UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

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

List of Contents

Preamble

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

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

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

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

1. Introduction to Programme

The Choice-Based Credit System (CBCS) offers flexibility of programme structure while ensuring that students gets a strong foundation in the subject and gain in-depth knowledge of all aspects of the field. The Learning Outcomes-Based Curriculum Framework (LOCF) is designed around the CBCS and is intended to suit the present day needs of students in terms of securing their path towards higher studies or employment.

Programme Duration:

The B.A. Programme in Political Science will be of three years' duration. Each year will be called an academic year and will be divided into two semesters. Thus, there will be a total of six semesters. Each semester will consist of sixteen weeks.

Design of Programme:

The teaching-learning will involve theory classes (lectures) and tutorial classes. The curriculum will be delivered through various methods including chalk and talk, power point presentations, audio and video tools, E-learning/E-content, field trips, seminars (talks by experts), workshops, projects and class discussions. The assessment broadly will comprise of an Internal Assessment (continuous evaluation) and an End-Semester Examination. Each theory paper will be of 100 marks with 25% marks for the Internal Assessment and 75% marks for the End-Semester Examination. The Internal Assessment will be conducted through tests/ assignments/oral presentations/short projects.

Programme Structure:

The B.A. Programme in Political Science consists of Core Courses and Elective Courses. The Core Courses are all compulsory courses, and are of two categories : (1) Discipline-Specific Core Course (DSC) and (2) Foundation (English/MIL) Course. The Elective Courses are of three categories : (1) Discipline-Specific Elective (DSE) ; (2) Generic Elective (GE) which is inter-disciplinary in nature ; and (3) Skill Enhancement Course (SEC). In addition, there are two compulsory Ability Enhancement Courses (AECC).

To acquire a degree in the B.A. Programme in Political Science, a student must study twelve Core Courses (eight Discipline-Specific Core Courses, and four Foundation [English/MIL] courses), ten Elective Courses (four Discipline-Specific Electives, two Generic Electives, and four Skill Enhancement Courses), and two Ability Enhancement Compulsory Courses. If the student chooses to do so, he or she may write a dissertation or undertake a project in lieu of any one elective paper worth 6 credits in the sixth semester. Of the eight Discipline-Specific Core Courses, four would be from the discipline of Political Science, and the other four courses from the second discipline chosen by the student. Of the four Discipline-Specific Elective Courses, two would be from Political Science, and the other two from the second discipline chosen.

The Core Courses, Discipline-Specific Electives and Generic Electives all carry 6 credits each. Of these 6 credits, 5 credits are assigned to theory, and 1 credit to tutorials. The Skill Enhancement Courses and the Ability Enhancement Compulsory Courses carry two credits each. These latter two categories of courses have no tutorial component. A student has to earn a minimum of 120 credits to get a degree in the B.A. Programme in Political Science.

The student will study one Discipline -Specific Core Course from Political Science in each of Semesters I, II, III and IV. He or she will also study one Discipline-Specific Core Course from his or her second chosen discipline in each of these four semesters. One Foundation Course each will also be studied in Semesters I, II, III and IV. One Ability Enhancement Compulsory Course will be studied in Semester I, and the second such course in Semester II.

The student will study one Discipline-Specific Elective from Political Science each in Semesters V and VI, and also one Discipline-Specific Elective, from the second chosen discipline, each in these two semesters. One Generic Elective will also be studied in each of Semesters V and VI. One Skill Enhancement Course each will be studied in Semesters III, IV, V and VI.

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

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

The Learning Outcomes-Based Curriculum Framework (LOCF) for the B.A. Programme in Political Science is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas within Political Science. The framework allows for flexibility in programme design and course content development, and at the same time maintains a basic uniformity of structure, vis-a-vis other universities across the country. The B.A. Programme in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. The Core Courses offered by the programme are designed to equip the student with a robust foundation in Political Science, whereas the Discipline-Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-Enhancement Courses acquaint the student with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world. The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector.

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

The B.A. Programme in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian

Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines.

Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments.

Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad.

Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.

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

Some of the characteristic attributes of a graduate in the B.A. Programme in Political Science would be as follows :
- *Knowledge of the Discipline* : Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline
- *Inter-disciplinary Sensibility :* Awareness of how training in Political Science helps illuminate aspects of other disciplines within the social sciences, and of the role and place of Political Science in inter-disciplinary research
- *Critical Thinking* : Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable

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

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

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

- ***Cooperation/Team Work:*** Ability to work effectively and respectfully with people from diverse backgrounds ; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a common cause

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

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

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

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

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

The qualification description for the B.A. Programme (Political Science) include:

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

Some of these include:

- o Academics
- o Bureaucracy
- o Social Work
- o Law
- o Journalism both print and visual
- o Management
- o Policy Making
- o Designing and Conducting surveys

- o Human Resource Development
- o Advocacy
- o Performing Arts
- o Research
- o Political representatives

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

Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines.

Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones.

Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments.

Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad.

Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.

Teaching-Learning Process

The B.A. Programme in Political Science aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Theoretical analysis will go hand in hand with a stress on the practical; this will make for a fuller and more grounded understanding of concepts. Students will participate in field trips, workshops, and seminars; their association with governmental institutions and/or NGOs and/or research institutes in the capacity of interns will facilitate an understanding of the applied aspects of the programme, and further allow them to gain exposure to sites of possible future employment and work.

Assessment Methods

The assessment of student achievement in the B.A. Programme in Political Science will be aligned with the programme learning outcomes, and the academic and professional skills that the programme is designed to develop in students. A variety of assessment methods that are appropriate for the discipline of Political Science and related social science disciplines will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises; practical assignments involving short stints of fieldwork followed by the analysis of data, and the writing of a report with a statement of conclusions culled from the data; assignments involving critical analysis of an issue of political, social, cultural and economic significance; seminar and workshop presentations; and outputs from collaborative work undertaken by groups of students working as a team.

6. Structure of B.A. (Programme) Political Science

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

Details of courses under B.A (Prog.)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial

===

I. Core Course

(12 Papers)	12X4= 48	12X5= 60

Two papers – English

Two papers – MIL

Four papers – Discipline 1.

Four papers – Discipline 2.

Core Course Practical / Tutorial*

(12 Practical/Tutorials*)	12X2=24	12X1= 12

II. Elective Course

(6 Papers)	6X4 = 24	6X5=30

　　　　Two Papers: Discipline 1 specific

　　　　Two Papers: Discipline 2 specific

　　　　Two Papers: Interdisciplinary

(Two papers from each discipline of choice
and two papers of interdisciplinary nature.)

Elective Course Practical/Tutorial*

(6 Practical/Tutorials*)	6X2= 12	6X1= 6

　　　　Two papers- Discipline 1 specific

　　　　Two papers- Discipline 2 specific

　　　　Two papers- Generic (Inter disciplinary)

(Two papers from each discipline of choice
including papers of interdisciplinary nature.)

