

**ORIENTAL COLLEGE (AUTONOMOUS)  
Takyel, Imphal**

**DEPARTMENT OF POLITICAL SCIENCE**



**Learning Outcomes based Curriculum Framework  
(LOCF) and Choice Based Credit System (CBCS)  
Draft Syllabus for Four Year Undergraduate Course in  
POLITICAL SCIENCE  
(based on UGC Guidelines)**

**Introduced from July 2022 Session**

## **PREAMBLE**

The undergraduate course in Political Science is designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, Political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them in getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

### **1. Introduction**

Higher education is fast changing globally in terms of its form, nature, course contents, pedagogy, and techniques of evaluation. Universities and educational institutions are experimenting in almost all the domains articulated in the preceding line. This change is both due to the factors at work within the system and forces acting outside. Globalization has pushed them in the ring of competitiveness to work hard to excel or wait for exile. There is a global ranking of universities and other institutions which are known to all on the screen of their computer in a fraction of seconds with a click of the mouse. Students are flying to the institutions which promise them better skills and training in the subjects. Education is all about the addition of value in the individual insights and skills without which he remains deprived of realizing his fullest potential. Traditional modes of rote-learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods have occupied the attention in the universities in place of blackboard and lecture mode. Pedagogy is being reworked, and education is being redefined. Disciplinary boundaries are melting for Interdisciplinary and trans-disciplinary knowledge system.

### **2. Learning Outcomes Based Approach to Curriculum Planning**

In such a scenario, it was imperative to make some fundamental changes in the course curriculum at the undergraduate level. The University Grants Commission's attempts to introduce the learning outcomes-based Course Curriculum is, therefore, a welcome step in the right direction. It is just like the performance budgeting in which every unit of expenditure corresponding has output. The learning outcomes-based course defines it clearly what a student is going to learn from the course, and its every unit, and how are they going to apply the learned skills. The benefit of this course design is that students are not just taught in theory but also how to apply the theory in explaining, assessing and critically examining the political questions and political phenomenon one encounters on day-to-day basis in real life situations. This aims at introducing a paradigm shift in the pedagogy at the undergraduate

level. Some of the subjects at school level have experimented this, and the results are very encouraging. The focus of the teaching-learning is not to test the memory power of the students but to assess his or her imaginative and innovative mind in the analysis of given situations. Needless to say, project-oriented problem-solving research components, building case studies; team and leadership orientations are integral to the learning process.

### **3. Nature and Extent of Programme in Political Science**

The course covers the key six sub-disciplines of Political Science like Political Theory, Indian Government and Politics, Comparative Politics, Public Administration, Indian Political Thought, and International Relations. Besides, there are several interdisciplinary papers ranging from gender studies to human rights and the environment. Further, there are skill-oriented courses which enable the students to acquire necessary skills which could fetch gainful employment for the students in the job market. These skills-oriented courses are very innovative and being introduced for induction for the first time in the Indian universities. The research methodology components of the scheme will expose the students to the statistical tools which will allow the students to mathematical modelling of political studies. Further, exposure in the public administration and public policy will enable them to examine and evaluate public policies critically. This will open windows for the students to contribute to the policy science studies in terms of policy formulations, implementations, and monitoring.

### **4. Aims of the Bachelor Degree in Political Science (Honours)**

The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join the BA(Honours) at the undergraduate level in the university and colleges of India. The students who join these courses are not necessarily trained in fundamentals of the discipline, as they come from diverse disciplinary backgrounds. The program aims at making them understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science. This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies. Building a better society to live in has been a perennial question which all the disciplines of knowledge have pondered over and worked on, including Political Science. Aim of the course is to expose the students to the diverse political philosophies, from the ancient to modern times, and how have they envisioned of and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution, and constitutionalism, etc. The objective is also to train the students in understanding the public administrative system and public policy science. The course also exposes the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which don't form the core of Political Science, yet very much conjoining its boundaries. The objective is also to understand the national interests of India in comprehensive terms and Indian endeavours and response to emerging challenges and issues in a fluid and dynamic global scenario. The course has been designed in such a way that every student is equipped with certain practical skills which can be used for seeking gainful employment if one exits after completing graduation. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

## **5. Graduate Attributes in the Subject**

A graduate in Political Science should have core competency in the discipline. He should be able to engage with and reflect on the political questions and issues adequately. What is required for this is effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analyzing, assessing, and articulating the mind. He should have information and the ability to access quality literature in the discipline. The graduates should be curious and inquisitive about reading the political dimension of the issues and apply theoretical framework to understand them. They should be able to further learn and analyse them in a broader context of interdisciplinarity rather than narrowing to political perspective only. They should have digital literacy, research temperament, and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline into larger bodies of knowledge. They should have an attitude of self-learning as well as working with group members in team spirit.

