Proposed Syllabus and Scheme of Examination

For

B.A. (Honours)

POLITICAL SCIENCE

Submitted

To

University Grants Commission

New Delhi

Under Choice Based Credit System

April 2015
## PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A (HONOURS) POLITICAL SCIENCE

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<th>CORE COURSE (14)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Ability Enhancement Elective Course (AEEC) (2) (Skill Based)</th>
<th>Elective: Discipline Specific DSE (4)</th>
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# Details of courses under B.A (Honours)

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

*wherever there is a practical there will be no tutorial and vice-versa.
CHOICE BASED CREDIT SYSTEM

LIST OF PAPERS AND COURSES

B.A (HONOURS) POLITICAL SCIENCE

A) CORE COURSE (14)

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

B) Generic Elective -4 (Interdisciplinary): Any Four

1. Nationalism in India
2. Contemporary Political Economy
3. Feminism: Theory and Practice
4. Gandhi and the Contemporary World
5. Understanding Ambedkar
6. Governance: Issues and Challenges
7. Politics of Globalization

8. United Nations and Global Conflicts

C) Discipline Specific Elective-4 (DSE): Any Four

1. Citizenship in a Globalizing World
2. Human Rights in a Comparative Perspective
3. Development Process and Social Movements in Contemporary India
4. Public Policy in India
5. Understanding Global Politics
6. India’s Foreign Policy in a Globalizing world
7. Women, Power and Politics
8. Dilemmas in Politics
9. Understanding South Asia

D) Ability Enhancement-2 (AE Skill Based): Any Two

1. Democratic Awareness with Legal Literacy
2. Public Opinion and Survey Research
3. Legislative Practices and Procedures
4. Peace and Conflict Resolution

E) Ability Enhancement (Compulsory) Fondation: Two

1. Language-MIL/ENGLISH
2. Environmental Science
## CHOICE BASED CREDIT SYSTEM

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<th>SERIAL NO.</th>
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**B.A (HONOURS) POLITICAL SCIENCE**
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|   | Classical Political Philosophy | Core Discipline -11 |
| 5.1 | Modern Indian Political Thought-I | Core Discipline -12 |
| 5.2 | Any two of the Following | Discipline Specific Elective (DSE) 1&2 |
| 5.3 | Citizenship in a Globalizing World |
| A   | Human Rights in a Comparative Perspective |
| B   | Development Process and Social Movements in Contemporary India |
| C   | Public Policy in India |
| D   | Understanding Global Politics |
| E   | India’s Foreign Policy in a globalizing world |
| F   | Women, Power and Politics |
| G   | Dilemmas in Politics |
| H   | Understanding South Asia |
| I   | Citizenship in a Globalizing World |

<p>|   | Indian Political Thought-II | Core Discipline -14 |
| 6.2 | Discipline Specific Elective (DSE) 3 &amp;4 |
| 6.3 | Any two of the Following |
| A   | Citizenship in a Globalizing World |
| B   | Human Rights in a Comparative Perspective |</p>
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A) CORE COURSE

1.1 Paper I- Understanding Political Theory

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

I: Introducing Political Theory (30 Lectures)
1. What is Politics: Theorizing the ‘Political’
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

II: Political Theory and Practice (30 Lectures)
The Grammar of Democracy
1. Democracy: The history of an idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

Essential Readings

I: Introducing Political Theory


**II: The Grammar of Democracy**


1.2 Paper II- Constitutional Government and Democracy in India

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

I. The Constituent Assembly and the Constitution (16 lectures)
   a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (2 weeks or 8 lectures)
   b. Fundamental Rights and Directive Principles (2 weeks or 8 lectures)

II. Organs of Government (20 lectures)
   a. The Legislature: Parliament (1.5 weeks or 6 lectures)
   b. The Executive: President and Prime Minister (2 weeks or 8 lectures)
   c. The Judiciary: Supreme Court (1.5 weeks or 6 lectures)

III. Federalism and Decentralization (12 lectures)
   a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules (2 weeks or 8 lectures)
   b. Panchayati Raj and Municipalities (1 week or 4 lectures)

READING LIST

I. The Constituent Assembly and the Constitution
   a. Philosophy of the Constitution, the Preamble, and Features of the Constitution
      Essential Readings:

      Additional Reading:

   b. Fundamental Rights and Directive Principles
      Essential Readings:

II. Organs of Government

a. The Legislature: Parliament

Essential Readings:


b. The Executive: President and Prime Minister

Essential Readings:


c. The Judiciary: Supreme Court

Essential Readings:


Additional Reading:

III. Federalism and Decentralization

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

Essential Readings:


Additional Readings:


b. Panchayati Raj and Municipalities

Essential Readings:


Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage
2.1 Paper III – Political Theory-Concepts and Debates

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

Section A: Core Concepts

I. Importance of Freedom (10 Lectures)
   a) Negative Freedom: Liberty
   b) Positive Freedom: Freedom as Emancipation and Development

   Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality (12 lectures)
   a) Formal Equality: Equality of opportunity
   b) Political equality
   c) Egalitarianism: Background inequalities and differential treatment

   Important Issue: Affirmative action

III. Indispensability of Justice (12 Lectures)
   a) Procedural Justice
   b) Distributive Justice
   c) Global Justice

   Important Issue: Capital punishment

IV. The Universality of Rights (13 Lectures)
a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations

*Important Issue*: Rights of the girl child

**Section B: Major Debates (13 Lectures)**

I. Why should we obey the state? Issues of political obligation and civil disobedience.


III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

**Essential Readings**

**Section A: Core Concepts**

I. Importance of Freedom


II. Significance of Equality


### III. Indispensability of Justice


### IV. The Universality of Rights


Section B: Major Debates


2.2 Paper IV- Political Process in India

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

I. Political Parties and the Party System (1.5 weeks or 6 lectures)
Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour (2 weeks or 8 lectures)
Caste, Class, Gender and Religion

III. Regional Aspirations (2 weeks or 8 lectures)
The Politics of Secession and Accommodation

IV. Religion and Politics (2 weeks or 8 lectures)
Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics (1.5 weeks or 6 lectures)
Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies (1.5 weeks or 6 lectures)
Women, Caste and Class

VII. The Changing Nature of the Indian State (1.5 weeks or 6 lectures)
Developmental, Welfare and Coercive Dimensions

READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions
Essential Readings:

Additional Reading:
II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

III. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

Additional Reading:

V. Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

VI. Affirmative Action Policies: Women, Caste and Class

Essential Readings:

Essential Readings:

Additional Readings:

3.1 Paper V- Introduction to Comparative Government and Politics

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

I. Understanding Comparative Politics (8 lectures)
   a. Nature and scope
   b. Going beyond Eurocentrism

II. Historical context of modern government (16 lectures)
   a. Capitalism: meaning and development: globalization
   b. Socialism: meaning, growth and development
   c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization
III. Themes for comparative analysis (24 lectures)

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

I. Understanding Comparative Politics

Essential Readings:

Additional Readings:

II Historical context of modern government

a. Capitalism

Essential Readings:

Additional Readings:

b. Socialism

Essential Readings:

Additional Readings:
c. Colonialism, decolonization & postcolonial society

Essential Readings:

Additional Reading:

III. Themes for Comparative Analysis

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

Additional Reading:
3.2 PERSPECTIVES ON PUBLIC ADMINISTRATION

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

I. PUBLIC ADMINISTRATION AS A DISCIPLINE [15 lectures]

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

II. THEORETICAL PERSPECTIVES [25 lectures]

CLASSICAL THEORIES
- Scientific management (F.W.Taylor)
• Administrative Management (Gullick, Urwick and Fayol)
• Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES

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

CONTEMPORARY THEORIES

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

III. PUBLIC POLICY [ 10 lectures ]

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

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [ 20 lectures ]

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

READINGS

I. Public Administration as a Discipline
Meaning, Dimensions and Significance of the Discipline.
Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999


b. Public and Private Administration.


Evolution of Public Administration
II. Theoretical Perspectives

**Scientific Management**


**Administrative Management**
D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald, Administrative Management, Juta Academics, 2010

**Ideal Type-Bureaucracy**


**Human Relations Theory**


**Rational-Decision Making**


**Ecological approach**


**Innovation and Entrepreneurship**

III. Public Policy

Concept, Relevance and Approaches
The Oxford Handbook of Public Policy, OUP, 2006
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, Rutledge, 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, ‘Chapter 2 and 4’, in Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006
b. New Public Administration
Essential Reading:
c. New Public Management
d. New Public Service Approach
e. Good Governance
A. Leftwich, ‘Governance in the State and the Politics of Development’, in Development and
3.3 Paper VII- Perspectives on International Relations and World History

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

A. Studying International Relations (15 Lectures)
   i. How do you understand International Relations: Levels of Analysis (3 lectures)
   ii. History and IR: Emergence of the International State System (2 Lectures)
   iii. Pre-Westphalia and Westphalia (5 lectures)
   iv. Post-Westphalia (5 lectures)