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

III. Ability Enhancement Courses

1. Ability Enhancement Compulsory   2X2= 4   2X2= 4

(2 Papers of 2 credits each)

    Environmental Science

    English Communication/MIL

2. Ability Enhancement Elective   4X2= 8   4X2= 8

(Skill Based)

(4 Papers of 2 credits each)

                       _____

                     Total Credits = 120   **120**

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

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

List of Papers and Courses

A. Discipline Specific Core Course (4)

1. Paper I - Introduction to Political Theory
2. Paper II - Indian Government and Politics
3. Paper III - Comparative Government and Politics
4. Paper IV - Introduction to International Relations

B. Core/ Foundation (Compulsory) (4)

- English (2)
- MIL (2)

C. Ability Enhancement Course (Compulsory) (2)

- English/ MIL (Communication)
- Environmental Science

D. Ability Enhancement (Elective) Skill Based Course (4)

1. Legislative Support
2. Public Opinion and Survey Research
3. Your Laws, Your Rights
4. Conflict and Peace Building

E. Discipline Specific Elective Course (2)

1. Themes in Comparative Political Theory
2. Administration and Public Policy: Concepts and Theories
3. Democracy and Governance
4. Understanding Globalization

F. Generic Elective Courses (Interdisciplinary) (2)

1. Understanding Gandhi
2. Human Rights, Gender and Environment

6.2.   Semester-wise Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course		Paper	
		SEMESTER - I		
1.1	Subject - I Political Science - 1	Discipline Specific Core	Introduction to Political Theory	DSC IA
1.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIA
1.3	English	Core (Compulsory)		CC
1.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC
		SEMESTER - II		
2.1	Subject - I Political Science - 2	Discipline Specific Core	Indian Government and Politics	DSC IB
2.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIB
2.3	MIL	Core (Compulsory)		CC
2.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC
		SEMESTER - III		
3.1	Subject - I Political Science - 3	Discipline Specific Core	Comparative Government and Politics	DSC IC
3.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIC
3.3	English	Core (Compulsory)		CC
3.4	Skill Based - 1	Ability Enhancement (Elective)	Legislative Support	AECC (1)

SEMESTER - IV

4.1	Subject - I Political Science - 4	Discipline Specific Core	Introduction to International Relations	DSC ID
4.2	Subject - II (Any Other)	Discipline Specific Core		DSC IID
4.3	MIL	Core (Compulsory)		CC
4.4	Skill Based - 2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AECC (2)

SEMESTER - V

5.1	Skill Based - 3	Ability Enhancement (Elective)	Your Laws, Your Rights	AECC (3)
5.2	Discipline Specific Elective Course - I (Political Science)		A) Themes in Comparative Political Theory	DSE 1A
			B) Administration and Public Policy: Concepts and Theories	
5.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2A
5.4	Generic Elective - I (Interdisciplinary) Any One		Understanding Gandhi	GE I
		From Second Discipline/ Subject		

SEMESTER - VI

6.1	Skill Based - 4	Ability Enhancement (Elective)	Conflict and Peace Building	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science		A) Democracy and Governance	DSE 1B
			B) Understanding	

			Globalization	
6.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2B
6.4	Generic Elective - II (Interdisciplinary) Any One		Human Rights, Gender and Environment	GE II
		From Second Discipline/ Subject		

Courses for B.A. (Programme) Political Science

Paper I - Introduction to Political Theory
(62321101)
Core Course - (CC) Credit:6

Course Objective
This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Course Learning Outcomes
After completing this course students will be able to:
- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

Unit 1
What is Political Theory and what is its relevance?

Unit 2
Concepts: Liberty, Equality, Justice, Rights

Unit 3
Debates in Political Theory:
a. Protective discrimination and principles of fairness?
b. The Public vs private debate: Feminist Perspective Censorship and its limits

References
Unit I
Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 2-17.
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. 18-37.
Unit 2
Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 40-57.
Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 58-73.
Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 74-82.
Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 88-105.
Unit 3
Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.

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

Additional Resources:

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

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

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

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

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers,* New Delhi: Pearson.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 224-235.

Hindi Reading

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

कुमार, संजीव, "राजनीति क्या है : "राजनीतिक" का सिधान्तीकरण", संजीव कुमार (एड.), *राजनीति सिधांत की समझ,* दिल्ली: ओरिएंट ब्लैकस्वान, 2019, pp. 1-26.

संजीव कुमार (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, Liberty, Equality, Justice, Rights, Protective Discrimination, Censorship

Paper II - Indian Government and Politics
(62321201)
Core Course - (CC) Credit:6

Course Objective

The course aims to give students a thorough understanding of the structures of Indian government and politics. It equips the students with the different perspectives on studying Indian politics and the state in India, the constitutional principles on which the institutions of the state are founded and function, the social structures of power and salient features of the political process in India. Its lays emphasis on understanding the inter-relationship between formal institutional structures, social movements, and political development to focus on the complex ways on which social and political power interact and have impact on political institutions and processes.

Course Learning Outcomes

On successful completion of the course, students would be able to:
- Demonstrate an understanding of the different viewpoints on Indian politics and the nature of Indian state
- Show knowledge of the text of the Indian Constitution and an awareness of constitutional and legal rights
- Understand the structure of society in India and how social inequalities have an impact on political institutions and processes
- Show awareness of the party system in India and the development policies adopted by various governments so far
- Understand how social movements are formed and how they impact the political processes

Unit 1
Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

Unit 2
Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

Unit 3
Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

Unit 4
Power Structure in India: Caste, class and patriarchy (07 lectures)

Unit 5

Religion and Politics: debates on secularism and communalism (06 lectures)

Unit 6
Parties and Party systems in India (05 lectures)

Unit 7
Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

Unit 8
Social Movements: Workers, Peasants, Environmental and Women's Movement (10 lectures)

References:

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)

A. Thiruvengadam, (2017), The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)

P. Chatterjee (2011), The State, in N G Jayal and P Mehta (eds) The Oxford Companion to Politics in India, OUP, New Delhi. pp. 3-14.

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.

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)

Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.

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

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3- 25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp. 235-256.

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.

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

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press.

Additional Resources:

Readings in Hindi

अभय कुमार दुबे (सं०) राजनीति की किताबः रजनी कोठारी का कृतित्व, नई दिल्ली: वाणी प्रकाशन

रजनी कोठारी एवं अभय कुमार दुबे, भारत में राजनीतिः कल और आज, नई दिल्ली: वाणी प्रकाशन

ग्रेनविल ऑस्टिन, भारतीय संविधानः राष्ट्र की आधारशिला, अनुवादकः नरेश गोस्वामी, नई दिल्ली: वाणी प्रकाशन, 2017

माधव खोसला, भारत का संविधान, नई दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस, 2018

सुभाष काश्यप, संवैधानिक-राजनीतिक व्यवस्थाः शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन, 2016

सुभाष काश्यप, भारतीय राजनीति और संसदः विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन, 2016

सुभाष काश्यप, भारतीय राजनीति और संविधानः विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन, 2016

