 126-154.

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Mansfield, E., & Pevehouse, J. (2000). Trade blocs, trade flows, and international conflict. International Organization, 54(4), 775-808.

Williams, A. (2015). Changing normative environment for conflict management. In Crocker et. al. (Eds.) Managing Conflict in a World Adrift. Washington, US: United States Institute of Peace Press.

Upadhyaya, P. & Kolås, A. (2018). Perspectives from peace research. In P. Upadhyaya (ed.) Long walk of peace: Towards a culture of prevention (pp. 26-69). Paris: UNESCO.

Additional Resources:

Classic Readings

Galtung, J. (1969). Violence, peace, and peace research. Journal of Peace Research, 6(3), pp. 167-191.

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149.

Galtung, Johan. 1967. "Theories of Peace: A Synthetic Approach to Peace Thinking". International Peace Research Institute, Oslo.

Rummel, R.J. 1981. Understanding Conflict and War, Vol. 5, Beverly Hills, CA: Sage Publications.

Deutsch, M. (1983). Conflict Resolution: Theory and practice. Political Psychology, 4(3), 431-453.

Gandhi, M.K. (1916) (1964), "On Ahimsa: Reply to Lala Lajpat Rai (October 1916)", in The Collected Works of Mahatma Gandhi, Vol.-XIII, Delhi: The Publications Division, Ministry of Information and Broadcasting, Government of India.

Teaching Learning Process

This course aims to familiarize students about the peace and conflict resolution around the world by engaging them in elaborate classroom lectures consisting debate and discussions. The lectures will include power point presentation and screening of short videos which will be followed by debate and discussion on the topic. The entire process is designed so as to enhance the cognitive ability of the students and encourage them to think critically. The students will also prepare skits simulating models used in the peace and conflict resolution and present them in the class. The regular seminars will further enhance students understanding of the course.

Assessment Methods

The students will be assessed on their performance in their internal examination as well as their end semester examination. However, the assessment would go beyond this conventional method and also would assess the students for performance in class in which the skit presentation, participation in debate and discussion will also be valued.

Keywords

Peace, Conflict, War, Conflict Resolution, Conflict Transformation

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UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER VI

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

List of Papers and Courses for Semester VI

Core Course

6.1 Paper XIII - Modern Political Philosophy

6.2 Paper XIV - Indian Political Thought - II

Discipline Specific Elective (DSE)

1. Citizenship in a Globalizing World

2. Human Rights in a Comparative Perspective

3. Development Process and Social Movements in Contemporary India

4. Public Policy in India

5. Colonialism and Nationalism in India

6. India's Foreign Policy in a Globalizing world

7. Feminism: Theory and Practice

8. Dilemmas in Politics

2.1. Semester-wise Distribution of Courses.

B.A (Honours) Political Science

S. NO.	PAPER	
	SEMESTER - VI	
6.1	Modern Political Philosophy	Core Discipline - 13
6.2	Indian Political Thought - II	Core Discipline - 14
6.3 & 6.4	Any Two of the Following	Discipline Specific Elective (DSE) III & IV
A	Citizenship in a Globalizing World	
B	Human Rights in a Comparative Perspective	
C	Development Process and Social Movements in Contemporary India	
D	Public Policy in India	
E	Colonialism and Nationalism in India	
F	India's Foreign Policy in a Globalizing World	
G	Feminism: Theory and Practice	
H	Dilemmas in Politics	

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

Paper XIII - Modern Political Philosophy (6.1)
Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

Modernity and its discourses (1 week)

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

Unit 2

Romantics (2 weeks)

a. Jean Jacques Rousseau (1 week)

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

b. Mary Wollstonecraft (1 week)

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

Unit 3

Liberal socialist (2 weeks)

John Stuart Mill

Mill's hedonistic principle of utility; difference with other utilitarian, Liberty, suffrage and change in democracy; rights of minorities; subjection of women

Unit 4

Radicals (2 Weeks)

a. Hegel

Ethical life: family, civil society and state

b. Karl Marx

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

References

I. Modernity and its discourses

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

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

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

II. Romantics

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

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

III. Liberal socialist

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

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

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

IV. Radicals

Hegel's Philosophy of Right, https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf

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

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

Additional Resources:

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

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

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

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

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

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

Readings in Hindi

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

modernity, reason, state of nature, representation,

Paper XIV - Indian Political Thought - II
(6.2)
Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1:

Introduction to Modern Indian Political Thought (4 lectures)

Unit 2:

Rammohan Roy: Rights (4 lectures)

Unit 3:

Pandita Ramabai: Gender (4 lectures)

Unit 4:

Vivekananda: Ideal Society (5 lectures)

Unit 5:

Gandhi: Swaraj (5 lectures)

Unit 6:

Ambedkar: Social Justice (5 lectures)

Unit 7:

Tagore: Critique of Nationalism (4 lectures)

Unit 8:

Iqbal: Community (5 lectures)

Unit 9:
Savarkar: Hindutva (4 lectures)

Unit 10:
Nehru: Secularism (4 lectures)

Unit 11:
Lohia: Socialism (4 lectures)

References

I. Introduction to Modern Indian Political Thought

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

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

II. Rammohan Roy: Rights

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

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

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

III. Pandita Ramabai: Gender

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

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

IV. Vivekananda: Ideal Society

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

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

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

V. Gandhi: Swaraj

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

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

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

VI. Ambedkar: Social Justice

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

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

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

VII. Tagore: Critique of Nationalism

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

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

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

VIII. Iqbal: Community

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

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

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

IX. Savarkar: Hindutva

V.Savarkar, 'Hindutva is Different from Hinduism', available at http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism

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

X. Nehru: Secularism

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

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

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

XI. Lohia: Socialism

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

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

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

Additional Resources:

II. Rammohan Roy: Rights

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

III. Pandita Ramabai: Gender

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

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

IV. Vivekananda: Ideal Society

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

V. Gandhi: Swaraj

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

VI. Ambedkar: Social Justice

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

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

VIII. Iqbal: Community

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

IX. Savarkar: Hindutva

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

X. Nehru: Secularism

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

Nationalism, Justice, Democracy, Rights, Swaraj

Discipline Specific Elective Courses

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

Course Objective

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

Course Learning Outcomes

After completing this course students will be able to:

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

Unit 1:

Classical conceptions of citizenship.

Unit 2:

The Evolution of Citizenship and the Modern State

Unit 3:

Citizenship and Diversity

Unit 4:

Citizenship beyond the Nation-state: Globalization and global justice

Unit 5:

The idea of cosmopolitan citizenship

References:

Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.

Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press.

Heater, Derek. (2002). World citizenship: cosmopolitan thinking and its opponents. New York: Continuum. (Chapter 3: Identity and Morality)

Held, David (1995), Democracy and the Global Order: From the Modern State to Cosmopolitan Governance (Stanford: Stanford University Press).

Kymlicka, W.(1995). *Multicultural Citizenship*, Oxford: Oxford University Press.

Kymlicka, W. (2000). "Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts", in W. Kymlicka, W. Norman (eds.) *Citizenship in Diverse Societies*, Oxford: Oxford University Press, 1-41.

Kymlicka, W. (1999), "Citizenship in an Era of Globalization: A Response to Held," in I.Shapiro & C. Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).

Linklater, A., 1999, "Cosmopolitan Citizenship", in *Cosmopolitan Citizenship*, K. Hutchings, R. Danreuther (eds.), New York: St-Martin's Press, 35-60.

Miller, David. (2012). "Cosmopolitanism", in G.W. Brown & D. Held (Eds.), The cosmopolitan reader (pp. 377-392). Malden, MA: Polity Press.

Miller, D. (2007). *National Responsibility and Global Justice*, Oxford: Oxford University Press.

Norman, W. & Kymlicka, W. (2003). "Citizenship", in R. G. Frey & C. H. Wellman (eds.) A Companion to Applied Ethics, Oxford: Blackwell Publishing Ltd.

Nussbaum, Martha (2012). Patriotism and Cosmopolitanism. In G.W. Brown & D. Held (Eds.), *The Cosmopolitan Reader* (pp. 155-162). Malden, MA: Polity Press.

Oliver, D. & D. Heater (1994). The Foundations of Citizenship. London, Harvester Wheatsheaf.

Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Cambridge, MA: Harvard University Press.

Pogge, T. W.(1992). "Cosmopolitanism and Sovereignty", *Ethics*, 103: 58–75.

Scholte, Jan Aart (2000), Globalization: A Critical Introduction, New York: St. Martin's.

Tan, K.-C. (2004) *Justice Without Borders. Cosmopolitanism, Nationalism and Patriotism*, Cambridge: Cambridge University Press.

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

Additional Resources:

Classic Readings

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

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

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

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

Readings in Hindi

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

citizenship, state, diversity, cosmopolitanism, global justice

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

Course Objective

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

Course Learning Outcomes

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

insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective.

Unit 1

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

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

Unit 2

II. Issues (5 weeks)

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

Unit 3

III. Structural Violence (4 weeks)

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

References

I. Human Rights: Theory and Institutionalization

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

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

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

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues

<u>a. Torture: USA and India</u>

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

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

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

<u>b. Surveillance and Censorship: China and India</u>

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

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

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

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

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

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

U. Singh, (2014) 'Surveillance Regimes in Contemporary India', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

c. Terrorism and Insecurity of Minorities: USA and India

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

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

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

III. Structural Violence

a. Caste and Race: South Africa and India

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

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241262.
R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574

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

b. Gender and Violence: India and Pakistan

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

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

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

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

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

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

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

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp. 181-207, New Delhi: Oxford University Press.