B. Theoretical Perspectives (25 Lectures)
   i. Classical Realism & Neo-Realism (6 lectures)
ii. Liberalism & Neoliberalism (5 lectures)
iii. Marxist Approaches (5 lectures)
iv. Feminist Perspectives (4 lectures)
v. Eurocentricism and Perspectives from the Global South (5 Lectures)

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

i. World War I: Causes and Consequences (1 Lecture)
ii. Significance of the Bolshevik Revolution (1 Lecture)
iii. Rise of Fascism / Nazism (2 Lectures)
iv. World War II: Causes and Consequences (3 Lectures)
v. Cold War: Different Phases (4 Lectures)
vi. Emergence of the Third World (3 Lectures)
vii. Collapse of the USSR and the End of the Cold War (2 Lectures)
viii. Post Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

Essential Readings:


Additional Readings:


**History and IR: Emergence of the International State System:**

Essential Readings:


Additional Readings:


**How do you Understand IR (Levels of Analysis):**

Essential Readings:


Additional Readings:


Theoretical Perspectives:

Classical Realism and Neorealism

Essential Readings:


Additional Readings:


Liberalism and Neoliberalism

Essential Readings:


Additional Readings:


Marxist Approaches

Essential Readings:


Additional Readings:


**Feminist Perspectives**

Essential Readings:


Additional Readings:


**IR, Eurocentricism and Perspectives from the Global South on Eurocentricism**

Essential Readings:

Additional Readings:


**An Overview of Twentieth Century IR History**

**(a) World War I: Causes and Consequences**


**(b) Significance of the Bolshevik Revolution**


**(c) Rise of Fascism / Nazism**


**(d) World War II: Causes and Consequences**


**(e) Cold War: Different Phases**


(f) Emergence of the Third World


(g) Collapse of the USSR and the End of the Cold War


(h) Post Cold War Developments and Emergence of Other Power Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)


4.1 Paper VIII- Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

I. Approaches to Studying Comparative Politics (8 lectures)
   a. Political Culture
   b. New Institutionalism

II. Electoral System (8 lectures)
Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

III. Party System (8 lectures)
Historical contexts of emergence of the party system and types of parties

IV. Nation-state (8 lectures)
What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates

V. Democratization (8 lectures)
Process of democratization in postcolonial, post-authoritarian and post-communist countries
VI. Federalism (8 lectures) Historical context Federation and Confederation: debates around territorial division of power.

**READING LIST**

**I: Approaches to Studying Comparative Politics**
Essential Readings:


Additional Readings:


**II: Electoral System**
Essential Readings:


Additional Reading:

**III: Party System**
Essential Readings:

Additional Readings:

IV: Nation-state
Essential Readings:


Additional Reading:

V. Democratization
Essential Readings:


Additional Reading:

VI: Federalism
Essential Readings:

4.2 Paper-IX PUBLIC POLICY AND ADMINISTRATION IN INDIA

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

I. Public Policy [10 lectures]

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

II. Decentralization [10 lectures]

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

III. Budget [12 lectures]

a. Concept and Significance of Budget
b. Budget Cycle in India
c. Various Approaches and Types Of Budgeting
IV. Citizen and Administration Interface [15 lectures]

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

V. Social Welfare Administration [20 lectures]

a. Concept and Approaches of Social Welfare
b. Social Welfare Policies:
   - Education: Right To Education,
   - Health: National Health Mission,
   - Food: Right To Food Security
   - Employment: MNREGA

READINGS

Public Policy


Decentralization
Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP, 2007


**III. Budget**


**IV Citizen And Administration Interface**


**V. Social Welfare Administration**


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


[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)
[http://www.cefsindia.org](http://www.cefsindia.org)
[www.righttofoodindia.org](http://www.righttofoodindia.org)
4.3 Paper X - Global Politics

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.

I. Globalization: Conceptions and Perspectives (23 lectures)
   a. Understanding Globalization and its Alternative Perspectives (6 lectures)
   b. Political: Debates on Sovereignty and Territoriality (3 lectures)
   d. Cultural and Technological Dimension (3 lectures)
f. Global Resistances (Global Social Movements and NGOs) (3 lectures)

II. 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)

III. Global Shifts: Power and Governance (5 lectures)

READING LIST

I. Globalization – Conceptions and Perspectives
Understanding Globalization and its Alternative Perspectives
Essential Readings:

Additional Reading:

Political: Debates on Sovereignty and Territoriality
Essential Readings:

Additional Reading:

Essential Readings:

Additional Readings:

**Cultural and Technological Dimension**

Essential Readings:

Additional Reading:

**Global Resistances (Global Social Movements and NGOs)**

Essential Readings:

Additional Readings:

II. Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

Essential Readings:

Additional Readings:

Proliferation of Nuclear Weapons

Essential Readings:

Additional Reading:

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

Essential Readings:

Additional Readings:

Migration
5.1 Paper XI- Classical Political Philosophy

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

I. Text and Interpretation (2 weeks)

II. Antiquity

Plato (2 weeks)
Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism
Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

Aristotle (2 weeks)
Forms, Virtue, Citizenship, Justice, State and Household
Presentation themes: Classification of governments; man as zoon politikon

III. Interlude:
Machiavelli (2 weeks)
Virtu, Religion, Republicanism
Presentation themes: morality and statecraft; vice and virtue

IV. Possessive Individualism
Hobbes (2 weeks)
Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke (2 weeks)
Laws of Nature, Natural Rights, Property,
Presentation themes: Natural rights; right to dissent; justification of property

READING LIST

I. Text and Interpretation
Essential Readings:


Additional Readings:


II. Antiquity:
Plato
Essential Readings:


Additional Readings:


Aristotle

Essential Readings:


Additional Readings:


III. Interlude:
Machiavelli

Essential Readings:


Additional Reading:

IV. Possessive Individualism
Hobbes

Essential Readings:


Additional Readings:


Locke
Essential Readings:


Additional Readings:

5.2 Paper XII- Indian Political Thought-I

Course objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

I. Traditions of Pre-colonial Indian Political Thought (8 lectures)
   a. Brahmanic and Shramanic
   b. Islamic and Syncretic.

II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

III. Manu: Social Laws (6 lectures)
IV. Kautilya: Theory of State (7 lectures)

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

VI. Barani: Ideal Polity (6 lectures)

VII. Abul Fazal: Monarchy (6 lectures)

VIII. Kabir: Syncretism (5 lectures)

**READING LIST**

I. Traditions of Pre-modern Indian Political Thought:

Essential Readings:


II. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings:


III. Manu: Social Laws

Essential Readings:


**IV. Kautilya: Theory of State**

**Essential Readings:**


**Additional Reading:**


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

**Essential Readings:**


**Additional Reading:**


**VI. Barani: Ideal Polity**

**Essential Reading:**


**Additional Reading:**

**VII. Abul Fazal: Monarchy**

Essential Readings:


Additional Readings:


**VIII. Kabir: Syncreticism**

Essential Readings:


Additional Reading:

6.1 Paper XIII- Modern Political Philosophy

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

I. Modernity and its discourses (8 lectures)
This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

II. Romantics (16 lectures)
a. Jean Jacques Rousseau (8 Lectures)

Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft (8 Lectures)
Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights

III. Liberal socialist (8 lectures)
a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

IV. Radicals (16 lectures)
a. Karl Marx (8 Lectures)

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai (8 Lectures)

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

Reading List

I. Modernity and its discourses
Essential Readings:


II. Romantics
Essential Readings:


III. Liberal Socialist
Essential Readings:

**IV. Radicals**

Essential Readings:


Additional Readings:


6.2 Paper XIV- Indian Political Thought-II

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

I. Introduction to Modern Indian Political Thought (4 lectures)

II. Rammohan Roy: Rights (4 lectures)

III. Pandita Ramabai: Gender (4 lectures)

IV. Vivekananda: Ideal Society (5 lectures)

V. Gandhi: Swaraj (5 lectures)

VI. Ambedkar: Social Justice (5 lectures)
VII. Tagore: Critique of Nationalism (4 lectures)

VIII. Iqbal: Community (5 lectures)
IX. Savarkar: Hindutva (4 lectures)

X. Nehru: Secularism (4 lectures)

XI. Lohia: Socialism (4 lectures)

**Reading List**

I. Introduction to Modern Indian Political Thought

Essential Readings:


Additional Reading:

II. Rammohan Roy: Rights

Essential Readings:


III. Pandita Ramabai: Gender

Essential Readings:


Additional Reading:


IV. Vivekananda: Ideal Society

Essential Readings:


Additional Reading:

V. Gandhi: Swaraj

Essential Readings:


VI. Ambedkar: Social Justice

Essential Readings:


Additional Reading:

VII. Tagore: Critique of Nationalism

Essential Readings:


Additional Reading:

VIII. Iqbal: Community

Essential Readings:


Additional Reading:

IX. Savarkar: Hindutva

Essential Readings:


Additional Reading:

X. Nehru: Secularism

Essential Readings:


Additional Reading:

XI. Lohia: Socialism

Essential Readings:
B) Generic Elective (Interdisciplinary): Any 4

1. Nationalism in India

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

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

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

III. 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

IV. Social Movements (8 lectures)
a. The Women’s Question: Participation in the National Movement and its Impact

b. The Caste Question: Anti-Brahminical Politics

c. Peasant, Tribals and Workers Movements

V. Partition and Independence (6 lectures)
a. Communalism in Indian Politics

b. The Two-Nation Theory, Negotiations over Partition

Reading List

I. Approaches to the Study of Nationalism in India
Essential Readings:


II. Reformism and Anti-Reformism in the Nineteenth Century
Essential Readings:

III. Nationalist Politics and Expansion of its Social Base
Essential Readings:

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

IV. Social Movements
Essential Readings:


V. Partition and Independence


Additional Readings:


2. Contemporary Political Economy

Course Objective: Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives: 1. To familiarize the students with the different theoretical approaches; 2. To give a brief overview of the history of the evolution of the modern capitalist world; 3. To highlight the important contemporary problems, issues and debates on how these should be addressed.

I. Approaches to Political Economy (15 Lectures)

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

II. Capitalist Transformation (14 Lectures)

a. European Feudalism and Transition to Capitalism

b. Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development)

III. Issues in Development (15 Lectures)
(i) Culture: Media and Television
(ii) Big Dams and Environmental Concerns
(iii) Military: Global Arms Industry and Arms Trade
(iv) Knowledge Systems

IV. Globalization and Development Dilemmas (16 Lectures)
(i) IT revolution and Debates on Sovereignty
(ii) Gender
(iii) Racial and Ethnic Problems
(iv) Migration

Essential Readings
I. Approaches to Political Economy:

a. Classical Liberalism


b. Marxism


c. Welfarism


d. Neo-liberalism


e. Gandhism


II. Capitalist Transformation
a. European Feudalism and transition to Capitalism

b. Globalization: Transnational Corporations

**World Trade Organization**

**Non-governmental Organizations (Their role in development)**

**III. Issues in Development:**

(i) **Culture:**

(ii)**Big dams and Environmental Concerns**

(iii) **Military: Global Arms Industry and Arms Trade**

(iv) Knowledge Systems:


IV. Globalization and Development Dilemmas:

(i) IT revolution and Debates on Sovereignty


(ii) Gender


(iii) Racial and Ethnic Problems


(iv) Migration


Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1


3. Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women’s movements are engaged with.

I. Approaches to understanding Patriarchy (22 Lectures)

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

II. History of Feminism (22 Lectures)

• Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women’s participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)
- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women’s struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman’s Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women’s work, Female headed households

Essential Readings

I. Approaches to understanding Patriarchy


Supplementary Readings:

Ray, Suranjita. Understanding Patriarchy. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf


II. History of Feminism


Supplementary Readings:


III. Feminist Perspectives on Indian Politics


Additional Readings


4. Gandhi and the Contemporary World

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

I. Gandhi on Modern Civilization and Ethics of Development (2 weeks)
   a. Conception of Modern Civilisation and Alternative Modernity
   b. Critique of Development: Narmada Bachao Andolan

II. Gandhian Thought: Theory and Action (4 weeks)
    a. Theory of Satyagraha
    b. Satyagraha in Action
    i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
    ii. Temple Entry and Critique of Caste
    iii. Social Harmony: 1947 and Communal Unity

III. Gandhi’s Legacy (4 weeks)
    a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
    b) The Pacifist Movement
    c) Women’s Movements
d) *Gandhigiri*: Perceptions in Popular Culture

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

a) Swaraj  

b) Swadeshi

**READINGS**

**I. Gandhi on Modern Civilization and Ethics of Development**

Essential Readings:


**II. Gandhian Thought: Theory and Action**

Essential Readings:


III. Gandhi’s Legacy

Essential Readings:


IV. Gandhi and the Idea of Political

Essential Readings:


Additional Readings:


**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**


2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

**Topic 3**

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

**Topic 4**

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

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

I. Introducing Ambedkar (1 week)
   a. Approach to Study Polity, History, Economy, Religion and Society

II. Caste and Religion (3 weeks)
   a. Caste, Untouchability and Critique of Hindu Social Order
   b. Religion and Conversion

III. Women’s Question (2 weeks)
   a. Rise and Fall of Hindu Women
   b. Hindu Code Bill
IV. Political Vision (2 weeks)
a. Nation and Nationalism
b. Democracy and Citizenship

V. Constitutionalism (2 weeks)
a. Rights and Representations
b. Constitution as an Instrument of Social Transformation

VI. Economy and Class Question (2 weeks)
a. Planning and Development
b. Land and Labor

READING LIST

I. Introducing Ambedkar
Essential Readings:


Additional Readings:


II. Caste and Religion
Essential Readings:
The Untouchables Who were they and why they become Untouchables?, Available at http://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they_why%20they%20became%20PART%20I.htm, Accessed: 18.04.2013.