माधव गोडबोले, धर्मनिरपेक्षताः दोराहे पर भारत, नई दिल्ली: सेज भाषा, 2017

शम्सुल इस्लाम, भारत में अलगाववाद और धर्म, नई दिल्ली: वाणी प्रकाशन

जावीद आलम, लोकतंत्र के तलबगार?, अनुवादकः अभय कुमार दुबे, नई दिल्ली: वाणी प्रकाशन

आशुतोष वार्ष्णेय, अधूरी जीतः भारत का अप्रत्याशित लोकतंत्र, अनुवादकः जितेन्द्र कुमार, नई दिल्लीः ऑक्सफ़र्ड यूनिवर्सिटी प्रेस, 2018

गेल ओमवेट, दलित और प्रजातांत्रिक क्रांतिः उपनिवेशीय भारत में डॉ॰ अम्बेडकर एवं दलित आंदोलन, नई दिल्लीः सेज भाषा, 2015

फ़िलिप कॉटलर, लोकतंत्र का पतनः भविष्य का पुनर्निर्माण, नई दिल्लीः सेज भाषा, 2017

घनश्याम शाह, भारत में सामाजिक आंदोलनः संबंधित साहित्य की एक समीक्षा, नई दिल्लीः सेज भाषा, 2015

अजय गुडावर्थी, भारत में राजनीतिक आंदोलनों का समकानील इतिहासः नागरिक समाज के बाद की राजनीति, नई दिल्लीः सेज भाषा, 2017

ज्याँ द्रेज़ एवं कमल नयन चौबे (सं॰), भारतीय नीतियों का सामाजिक पक्ष, लोकचेतना प्रकाशन, ई॰पी॰डब्लू॰ रीडर, 2017

ज्याँ द्रेज़ एवं अमर्त्य सेन, भारत और उसके विरोधाभास, अनुवादकः अशोक कुमार, नई दिल्लीः राजकमल प्रकाशन, 2018

बद्री नारायण, खंडित आख्यानः भारतीय जनतंत्र में अदृश्य लोग, नई दिल्लीः ऑक्सफ़र्ड यूनिवर्सिटी प्रेस, 2018

Teaching Learning Process

There will be interactive lectures on varied approaches to the study of Indian politics and Indian state. They will engage in detailed discussion on basic features of Indian constitution, particularly on the relationship between fundamental rights and directive principles enshrined in the Indian constitution. It provides them with basic understanding on the working of institutions in Indian polity and powers structures in Indian shaping society and politics. It also exposes students to the debates on secularism and communalism. It familiarizes the students with the evolution of party system in India. It enables students to analyse the strategies of development adopted by the state in post-colonial India and the impact of neo- liberal reforms on Indian economy. It also provides understanding on the dynamics of social movements in India and their significance as an alternative site of politics beyond the institutions.

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, class presentations and participation inclass 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 assessed on the basis of their reflexive thinking and engagement with peers and group discussion. Students will be evaluated on the basis of their participation in extra and co-curricular activities such as quiz. Before the end term examination, students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus.

Keywords

Approaches, Constitution, Development, Institutions, Secularism, Social Movements

Paper III - Comparative Government and Politics
(62324306)
Core Course - (CC) Credit:6

Course Objective

The purpose of the course is to familiarise students with the nature and scope of the study of comparative politics. The course aims at examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The objectives of the course further remain to provide information and knowledge to students on constitutional development and the political economy of diverse countries such as Britain, Brazil, Nigeria and China.

Course Learning Outcomes

The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries. The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as capitalism as a case of reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria. The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalisation.

Unit 1
The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2
Comparing Regimes: Authoritarian and Democratic (06 lectures)

Unit 3
Classifications of political systems (15 lectures):
a) Parliamentary and Presidential: UK and USA
b) Federal and Unitary: Canada and China

Unit 4
Electoral Systems: First past the post, proportional representation, mixed systems (7 lectures)

Unit 5
Party Systems: one-party, two-party and multi-party systems (09 lectures)

Unit 6
Contemporary debates on the nature of state (13 lectures):
the security state and the changing nature of nation-state in the context of globalization.

References

Essential Texts
Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave McMillan.
Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Compulsory Readings:
Unit 1.
Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.
Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.
Unit 2.
Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 249-257.
Hague, R. and Harrop, M. (2004) Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 36-50, 51-68.
Unit 3a.
Hague, R and Harrop, M. (2004) 'The Political Executive', in Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 268-290.
Unit 3b.
Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) Handbook of Federal Countries. Montreal &Kingston: McGill Queen's University Press, pp. 105-119.
Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.
Dhillon, Michael. (2009), 'Government and Politics', in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160
Unit 4.
Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.
Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 159-167.
Unit 5.
Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 150-158.
Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 293-317, 318-347.

Unit 6.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 17-34.

Additional Resources:

Classic Readings

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

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

Roy Macridis: The Study of Comparative Government, Random House 1966/'The modern Political Regimes: Patterns and Institutions', 1986.

Additional Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', Political Studies. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', Economic and Political Weekly. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) Understanding US/UK Government and Politics. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
1. The nature, scope and methods of comparative political analysis	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
2. Comparing Regimes: Authoritarian and Democratic	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
3. Classifications of political systems	To study parliamentary and presidential and unitary and federal suystems	Through lectures and power point presentations students will study the different political systems	Students may prepare project and have a group discussion on different political systems

4. 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
5 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
6. Contemporary debates on the nature of state	To understand the evolution and development of nation state and its contemporary form, the security state	Lectures and study of classics to understand the Nation and state debate in West and East and the dimensions of security state	Students may encourage to prepare project on comparative study of emergence of nation state

Keywords
Comparative method, Regime types, Poltical systems, Electoral Systems, Party Systems

Paper IV - Introduction to International Relations
(62324407)
Core Course - (CC) Credit:6

Course Objective
This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

Course Learning Outcomes
- Students will learn about major theoretical approaches and the history of International Relations.
- The course will enhance students' understanding on the major political developments in international relations since 1945.
- The paper will develop in-depth knowledge on the emerging centers of power like European Union, China, Russia and Japan.
- Students will also learn about basic determinants of India's foreign policy and understand it in the context of India as an emerging power.

Unit 1
Early Debates in International Relations (27 lectures)
(a) Idealism vs Realism

(b) Liberalism to Neo Liberal Institutionalism
(c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
(d) Feminist Perspective (J. Ann Tickner)

Unit 2
Post War International Relations and the emergence of Cold War (20 lectures)
(a) Second World War & Origins Cold War
(b) Phases of Cold World War: First Cold War, Rise and Fall of Détente, Second Cold War End of Cold War and Collapse of the Soviet Union
(c) Post-Cold War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Unit 3
India's Foreign Policy (13 lectures)
(a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
(b) India's Policy of Non-alignment
(c) India: An Emerging Power

References

1.Approaches to International Relations
Grieco, Joseph, Ikenberry John G., and Mastanduno Michael. (eds.) (2018), *Introduction to International relations: Perspectives, Connections And Enduring Questions*, USA, Red Globe press.
William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of InternationalRelations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
Art, R. J. and Jervis, R. (eds.) (1999) International Political Enduring: Concepts and Contemporary Issues.5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
Jackson, R. and Sorenson, G. (2008) Introduction to International Relations: Theories and Approaches. New York: Oxford University Press, pp. 59-96.
E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations, London: Macmillan, pp. 63-94.
H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 7-14.
T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds**),** The Globalizationof World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 90-107.
K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 29-49.
T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 108-123.
R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), Perspectives on World Politics, New York: Routledge, pp. 229-241.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 142-149; 155-158.