Additional Resources:

Classic Readings:

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

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

Additional Readings:

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

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

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

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

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

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

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

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

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

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

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

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

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Teaching Learning Process

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

Development Process since Independence (2 weeks)

a. State and planning
b. Liberalization and reforms

Unit 2

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

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

Unit 3

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

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

Unit 4

Social Movements (6 weeks)

a. Tribal, Peasant and Workers movements
b. Dalit and Women’s movements
c. Civil rights movements

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I. The Development Process since Independence

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A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in Economic and Political Weekly, XLI (43-44), pp.4533-36.

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

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

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Introduction to Policy Analysis (12 Lectures)

Unit 2

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

Unit 3

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

Unit 4

Models of Policy Decision-Making (12 Lectures)

Unit 5

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

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IGNOU. Public Policy Analysis. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.

Wildavsky, A.(2004), ‘ Rescuing Policy Analysis from PPBS’ in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) Theories of the State. London: Routledge.

McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) The State in Action: Public Policy and Politics. London: Printer Publication, pp.3-21 and 171-184.

Skocpol, T. et al (eds.) (1985) Bringing the State Back In. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

Dye, T.R. (2002) Understanding Public Policy. 10th Edition. Delhi: Pearson, pp.11-31.

III. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) Power. Basil: Oxford , pp. 28-36.

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Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) Policy Analysis for the Real World. U.K: Oxford University Press, pp. 42-62.

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Self, P. (1993) Government by the Market? The Politics of Public Choice. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

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Teaching Learning Process

This discipline Specific Elective paper is designed to allow the student to establish an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

Colonialism and Nationalism:

a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism

b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

Unit 2

Colonial Rule in India and its impact:

a. Constitutional developments and the colonial state

b. Colonial ideology of civilizing mission: Utilitarians and Missionaries

c. Impact on agriculture, land relations, industry and ecology

Unit 3

Reform and Resistance:

a. The 1857 rebellion

b. Major social and religious movements

c. Education and the rise of the new middle class

Unit 4

Nationalist Politics and Expansion of its Social Base

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

Unit 5

Social Movements

a. The Women's Question: participation in the national movement and its impact

b. The Caste Question: anti-Brahmanical Politics

c. Peasant, Tribals, and Workers movements

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Datta, G. Sobhanlal. (2007) 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) Science, Technology, Imperialism and War. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.

Guha, Ranajit. (1982). Subaltern Studies, I. Oxford University Press. Delhi. pp.1-8.

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

2. Colonial Rule in India and its impact:

Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 37-65; 66-138.

Chandra, B. (1999) Essays on Colonialism. Hyderabad: Orient Longman, pp. 58-78. Metcalf and Metcalf. (2002) A Concise History of India. Cambridge: Cambridge University Press, pp. 55-80.

Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.

Sen, A.P. (2007), ‘The idea of Social reform and its critique among Hindus of Nineteenth Century India’, in Bhattacharya, Sabyasachi (ed.) Development of Modern Indian Thought and the Social Sciences. Vol X. New Delhi: Oxford University Press.

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4. Reform and Resistance:

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

Sen, A.P. (2007), ‘The idea of Social reform and its critique among Hindus of Nineteenth Century India’, in Bhattacharya, Sabyasachi (ed.) Development of Modern Indian Thought and the Social Sciences. Vol X. New Delhi: Oxford University Press.

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

5. Nationalist Politics and Expansion of its Social Base

Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 227-323; 405-438.

Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.

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

6. Social Movements:

Bandopadhyaya, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 334-381.

Additional Resources:

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Sangari, Kumkun and Vaid, S. (1989) Recasting Woman: Essays in Colonial History. New Delhi: Oxford University Press.

Singh, Abhay Prasad, Bharat mein Upaniveshvaad, Orient Blackswan, 2014.

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Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers.

Teaching Learning Process

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

Assessment Methods

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

Keywords

Colonialism, Nationalism, 1857 Rebellion, Gandhi, Social Movements

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

Course Objective

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

Course Learning Outcomes

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

Unit 1:

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

Unit 2:

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

Unit 3:

India's Engagements with China (6 lectures)

Unit 4:

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

Unit 5:

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

Unit 6:

India in the Contemporary Multipolar World (6 lectures)

a) EU
b) BRICS
c) SCO

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R.S. Yadav and S. Dhanda (eds) (2009) "India's Foreign Policy: Contemporary Trends", New Delhi: Shipra Publications.