Additional Readings:


III. Women’s Question
Essential Readings:


Additional Readings:

P. Ramabai , (2013), The High Caste Hindu Woman, Critical Quest, Delhi.

IV. Political Vision
Essential Readings:


Additional Readings:


V. Constitutionalism

Essential Readings:


B. Ambedkar, (2013), States and Minorities, Delhi: Critical Quest.

Additional Readings:


VI. Economy and Class Question

Essential Readings:


Additional Readings:


Format for Student Presentations (12)
(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
6. GOVERNANCE: ISSUES AND CHALLENGES

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

1. **GOVERNMENT AND GOVERNANCE: CONCEPTS [12 lectures]**
   - Role of State In The Era Of Globalisation
   - State, Market and Civil Society

2. **GOVERNANCE AND DEVELOPMENT [12 lectures]**
   - Changing Dimensions of Development Strengthening Democracy through Good Governance

3. **ENVIRONMENTAL GOVERNANCE [12 lectures]**
   - Human-Environment Interaction
   - Green Governance: Sustainable Human Development
4. LOCAL GOVERNANCE [12 lectures]
Democracy's Decentralisation
People's Participation in Governance

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

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

READINGS

GOVERNMENT AND GOVERNANCE: CONCEPTS


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

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


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

GOVERNANCE AND DEVELOPMENT

B. C. Smith, Good Governance and Development, Palgrave, 2007

World Bank Report, Governance And Development, 1992


**ENVIRONMENTAL GOVERNANCE**


**LOCAL GOVERNANCE**

Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006


GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES


K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983


7. Politics of Globalization

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

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

Suggested Reading:
7. John Stopford, Multinational Corporations, Foreign Policy, Fall, 1998  
10. Kofi Annan, The politics of Globalisation,  
11. Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.  
16. Samuel Huntington, the clash of Civilizations and the Remaking of world order.  
17. Stanley Hoffman, Clash of civilizations,  

Additional Reading
4. Bernard Hoelkman and Michel Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP,
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.

I. The United Nations (29 Lectures)

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children’s Fund [UNICEF], United Nations Development Programme [UNDP], United
Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect (e) Millennium Development Goals

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

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia


Essential Readings I. The United Nations (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


(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect


(e) Millennium Development Goals


II. Major Global Conflicts since the Second World War (a) Korean War


(b) Vietnam War


(c) Afghanistan Wars


(d) Balkans: Serbia and Bosnia


III. Political Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms


Additional Readings


(C) DISCIPLINE SPECIFIC ELECTIVE (Any Two)

1. CITIZENSHIP IN A GLOBALIZING WORLD

Course Objective

The idea of citizenship holds a prominent place in human history. It defines who belongs to a political community and who does not. Citizenship assigns a legal status, a set of rights, immunities and protections in the modern age. In many ways, the trajectory of the debates surrounding citizenship have delved into the heart of justice in a community, namely the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership. Some concerns about these normative dimensions of citizenship have changed over time.
The contemporary revival of interest in the concept of citizenship is a response to developments such as the disintegration of the Soviet Bloc and the rise of independent states in its wake, the rise of new forms of virulent nationalism and sub-nationalism, and globalization and migration. In addition, demands for political recognition by minorities based on new sources and forms of identity have wrought significant changes in the way we conceive of citizenship. States are scrambling to deal with tensions created in increasingly complex and diverse societies and the idea of citizenship seeks to simultaneously cross national boundaries.

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

1. Classical conceptions of citizenship

2. The Evolution of Citizenship and the Modern State

3. Citizenship and Diversity

4. Citizenship beyond the Nation-state: Globalization and global justice

5. The idea of cosmopolitan citizenship

**Essential Readings**

2. Human Rights in a Comparative Perspective

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

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
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

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

READING LIST

I. Human Rights: Theory and Institutionalization
   Essential Readings:


   The Constitution of India, Chapter 3: Fundamental Rights

II. Issues
   a. Torture: USA and India
      Essential Readings:


   b. Surveillance and Censorship: China and India
      Essential Readings:


c. Terrorism and Insecurity of Minorities: USA and India
Essential Readings:


3. Structural Conflicts
a. Caste and Race: South Africa and India
Essential Readings:


b. Gender and Violence: India and Pakistan
Essential Readings:


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

Essential Readings:


Additional Readings:


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

**Course objective:** Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

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

a. State and planning
b. Liberalization and reforms

II. Industrial Development Strategy and its Impact on the Social Structure (2 weeks)
   a. Mixed economy, privatization, the impact on organized and unorganized labour
   b. Emergence of the new middle class

III. 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

IV. Social Movements (6 weeks)
   a. Tribal, Peasant, Dalit and Women's movements
   b. Maoist challenge
   c. Civil rights movements

READING LIST

I. The Development Process since Independence
   Essential Readings:


II. Industrial development strategy and its impact on social structure
   Essential Readings:


**III. Agrarian development strategy and its impact on social structure**

Essential Readings:


IV. Social Movements

Essential Readings:


Additional Readings:


4. Public Policy in India

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.

I. Introduction to Policy Analysis (12 Lectures)

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

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

IV. Models of Policy Decision-Making (12 Lectures)
V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)

READING LIST

Essential Readings I. Introduction to Policy Analysis


IGNOU. Public Policy Analysis. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.


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


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


IV. Models of Policy Decision-Making


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


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### 5. Understanding Global Politics

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

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

a. The Sovereign State System (10 lectures)

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i Evolution of the state system  
ii The concept of Sovereignty  

b. The Global Economy (13 lectures)  
i Discussing the Bretton Woods Institutions and WTO  
ii Ideological underpinnings  
iii Transnational Economic Actors  

c. Identity and Culture (7 lectures)  

II. What Drives the World Apart? (10 lectures)  
a. Global Inequalities  
b. Violence: Conflict, War and Terrorism  

III. Why We Need to Bring the World Together? (8 lectures)  
a. Global Environment  
b. Global Civil Society  

Reading List  

I. What Makes the World What it is?  
a. The Sovereign State System  
   Essential Readings:  

b. The Global Economy  
   Essential Readings:  


c. Identity and Culture

Essential Readings:


II. What Drives the World Apart?

a. Global Inequalities

Essential Readings:


Additional Readings:


b. Violence: Conflict, War and Terrorism

Essential Readings:
III. Why We Need to Bring the World Together?

a. Global Environment

Essential Readings:


b. Global Civil Society

Essential Readings:


6. India’s Foreign Policy in a Globalizing World

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

II. India’s Relations with the USA and USSR/Russia (9 lectures)

III. India’s Engagements with China (6 lectures)

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

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

VI. India in the Contemporary Multipolar World (6 lectures)

READING LIST

I. India’s Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings:


Additional Reading:

II. India’s Relations with the USA and USSR/Russia

Essential Readings:


Additional Readings:


III: India’s Engagements with China
Essential Readings:


Additional Reading:

IV: India in South Asia: Debating Regional Strategies
Essential Readings:


Additional Readings:

V: India’s Negotiating Style and Strategies: Trade, Environment and Security Regimes

Essential Readings:


Additional Readings:


VI: India in the Contemporary Multipolar World

Essential Readings:


Additional Reading:

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
7. Women, Power and Politics

Course objective: This course opens up the question of women’s agency, taking it beyond ‘women’s empowerment’ and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

I. Groundings (6 weeks)
1. Patriarchy (2 weeks)
I. Groundings

1. Patriarchy
   Essential Readings:


   a. Sex Gender Debates
      Essential Reading:

   b. Public and Private
      Essential Reading:
      M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46

   c. Power
      Essential Reading:

2. Feminism
   Essential Readings:

3. Family, Community and State

a. Family

Essential Readings:


b. Community

Essential Reading:


c. State

Essential Reading:


Additional Readings:


II. Movements and Issues

1. History of Women’s Movement in India

Essential Readings:


2. Violence against Women
Essential Readings:

3. Work and Labour
a. Visible and Invisible work
Essential Reading:

b. Reproductive and care work
Essential Reading:

c. Sex work
Essential Readings:


Additional Readings:


Readings in Hindi:

G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board


8. Dilemmas in Politics

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

I. The Moral Economy of Violence (08 Lectures)

II. The Politics of Exclusion (07 Lectures)
III. Debates on Human Rights (08 Lectures)

IV. Ecology and Political Responsibility (08 Lectures)

V. Capabilities and the Politics of Empowerment (08 Lectures)

VI. Global Justice and Cosmopolitanism (07 Lectures)

VII. Feminism and the Politics of Interpretation (07 Lectures)

VIII. Legitimacy of Humanitarian Intervention (07 Lectures)

READING LIST

Essential Readings I. The Moral Economy of Violence


Additional Reading:


II. The Politics of Exclusion


II. Debates on Human Rights


IV: Ecology and Political Responsibility


V: Capabilities and the Politics of Empowerment


VI: Global Justice and Cosmopolitanism


VII: Feminism and the Politics of Interpretation


VIII: Legitimacy of Humanitarian Intervention


9. Understanding South Asia

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

I. South Asia- Understanding South Asia as a Region (9 Lectures)
   (a) Historical and Colonial Legacies (b) Geopolitics of South Asia

II. Politics and Governance (21 Lectures)
   (a) Regime types: democracy, authoritarianism, monarchy
   (b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

III. Socio-Economic Issues (15 Lectures)
   (a) Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

IV. Regional Issues and Challenges (15 Lectures)
   (a) South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism (c) Migration

Essential Readings

I. South Asia- Understanding South Asia as a Region


II. Politics and Governance


III. Socio-Economic Issues


IV. Regional Issues and Challenges


Additional Readings


(D) Ability Enhancement (Skill Based)

Democratic Awareness with Legal Literacy

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

Expected Learning Outcome: The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

This course consists of 100 marks - comprising 25 marks for evaluation of the practical/ project work and a written paper of 75 marks.

Course Content:

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

Unit II

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

Unit III

Access to courts and enforcement of rights

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

• **Suggested exercises for students**
  1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
  2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
  3. Under what circumstances can detention and arrest become illegal?
  4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
  5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
  6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
  7 You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
  8. 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.
  9 What is the procedure to file an RTI?
  10. 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?
  11. 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?)
  12. 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.

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**Essential Reading**

*Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in

**Reading list for course on Legal Literacy**


Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.

S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture,

Second Series, Indian Law Institute, Delhi, 1985.


Rule of law and the Criminal Justice System in India


Laws relating to criminal justice administration


Equality and non-discrimination


**Empowerment**


**Bare Acts:**


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

I. **Introduction to the course (6 lectures)**
Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. **Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)**
a. What is sampling? Why do we need to sample? Sample design.
b. Sampling error and non-response
c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

III. **Survey Research (2 lectures)**
a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
b. Questionnaire: Question wording; fairness and clarity.

IV. **Quantitative Data Analysis (4 lectures)**
a. Introduction to quantitative data analysis
b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

V. **Interpreting polls (6 lectures)**
Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

**READING LIST**

I. **Introduction to the course**
Essential Readings:


II. **Measuring Public Opinion with Surveys: Representation and sampling**
Essential Readings:


III. Survey Research
Essential Readings:


IV. Quantitative Data Analysis
Essential Readings:


V. Interpreting polls
Essential Readings:


Additional Readings:


Suggested Student Exercises:
1. Discussion of readings and Indian examples.
2. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.

3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.

4. Give the students the electoral list of an area in Delhi (http://ceodelhi.gov.in). The students have to draw a random sample of n number of respondents.

5. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on 10 different individuals.

6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.
3. Legislative Practices and Procedures

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

I. Powers and functions of people’s representative at different tiers of governance (6 lectures)
Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

II. Supporting the legislative process (2 lectures)
How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

III. Supporting the Legislative Committees (6 lectures)
Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

IV. Reading the Budget Document (6 lectures)
Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

V. Support in media monitoring and communication (4 lectures)
Types of media and their significance for legislators; Basics of communication in print and electronic media.

READING LIST

I. Powers and functions of people’s representative at different tiers of governance
Essential Readings:
M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at:

II. Supporting the legislative process

Essential Readings:


III. Supporting the Legislative Committees

Essential Readings:


IV. Reading the Budget Document
Essential Readings

V. Support in media monitoring and communication
Essential Reading:

Additional Readings:


S.J. Phansalkar, Policy Research in the Indian Context


Parliamentary Procedures (Abstract Series), Lok Sabha, Available at http://164.100.47.132/LssNew/abstract/process.htm


4. Peace and Conflict Resolution

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.

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-boarder relationships between the world’s peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit-6 Conflict Transformation: is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts

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

Essential Readings

International Conflict Resolution: Sources of War: International and Domestic Issues and Trends


Desirable Readings:


Essential Readings

What is Conflict: Introduction to International Conflict Resolution


Desirable Readings


Essential Readings
International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack


Desirable Readings


Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict

Essential Readings

Hampson, Fen Osler, Nurturing Peace, USIP, 1996, pp. 3-25

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

Desirable Readings


Cross-boarder 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)

Essential Readings


Desirable Readings


**Conflict Transformation: is Peace Possible: Resolve problems through conflict analyses and instrumentation of peace concepts**

**Essential Readings**

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205


**Desirable Readings**


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

**Essential Readings**


**Desirable Readings**