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds**),** Perspectives on World Politics, New York: Routledge, pp. 305-317.

Andre Gunder Frank, (1966), "The Underdevelopment of Development", *Monthly Review,* 18,4, pp.17-31.

Goldstein, J. and Pevehouse, J.C. (2009) International Relations. New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) Gendering World Politics: Issues and Approaches in the Post-Cold War Era. Columbia University Press.

2. Cold War & Post-Cold War Era

Carr, E.H. (2004) International Relations between the Two World Wars: 1919-1939**,** New York: Palgrave, pp. 197-231 and 258-278.

Taylor, A.J.P. (1961) The Origins of the Second World War. Harmondsworth: Penguin, pp.29-65.

Carrtuthers, S.L. (2008) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) The Globalization of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 76-84.

Calvocoressi, P. (2001) World Politics: 1945—2000. Essex: Pearson, pp. 3-91.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations. 4th edn., Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991**.** London: Abacus, pp. 225-226.

Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991. London: Abacus, pp. 207-222.

3. India's Foreign Policy

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

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

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

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

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.

Additional Resources:

Classic Readings

Hans J. Morgenthau (1948), *Politics among Nations, 8th edition,* revisedby K Thompson and D. Clinton, New York, McGraw Hill, 2006.

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

Kenneth Waltz (1959) *Man, the State and War*, Columbia, Columbia University Press.

Daniel Philpott (1999), "Westphalia, Authority and International Society", *Political Studies,* XLVII, pp. 566-539.

Readings in Hindi

अजय कुमार (2011), *अन्तराष्ट्रीय संबंधों के सिधांत : एक परिचय,* दिल्ली: पियर्सन एजुकेशन.

पुष्पेश पन्त (2017), *21वीं शताब्दी में अन्तराष्ट्रीय सम्बन्ध,* दिल्ली: मक्ग्रा हिल पब्लिशिंग, पांचवा एडिशन.

रुम्की बासु (2015), *अन्तराष्ट्रीय राजनीति: अवधारणाएं, सिधांत तथा मुद्दे,* दिल्ली: सेज भाषा पब्लिकेशन.

सुमित गाँगुली (2018), *भारत की विदेश नीति: पुनरावलोकन एवं संभावनाएँ,* नई दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस,

Additional Readings:

1.Approaches to International Relations

R. Mansbach and K. Taylor, (2008) Introduction to Global Politics, New York: Routledge, pp. 2-32.

R. Mansbach and K. Taylor, (2012) Introduction to Global Politics, New York: Routledge, pp. 33-68.

K. Mingst, (2011) Essentials of International Relations, New York: W.W. Norton and Company, pp. 16-63.

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

J. Singer, (1961) 'The International System: Theoretical Essays', World Politics, Vol. 14(1), pp. 77-92.

2. Cold War & Post-Cold War Era

M. Nicholson, International Relations: A Concise Introduction, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and 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.

3. India's Foreign Policy

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, 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', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

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

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

Teaching Learning Process

This course will help the students in getting introduced to major theoretical approaches and the history of International Relations and will enhance their understanding on the major political developments in international relations since 1945 as well as emerging centers of power like European Union, China, Russia, Japan and India. 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, Idealism, Realism, Liberalism, Structuralism, Feminism, Post-war IR, India's Foreign Policy

1. Themes in Comparative Political Theory
(62327503)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western

traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory.

Course Learning Outcomes
After completing this course, the students will be able to:
- Understand how Political Theory draws from and is shaped by both western and Indian traditions.
- Appreciate the value and distinctiveness of Comparative Political Theory

Unit 1
Distinctive features of Indian and Western political thought (8 lectures)

Unit 2
Western Thought: Thinkers and Themes (26 lectures)
a. Aristotle on Citizenship
b. Locke on Rights
c. Rousseau on inequality
d. J. S. Mill on liberty and democracy
e. Marx and Bakunin on State

Unit 3
Indian Thought: Thinkers and Themes (26 lectures)
a. Kautilya on State
b. Tilak and Gandhi on Swaraj
c. Ambedkar and Lohia on Social Justice
d. Nehru and Jayaprakash Narayan on Democracy
e. Pandita Ramabai on Patriarchy

References
Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington, pp. 13-24.
Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogiman, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington, pp. 187-208.
Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 9-16.
Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 73-91.
Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 235-252.
Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 235-252.
Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 324-359.

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

Mehta, V. R. (1992) Foundations of Indian Political Thought. New Delhi: Manohar Publishers, pp. 88-109.

Inamdar, N.R. (1986) 'The Political Ideas of Lokmanya Tilak', in Panthan, Th. & Deutsch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 110-121.

Patham, Th. (1986) 'Beyond Liberal Democracy: Thinking With Democracy', in Panthan, Th. & Deutsch, K.L. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 325-46.

Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, Th. & Deutsch, K. L.(eds.) Political Thought in Modern India. New Delhi: Sage, pp. 161-75.

Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' Economic and Political Weekly. Vol. XLV: 40, October 2008, pp. 64-70.

Pillai, R.C. (1986) 'The Political thought of Jawaharlal Nehru', in Panthan, T. & Deutsch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage pp. 260-74.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought:Themes and Thinkers, New Delhi: Pearson.

Additional Resources:
Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998.

Mill, J. S. *On Liberty,* 1859.

Kautilya, *Arthasastra*

Gandhi, *Hind Swaraj,* 1909.

Sparks, Ch. and Isaacs, S. (2004) Political Theorists in Context. London: Routledge.

Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present, New York: Oxford University Press.

J. Spellman, (1964), Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford: Clarendon Press.

Readings in Hindi
सी. एल. वेपर (1954), *राजदर्शनकास्वाध्ययन*, इलाहबाद: किताब महल.

जे. पी. सूद (1969), *पाश्चात्यराजनीतिकचिंतन*, जय प्रकाश नाथ और कंपनी.

बी. एम. शर्मा, *भारतीयराजनीतिकविचारक*, रावत प्रकाशन, 2005.

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

western thought, Indian thought, comparative political theory

2. Administration and Public Policy: Concepts and Theories
(62327502)
Discipline Specific Elective - (DSE) Credit:6

Course Objective
The objective of the paper is to understand public administration as a discipline. Seminal work of some thinkers from the classical, neo-classical and contemporary tradition is introduced to understand the journey of the discipline through context, space and time. The course also explores some of the elements of development administration and theoretically engages with the public policy discourse. It unravels the relevance of policy making in public administration and process of policy formulation, implementation and evaluation.

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 student receives an insight into several dimensions of development administration.
- The student is exposed to perspectives on public policy processes, a major sub-discipline of public administration.

Unit 1
Public administration as a discipline
Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)

Unit 2
Administrative theories
the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)

Unit 3
Development administration
Elements of development administration. Time and space dimensions in the study of development administration, politics of development administration. (14 lectures)

Unit 4
Understanding Public Policy
concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)

References

Unit 1. Public administration as a discipline

Awasthi, A.and Maheshwari, S. (2003) Public Administration. Agra Laxmi Narain Agarwal, pp. 3-12.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp.1-52.