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Anjali Ghosh, et. al. (eds), (2009), India's Foreign Policy" New Delhi, Pearson.

Air Vice Marshal Kapil Kak (ed.), (2010), Comprehensive Security for an Emerging India, New Delhi, KW Publishers Pvt. Ltd in association with Centre for Air Power Studies

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U. Shankar, "India's Afghan Policy: An Evaluation", Contemporary Central Asia, vol. VI, No1-2 pp. 55-73.

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Additional Resources:

Classic Readings

A. Appadorai, (1984), Domestic Roots of Foreign Policy, New Delhi: Oxford University Press

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

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

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

Hindi Readings

सुमित गांगुली (2018), भारत की विदेश नीति: पुनरावलोकन एवं संभावनाएं, अनुवादक: अभिषेक चौधरी, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस।

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H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in Asian Survey, Vol. 46 (5), pp. 675-698.

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

S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.

V. Sood, (2009) 'India and regional security interests', in A. Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and the United States, New Delhi: Sage.

Online Resources:

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

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

Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. http://www.cprindia.org/blog/international-relations-and-security-blog

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

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

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

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

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

Teaching Learning Process

This Discipline Specific Elective course is modelled to acquaint the students with India's foreign policy evolution and contemporary strategies. Therefore this paper will be highly engaging involving students at every stage. Though the class will have power-point presentations and conventional lectures involving chalks and boards, students will be encouraged to have group discussions. Students will be taught to strategize in a simulating international event which will help the students to understating India's decision making process. Distinguished persons engaged in statecraft will also deliver lecture to students on various issues.

Assessment Methods

This paper will assess the students not only in their internal assessment exam and end semester exam but also according to their performance in the group discussion. High premium will be paid to the quality of strategy generated by the students during debate and discussions.

Keywords

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

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

Course Objective

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

Course Learning Outcomes

After completing this course, the students will be able to:

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

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer
Liberal, Socialist, Marxist, Radical feminism
New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminimism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America
Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates
Women and Society: Family, Property Rights, Personal Laws
Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development
Women and Politics: Women's Representation and Participation in Democratic Institutions

References

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

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

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

Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193

II. History of Feminism

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

Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) Women in Modern India. Cambridge: Cambridge University Press, pp. 1-150.

III. Women's Movement in India

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

Gandhi, Nandita & Shah, Nandita. (1991) The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India. Delhi: Zubaan, pp. 7-72.

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

John, Mary E. (ed.) (2008). *Women's Studies in India: A Reader.* New Delhi: Penguin

Basu, A. (2011). 'Gender and Politics' in Jayal, N.G and Mehta, P.B (ed.) (2011). *The Oxford Companion to Politics in India: Student Edition,* New Delhi: OUP

Additional Resources:

Beauvoir, Simone de (1949), *The Second Sex,* London: Vintage Books.

Wollstonecraft, Mary (1793), *Vindication of the Rights of Woman,* Dublin: J. Stockdales.

Mill, J.S. (1870), *The Subjection of Women,* New York: D. Appleton and Company.

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

Mohanty, C.T. (2003). Under Western Eyes: Feminist Scholarship and Colonial Discourses in *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*

Eisentein, Zillah. (1979) Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) Gender, Politics and Post-Communism. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) The Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) Urban Women in Contemporary India: A Reader. New Delhi: Sage.

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Ray, Suranjita. *Understanding Patriarchy*. Available at: <http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf>

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Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

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

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

Readings in Hindi

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

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

Assessment Methods

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

Keywords

Gender, Sex, Feminism, Women's Movement.

DSE8 - Dilemmas in Politics
(C.8)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

The Moral Economy of Violence (2 weeks)

Unit 2

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

Unit 3

Global Justice and Cosmopolitanism (2 weeks)

Unit 4

Feminism and the Politics of Interpretation (2 weeks)

Unit 5

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

Unit 6

Ecology and Political Responsibility (2 weeks)

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I. The Moral Economy of Violence

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

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

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

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

II. Social Exclusion, Capabilities and the Politics of Empowerment

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

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

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

III. Global Justice and Cosmopolitanism

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

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

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

IV: Feminism and the Politics of Interpretation

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

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

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

V. Debating human rights: the politics of Humanitarian Intervention

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

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

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

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

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Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 56-79.

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

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

VI. Ecology and Political Responsibility

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

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

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

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

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

Additional Resources:

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

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

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

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

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

Readings In Hindi

भार्गव, राजीव और आचार्य, अशोक (संपादक), राजनीतिक सिद्धांत: एक परिचय, दिल्ली: पिएर्सन, 2011

Teaching Learning Process

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

Assessment Methods

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

Keywords
Violence, Social Exclusion, Empowerment, Global Justice, Feminism, Human Rights, Ecology

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