Chakravabarty, Bidyut and Prakash Chanda (2018) Vaishvikrit Duniya mein Lok Prashasan, Sage Bhasha, New Delhi

Bhattacharya, Mohit (2007) Lok Prashasan Ke Naye Aayaam, Jawahar Publication, New Delhi

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

Basu, Rumki (2012) Lok Prashasan Sankalp Avam Siddhant, Jawahar Book Centre: Delhi.

Yadav, Sushma(2016), Lok Prashasan: Sidhant evam Vyavahar. Orient Blackswan, New Delhi.

Chakrabarty, Bidyut and Prakash Chand (2018), Bhartiya Prashasan, Sage Bhasha: New Delhi

Unit 2. Administrative theories

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction Public Administration Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 1-50.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp. 53-74.

Mouzelis, N.P. (2005) 'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 88-100.

Hyderbrand, W. (1980) 'A Marxist Critique of Organization Theory', in Evan, W (ed.) Frontiers in Organization & Management. New York Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis Critique and Innovation. Beverly Hills Sage, pp. 85-109.

Unit 3. Development administration

Bhattacharya, M. (1999) Restructuring Public Administration Essays in Rehabilitation. New Delhi Jawahar, pp. 29-70, 85-98.

Bhattacharya, M. (2001) New Horizons in Public Administration. New Delhi Jawahar, pp. 248-272, 301-323.

Unit 4. Understanding public policy

Dye, T.R. (1975) Understanding Public Policy. New Jersey Prentice Hall, pp. 1-38, 265-299.

Dror, Y. (1983) Public Policy Making Reexamined. Oxford Transaction Publication, pp. 129-216.

Additional Resources:

Bernard, C. (1938) The Functions of Executive. Cambridge Harvard University Press.

Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and Siffin, W. (eds.), Approaches to Development Politics . New York McGraw-Hill.

Gant, G.F. (1979) Development Administration Concepts, Goals, Methods. Madison University of Wisconsin Press.

Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London Edward Arnold.

Lee, H.B. (ed.) (1953) Korea Time, Change and Administration. Hawai'i University of Hawai'i Press.

Leftwich, A. (1994) 'Governance, the State and the Politics of Development', Development and Change, 25.

March, J. and Simon, H. (1958) Organization. New York Wiley.

Mooney, J. (1954) The Principles of Organization. New York Harper & Row.

Simon, H. (1967) Administrative Behavior A Study of Decision Making Process in Administrative Organization. New York Macmillan.

Wiedner, E. (ed.) (1970) Development Administration in Asia. Durham Duke University Press.

The paper titled - Administration and Public Policy : Concepts and Theories, in Programme (CBCS) B.A.(Prog.) Political Science, focus on introducing concepts and theories in the field of public administration and public policy to students. The classroom teaching is designed to equip students with the classical school of thought , theoretical engagement with meaning and scope of public administration , public policy and the politics of development administration. The pedagogy is construed with the idea that lectures delivered by teachers are comparative in tone wherein different perspectives are presented to students in each unit. The students will be mentored by teachers to unravel the theoretical impulse in the contextual socio-economic-political-cultural order. Simulation activities in the classroom is another useful tool in helping students make connections between real world scenarios and theoretical concepts. This encourages problem solving method within students.

Assessment Methods

This paper will assess the reflective and critical engagement of students with the theoretical concept while comprehending its relevance in today's scenario. To test this, this paper offers to internally assess students through visual or oratory presentation, group discussion, critical engagement with concepts and theories. End semester written examination will also be used as an assessment tool.

Keywords

Public administration, Administrative theories, Development administration, Public policy

3. Democracy and Governance
(62327602)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the manner in which political economy and political development, and civil society and social movements have an impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complimented by institution building.

Course Learning Outcomes

On successful competition of the course, the students will be able to:
- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.

- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

Unit 1
Structure and Process of Governance (15 Lectures):
Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy) Political Communication - Nature, Forms and Importance

Unit 2
Ideas, Interests and Institutions in Public Policy (25 Lectures)
a. Contextual Orientation of Policy Design
b. Institutions of Policy Making
c. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs
d. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit 3
Contemporary Political Economy of Development in India (10 Lectures):
Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

Unit 4
Dynamics of Civil Society (10 Lectures):
New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

References
Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.
Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.
Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.
J.Dreze and A.Sen, India: Economic Development and Social Opportunity,Clarendon, 1995
Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013 Nick Stevenson, Understanding Media Cultures, 2002
Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997
Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.
Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.
Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.
Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.
Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.
Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

Qah, John S.T., Curbing Corruption in Asia: A Comparative Study of Six Countries, Eastern University Press, 2003.

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

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

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

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

Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation, Rawat Publishers, 2010

S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

Richard Cox, Production, Power and World Order, New York, Columbia University Press, 1987

Additional Resources:

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.

Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.

Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003

Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.

Brass, Paul, Politics in India Since Independence, Hyderabad, Orient Longman, 1990.

Jenkins, Rob, Regional Reflections: Comparative Politics Across India's States, New Delhi, OUP, 2004.

Kochanek, Stanley, Business and Politics in India, Berkeley, University of California Press, 1974.

Sury, M.M, India : A Decade of Economic Reforms : 1991 –2001, New Delhi, New Century Publication, 2003.

Dye, Thomas R., Understating Public Policy, Prentice Hall NJ, 1984.

Dror, Y., Public Policymaking Reexamined, Leonard Hill Books, Bedfordshire, 1974.

Teaching Learning Process

The teaching learning of the course titled - Democracy and Governance, is specifically designed to deliver it's objective of understanding the process through functionality of the system. Classroom lectures, PowerPoint presentation along with Cooperative learning will be preferred tool to critically engage students in unraveling the complexities these systems are governed by.

Assessment Methods

The functional, procedural, comprehensive understanding of students in this paper will be assessed by medium of internal evaluation in which students may be asked to prepare a group activity , present a case study in class or write a term paper on any of the theme according to course outline. Short quizzes conducted after completing every unit is quick way to assess students reflexivity. Final end term written examination is another tool to assesment.

Keywords
Democracy, Public Policy, Regulatory Institutions, Lobbying Institutions, Civil Society

4. Understanding Globalization
(62327601)
Discipline Specific Elective - (DSE) Credit:6

Course Objective
The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

Course Learning Outcomes
- The students will learn about meaning and significance of globalization in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalization.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.
- Students will also learn about contemporary pressing issues like global warming, poverty& inequality and international terrorism.

Unit 1
Globalization (9 Lectures)
a) Meaning and Debate
b) Dimensions: Economic, Political, Technological and Cultural

Unit 2
Contemporary World Actors
a) United Nations
b) World Trade Organisation (WTO)
c) BRICS
d) MNCs, TNCs

Unit 3
Contemporary World Issues (26 Lectures)
a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)

b) Global Justice
c) International Terrorism

References
J. Goldstein, (2006) International Relations, New Delhi: Pearson.
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.
Andrew Heywood (2011), *Global Politics,* New York: Palgrave-McMillan.
Lechner, F. J. and Boli, J. (eds.) (2004) The Globalization Reader. 2nd Edition.
Oxford: Blackwell.
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.
P.S., Chasek, Downie, D.L., and Brown, J.W., Fourth Edition (2006), *Global Environmental Politics* , Boulder: West view Press.
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.
Held, D., Mc Grew, A. et al. (eds.) (1999) Global Transformations Reader. Politics, Economics *and Culture*, Stanford: Stanford University Press, pp. 1-50.
Viotti, P. R. and Kauppi, M. V. (2007) International Relations and World Politics-Security, *Economy, Identity.* Third Edition. Delhi: Pearson Education, pp. 430-450.

Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to *International Relations.* Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385; 468-489.
Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) The *Globalization of World Politics: An Introduction to International Relation. 4th Edition.* Oxford: Oxford University Press.
Taylor, P. and Grom, A.J.R. (eds.) (2000) The United Nations at the Millennium. London: Continuum. pp. 1-20.

Additional Resources:
Classic Readings
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.
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 primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalization and also their knowledge about world actors like United Nations, World Trade Organization and G-77 and on issues like global warming, poverty and inequality and international terrorism. 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
Globalization, World Actors, Global Warming, Global Justice, Terrorism

G1 - Understanding Gandhi
(62325501)
Generic Elective - (GE) Credit:6

Course Objective
The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

Course Learning Outcomes
This course will help students to understand fundamental concept of Gandhi philosophy through his words firstly and secondly it will help them understand these concepts in a critical and analytical manner.

Unit 1
Key Ideas:
1. **Swaraj**
2. **Satyagraha (Truth and Non-violence)**
3. **Trusteeship**
4. **Swadeshi**
5. **Religion and politics**
6. **Modern Civilization**
7. **Nationalism**
8. **Communal Unity**
9. **Women question**
10. **Untouchability**

References
A.Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings,* Cambridge: Cambridge University Press.
R Iyer, (ed) (1993) 'Chapter XII SATYAGRAHA- Non Violent Resistance ' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press. (301-324)
B. Chakraborty (2015)' Universal Benefit: Gandhi's Doctrine of Trusteeship: A review Article' Modern Asian studies Vol 49(2) 572-608
B. Parekh, (1999) 'Discourse on Untouchability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.
D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.156-158
B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight,* Delhi: Sterling Publishing Company, pp. 63-74.

A. Taneja, (2005) Gandhi Women and the National Movement 1920-1947, New Delhi: Haranand Publishers.

Ram Chandra Pradhan (2011) ' Gandhi's Concept of swaraj and swadeshi' in Reading and Reappraising Gandhi, New Delhi: Macmillian.98-117.

Ram Chandra Pradhan (2011) 'Gandhi, Jinnah and Savarkar and the Indian nationalsm' in Reading and Reappraising Gandhi, New Delhi: Macmillian.167-196.

Additional Resources:

Classics

M K Gandhi " Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

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

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no.45); "Regeneration of Indian women" (no.54); "Women's education" (no.55); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

Additional Readings

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

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

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

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

Ram Chandra Pradhan (2011) 'Gandhi, and the Communal Harmony: Religion, Politics and secularism 'in Reading and Reappraising Gandhi, New Delhi: Macmillian.197-214.

Readings in Hindi

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

2. https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_ mk_gandhi_2010.pdf

3. म .क गाँधी मेरे सपनो का भारत 1947
https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf

4. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' ''भारतीय राष्ट्रीय आंदोलन में गाँधी जी का योगदान'' रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 34-55.

5. दाधीच, नरेश 'महात्मा गाँधी का चिंतन' रावत पब्लिकेशन्स, नई दिल्ली.

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

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

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

9. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "न्यासिता की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 98-103.

10. 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.

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

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

13. झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 215-226.

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

15. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "स्वदेशी" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 158-164.

16. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी का राष्ट्रवाद" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 186-196.

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

18. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "अस्पृश्यता और गाँधी" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 227-238.

19. वर्मा, विजय कुमार और अखिलेश पाल 'आधुनिक भारतीय राजनीतिक चिंतन "महात्मा गाँधी: स्वराज्य" ओरियेंट ब्लैक्स्वान प्रकाशन, नई दिल्ली 2018 पृष्ठ 72-121.

20. रतन, राम और शारदा शोभिका 'महात्मा गाँधी की राजनीतिक अवधारणाए' "स्वराज्य" कलिंगा पब्लिकेशन्स, 1992 पृष्ठ 45.

21. रतन, राम और शारदा शोभिका 'महात्मा गाँधी की राजनीतिक अवधारणाए' "सत्याग्रह" कलिंगा पब्लिकेशन्स, 1992 पृष्ठ 95-109.

22. सिन्हा, मनोज 'गाँधी अध्ययन' "राष्ट्रवाद" ओरियेंट लोंगमैन प्रकाशन नई दिल्ली 2008 पृष्ठ 97-109.

23. सिन्हा, मनोज 'गाँधी अध्ययन' "गाँधी : नारी विषयक दृष्टिकोण" ओरियेंट लोंगमैन प्रकाशन नई दिल्ली 2008 पृष्ठ 120-132.

Teaching Learning Process

This course attempts to introduce key concepts of Gandhi's Thought. Hind Swaraj will be key text that will be discussed and read both by teachers and students in order to grasp the philosophy of Gandhi. Film Gandhi will be screened to visualize and grasp Gandhi's concepts. Commentaries on Gandhi's ideas will be discussed and interactive session with the students by taking them to Gandhi's Museum or historical places associated with Gandhi can further help to contextualize his ideas. Power point presentations detailing key features of each of these ideas will Identify and describe the key characteristics of Gandhian political thought.

Assessment Methods

Group presentation on each of the ideas will form core part of their assessment. Class test and MCQ will also be part of assessment.

G2 - Human Rights Gender and Environment
(62325602)
Generic Elective - (GE) Credit:6

Course Objective
This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Learning Outcomes
- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1
Understanding Social Inequality
a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
b) Globalisation and its impact on workers, peasants, dalits, adivasis and women

Unit 2
Human Rights
a) Human Rights: Meaning and Evolution
b) UN Declarations and Covenants
c) Human Rights and Citizenship Rights
d) Human Rights and the Indian Constitution
e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.

f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
h) Human Rights Movement in India.

Unit 3
Gender
a) Analysing Structures of Patriarchy
b) Gender, Culture and History
c) Economic Development and Women
d) The issue of Women's Political Participation and Representation in India
e) Laws, Institutions and Women's Rights in India
f) Women's Movements in India

Unit 4
Environment
a) Environmental and Sustainable Development
b) UN Environment Programme: Rio, Johannesburg and after.
c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
d) Environment Policy in India
e) Environmental Movement in India

References
Tripathy, Radhanath (ed.) (2019) Human Rights, Gender and the Environment, New Delhi: Scholartech Press.
Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.
Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.
G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State, New Delhi: Sage Publications, pp. 293-309.
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. 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.
Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi. Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
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 Pensylvania Press, pp. Ix-xiv

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

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

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

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

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

Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.

Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.

O. Kosambi, (2007) Crossing the Threshold, New Delhi: Permanent Black, pp. 3-10.

Menon, P. (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson.

Palriwala, R. (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.

Chakravarti, U. (2003) Gendering Caste through a Feminist Len, Kolkata, Stree.

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

MacKinnon, C. 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.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233

T. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press

Saheli Women's Centre, (2007) Talking Marriage, Caste and Community: Women's Voices from Within, New Delhi: monograph 114

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

Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.

Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.

Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.

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.

Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly

Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics,New York: Palgrave, pp 383 - 411

Additional Resources:
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.
P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.
Gadgil, Madhav and Guha, Ramachandra, "Ecological Conflicts and the Environmental Movement in India, Development and Change, Vol. 25 (1994), pp. 101-136.
Ray, U. (2013) 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

Teaching Learning Process

In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment. 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

Human Rights, Gender, Environment

AE1 - Legislative Support
(62323312)
AECC (Electives) - (AECCE) Credit:4

Course Objective

To acquaint the student with the legislative process in India at various levels, introduce them to the functions of peoples' representatives and provide elementary skills to be part of a legislative support team.

Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need 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. All over the world, elected representatives have an office with specialised support team to carry out these tasks.

With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need for legislative support among representatives that needs to be addressed. This course will equip the students with basic skills for this task and expose them to real life legislative work. In the process of learning legislative support skills, students will also build and deepen their understanding of the Indian political process.

Course Learning Outcomes

On successful completion of the course, students will be able to:
- Demonstrate knowledge of the structure and the functions of legislating bodies in India
- Demonstrate knowledge of the law making procedure in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop basic skills to become a part of a support team engaged at different levels of the law making functions

Unit 1
Powers and functions of people's representatives at different tiers of governance
Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self-government from Zila Parishads/Municipal Corporation to Panchayat/Ward. (Weeks 1-3)

Unit 2
Supporting the legislative process:
How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. (Week 4)

Unit 3
Supporting the legislative committees
Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation (Weeks 5-7)

Unit 4
Reading the budget document:
Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. (Weeks 8-10)

Unit 5
Support in media monitoring and communication:

Types of media and their significance for legislators. Basics of communication in print and electronic media. .(Weeks 11-12)

References

Madhavan, M.R. & N. Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delh, 2008.Can be accessed
on: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008. Can be accessed
on: http://www.prsindia.org/parliamenttrack/primers/mplads-487/
Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011:
http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engageme
nt%20with%20the%20Legislative%20Process.pdf
Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed on: http://164.100.47.132/LssNew/abstract/index.aspx
Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed on: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm
Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed on:
http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm
Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e
6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf
Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February, 2005. Can be accessed on:
http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_1420
5_TV_SOMANATHAN.pdf.
Debroy, Bibek, "Why we need law reform," Seminar January 2001.
Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," Journal of Democracy Vol.18, No.2, pp.70-83.

Additional Resources:
Government links:
http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/
Sanyal,K. Strengthening Parliamentary Committees PRS, Centre for
Policy Research, New Delhi, 2011.
Can be accessed on: http://www.prsindia.org/administrator/uploads/media/Conference%202011
/Strengthening%20Parliamentary%20Committees.pdf
Celestine, A. How to read the Union Budget PRS, Centre for Policy Research, New Delhi, 2011. Can be accessed on: http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/

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

AE2 - Public Opinion and Survey Research
(62323412)
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:
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,* Harmond sworth: 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.

Suggested Student Exercises:
1. Discussion of readings and Indian examples. 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.
2. 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.
3. 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.
4. 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 different individuals.
5. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

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, 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.

AE3 - Your Laws, Your Rights
(62323501)
AECC (Electives) - (AECCE) Credit:4

Course Objective
More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes
On the successful completion of the course, students would be able to:
- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents.
- Show understanding of the structure and principles of the Indian legal system

Unit 1
Rule of law and the Criminal Justice System in India (1 week)

Unit 2
Laws relating to criminal justice administration (2 weeks)
a) How to file a complaint, First Information Report (FIR)
b) Detention, arrest and bail

Unit 3
Equality and non-discrimination (4 weeks)
a) Gender: the protection of women against domestic violence, rape and sexual harassment
b) Caste: laws abolishing untouchability and providing protection against atrocities

c) Class: laws concerning minimum wages
d) Disability and equality of participation and opportunity

Unit 4
Empowerment (2 weeks)
a) Access to information
b) Rights of the consumer

Unit 5
Redistribution, recognition and livelihood (2 weeks)
a) Traditional rights of forest dwellers and the issue of women's property rights
b) Rural employment guarantee

Unit 6
Access to Identification documents and Social Security Schemes (1 week / exercises only)
Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

References
I. Rule of law and the Criminal Justice System in India
A. Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy,* Wordsworth, Boston, pp.3-19.
SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.
V. S. Deshpande, (2006), 'Nature of the Indian Legal System' in Joseph Minattur (ed.), *Indian Legal System*, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, available at http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf
II. Laws relating to criminal justice administration
B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy,* New Delhi: Oxford University Press, pp.61-77.
SAHRDC, (2006)'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.
SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.
SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.
Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at https://nyaaya.in/topic/first-information-report-fir, https://nyaaya.in/topic/bail,https://nyaaya.in/topic/arrest
P. Mathew, (2003) *Your Rights if you are Arrested,* New Delhi. Indian Social Institute.
III. Equality and non-discrimination
V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy,* New Delhi: Oxford University Press.

S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, *Economic and Political Weekly* (Engage), available at https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice

P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place.* New Delhi: Indian Social Institute.

P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes,* New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India.* Delhi: Danish Books, Pp.15-38

P. Mathew, (2004) *The Minimum Wages Act, 1948,* New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy,* New Delhi: Oxford University Press, Pp.119-131.

K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.

IV. Empowerment

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India.* Delhi: Danish Books.

Vishnu Konoorayar, (2008), 'Consumer Law', In *Towards Legal Literacy in India.* K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.

S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India,* New Delhi: Oxford University Press, Available athttp://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2 012 _light_Aspire.pdf, Accessed: 19.04.2013.

A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, I n J Gaventa & R McGee (eds) *Citizen Action and National Policy Reform*, London: Zed

S. M. Laskar (2016), *Importance of Right to Information for Good Governance in India*, *Bharati Law Review*, Oct-Dec, available at http://docs.manupatra.in/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).

J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

Additional Resources:
Bare Acts:
o *Consumer Protection Act, 1986*, Available at http://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.
o *Right to Information Act, 2005*, Available at http://righttoinformation.gov.in/rti- act.pdf ,
Accessed: 10.04.2013.
o *Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*, Available
at http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf, Accessed:
10.04.2013.
o *Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act
2006*, Available at http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf, Accessed:
10.04.2013.
o *The Minimum Wages Act, 1948*, Available
at http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf, Accessed:
10.04.2013.
o *The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation)
Act, 1995*, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf, Accessed:
10.04.2013.
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.
o *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill,
2012***,** Available
at http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf, Accessed: 10.04.2013.
o *Criminal Law Amendment Act,* 2013**,** Available at ,
mha.nic.in/pdfs/TheCrimnalLaw030413.pdfFile Format: PDF/Adobe Acrobat - Quick View,
Accessed: 15.04.2013.
Additional Readings:
I. Rule of law and the Criminal Justice System in India
K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy.* New Delhi: Oxford
University Press, pp. xi – xv.
III. Equality and non-discrimination
Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi:
University of Delhi.
A. Kidwai, (2013), Sexual Harassment in the Workplace: the Verma Committee and
After, *Economic and Political Weekly*, Vol. 48, Issue No. 06
D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional
and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and
Constitutional Empowerment*, Delhi: Oxford University Press.
IV. Empowerment
Live Law, Highlights Of Consumer Protection Bill-2018, available at
https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', *Public Administration Review.* Volume 70, Issue 6, pp. 925–933. SAHRDC, (2006) 'Consumer Rights', in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

Other suggested readings:

K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh',*Pratiman: Samay, Samaj, Sanskriti*, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', *Economic and Political Weekly*, Vol. 44 (31), pp. 29-33.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly,*Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption.* Available athttp://www.rtigateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf , Accessed: 10.04.2013.

P. Mathew, and P. Bakshi, (2005) '*Indian Legal System'*, New Delhi: Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) '*Women and the Constitution'*, New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in *Seeing Like a Feminist*, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India.* Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at http://www.rtigateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf , Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy.* New Delhi: Oxford University Press.

A. Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.

Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students
1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.

6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva- voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. . Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

AE4 - Conflict and Peace Building
(62323601)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

Course Learning Outcomes

- The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.
- The students will also learn the importance of resource sharing in the conflict zones.
- The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels.
- Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.

Unit 1
Concepts (6 Lectures)
a. Understanding Conflict (Week 1)
b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
c. Peace Building: Meaning and Concept (Week 3)

Unit 2
Dimensions of Conflict (6 Lectures)
a. Ideology (Week 4)
b. Economic/Resource Sharing Conflicts (Week 5)
c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

Unit 3
Levels of Conflict (6 Lectures)
a. Local (Week 7)
b. Sub-National (Week 7)
c. International (Week 8)

Unit 4
Conflict Responses: Skills And Techniques (6 Lectures)
a. Negotiations: Trust Building (Week 9)
b. Mediation: Skill Building; Active Listening (Week 10)
c. Track I, Track II & Multi Track Diplomacy (Week 11)

d. Gandhian Methods (Week 12)
References

O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict'in Contemporary Conflict Resolution, (Third Edition), Cambridge: Polity Press, pp. 94-122.
W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), Elusive Peace: Negotiating an End to Civil Wars, Washington: The Brookings Institute, pp. 3-29.
C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in Peace and Conflict Studies, 9:1, May, pp.1-23.
S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in Terrorism and Political *Violence*, 2:1, pp. 54-71.
M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., Peace-Building: A Field Guide, Boulder: Lynne Rienner, pp. 16-20.
L. Schirch, (2004) The Little Book Of Strategic Peacebuilding, London: Good Books.
R. Rubenstelin, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) Conflict: From *Analysis to Intervention*, London: Continuum, pp.55-67.
P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.)The Sage Hand Book of Conflict Resolution, London: Sage Publications, pp. 210-224.
S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) The Sage Hand Book *of Conflict Resolution*, London: Sage Publications, pp. 264-284.
D. Barash and C. Webel, (2009) Peace and Conflict Studies, London: Sage Publication, pp. 91-117.
D. Sandole, (2003) 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) Conflict: From *Analysis to Intervention*, London: Continuum, pp.39-54.
P. Wallenstein, (2007) Understanding Conflict Resolution (2nd ed.), London: Sage Publications.
H. Saunders, (1999) A Public Peace Process: Sustained Dialogue To Transform Racial and *Ethnic Conflicts,* Palgrave Macmillan: New York, pp. 1-30.
N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P.Tongeren and H. Van De Veen (eds.), Searching For Peace In Central And South Asia, London: Lynne Rienner Publishers, pp. 210-236.
J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) The Sage Hand Book of Conflict *Resolution*, London: Sage Publications.
M. Steger , (2001) 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), Peace, Conflict, and Violence: Peace Psychology for *the 21st Century Englewood Cliffs,* New Jersey: Prentice-Hall.
P. Wallensteen, (2012) 'Armed Conflicts', in Understanding Conflict Resolution, (Third Edition), London: Sage, pp. 13-28.
J. Davies and E. Kaufman (eds.), (2003) Second Track/Citizens' Diplomacy: Concepts and *Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.
C. Webel and J. Galtung (eds.), (2007) The Handbook of Peace and Conflict Studies, London: Routledge.
J. Lederach, (2003) The Little Book Of a Conflict Transformation, London: Good Books.
I. Doucet, (1996)Thinking About Conflict, Resource Pack For Conflict Transformation: International Alert.

S. Mason and M. Siegfried, (2010) Debriefing Mediators To Learn Their
Experiences, Washington D.C: United States Institute Of Peace.
I. Zartman and A. De Soto, (2010) Timing Mediation Initiatives, Washington D.C: United States
Institute of Peace.
H. Burgess and G. Burgess, (2010) Conducting Track II, Washington D.C: United
States Institute Of Peace.
http://peacebuilding.caritas.org/index.php/Introduction_to_Principled_Negotiation Reconciliatio
n:http://www.peacebuildinginitiative.org/index.cfm?pageId=1975
John Paul Lederach,The Journey Toward Reconciliation, London: Herald Press, 1999
Charles Lerche, "Peace Building Through Reconciliation," International Journal of
Peace *Studies,* Vol. 5. No. 2, 2000.http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm
Crossword Puzzle: http://www.cengage.com/cgi
Dialogue: http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf
Mediation:http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf
http://www.pgexchange.org/images/toolkits/civicus%20mediation%20tool.pdf
http://www.beyondintractability.org/bi-essay/mediation

Additional Resources:
Classic Readings
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.
Gurr, Ted R. (1985), "On the Political Consequences of Scarcity and Economic
Decline", *International Studies Quarterly*, 29 (1): 51-75.

Additional Readings
A. Smith and D. Smock, (2010) Managing A Mediation Process, Washington D.C: United States
Institute Of Peace.
Online Resources
Conflict Resolution in Popular Art and Culture: The International Network of Peace Museums, at
www.mueseumsforpeace.org/, contains links to visit the websites of many of the world's peace
museums.
Theatre, peace and conflict at Theatre Without
Borders,www.theatrewithoutborders.com/peacebuilding
Global Peace Film Festival, www.peacefilmfest.org/
Football for Peace International, www.football4peace.eu/contact.html
Facilitation: http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf
http://www.beyondintractability.org/bi-essay/facilitation
Negotiation:
Roger Fisher et al, Getting to Yes: Negotiating Agreement without Giving In, New York:
Penguin, 1991.
Wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101

Teaching Learning Process

The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. 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

Conflict, Conflict Management, Peace building, Trust building, Diplomacy