## **6. Qualification Descriptors**

A student graduated in Political Science (H) course must have good knowledge of the discipline. He should have a clear understanding of all the significant sub-disciplines with focus on fundamental and key concepts and conceptual debates, ideological perspectives, different theories, principles, and questions in discourse. The graduates are expected to demonstrate critical, innovative, and out of box thinking in their reflections on political issues. They are also expected to demonstrate excellent writing skills and articulations following ethical norms of scholarship and academic writings. As they will be exposed to research methodology wherein, they will be taught about research design, tools, and techniques of research; they are expected to do mathematical modelling and undertake independently empirical research projects. There are several skill-based papers enabling the students to demonstrate the practical use of tools and techniques for problems identification and their solutions.

## **REQUIREMENTS FOR BA (HONOURS) IN POLITICAL SCIENCE**

In keeping with the UGC guidelines for minimum course curriculum for Undergraduate Courses under Learning Outcomes based Curriculum Framework (LOCF) and Choice Based Credit System (CBCS), the following scheme indicates the requirements for successful completion of BA (Honours) degree at Oriental College (Autonomous), Imphal.

<b>DEGREE</b>	<b>MINIMUM REQUIREMENTS</b>
Undergraduate Degree/ B.A. with Honours	<ul style="list-style-type: none"><li>➤ 18 Core papers</li><li>➤ 2 Ability Enhancement Compulsory Courses</li><li>➤ 2 Skill Enhancement Courses (minimum)</li><li>➤ 4 Discipline Specific Elective</li><li>➤ 6 Generic Elective papers</li><li>➤ 8 Value Addition Course</li></ul>

**Scheme for Choice Based Credit System (CBCS) in B.A (Honours),  
Political Science**

DEPARTMENT OF POLITICAL SCIENCE LOCF and CBCS COURSE STRUCTURE AS PER NEP 2020 July 2022						
YEAR 1 (LEVEL 5)						
TOTAL CREDITS: 2 SEMESTERS X 24 CREDITS = 48 CREDITS						
Semester	CC (18 Courses x 6 Credits each)	DSEC* (4 Course s x 6 Credits each)	GEC* (6 Courses x 6 Credits each)	SEC* (2 Courses x 4 Credits each)	AECC (2 Course s x 4 Credits each)	VAC (8 Courses x 2 Credits each)
<b>I</b>	<ul style="list-style-type: none"> <li><b>PSC HC 501</b> Understanding Political Theory</li> <li><b>PSC HC 502</b> Constitutional Government and Democracy in India</li> </ul>			<b>PSC SE 501:</b> Parliamentary Procedures and Practices <i>Or</i> Peace and Conflict Resolution <i>Or</i> Public Opinion and Survey Research	<b>GEN-AE 1</b>  <i>Or</i> <b>MAN-AE 1</b>	<b>VAC 1</b> <b>VAC 2</b>
<b>II</b>	<ul style="list-style-type: none"> <li><b>PSC HC 503</b> Political Theory- Concepts and debates</li> <li><b>PSC HC 504</b> Political Process in India</li> </ul>			<b>PSC SE 502:</b> Parliamentary Procedures and Practices <i>Or</i> Peace and Conflict Resolution <i>Or</i> Public Opinion and Survey Research	<b>EVS-AE 2</b>	<b>VAC 3</b> <b>VAC 4</b>

YEAR-II (LEVEL 6)						
TOTAL CREDITS: 2 SEMESTERS X 26 CREDITS = 52 CREDITS						
Semester	CC (18 Courses x 6 Credits each)	DSEC (4 Course s x 6 Credits each)	GEC (6 Courses x 6 Credits each)	SEC (2 Course s x 4 Credits each)	AECC (2 Course s x 4 Credits each)	VAC (8 Course s x 2 Credits each)

<p style="text-align: center;"><b>III</b></p>	<ul style="list-style-type: none"> <li>• <b>PSC HC 601</b> Introduction to Comparative Government and Politics</li> <li>• <b>PSC HC 602</b> Perspectives on Public Administration</li> <li>• <b>PSC HC 603</b> Perspectives on International Relations and World History</li> </ul>		<p style="text-align: center;"><b>PSC HG 601: (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>			<p style="text-align: center;"><b>VAC 5</b></p>
<p style="text-align: center;"><b>IV</b></p>	<ul style="list-style-type: none"> <li>• <b>PSC HC 604</b> Political Processes and Institutions in a Comparative Perspective</li> <li>• <b>PSC HC 605</b> Public Policy and Administration in India</li> <li>• <b>PSC HC 606</b> India's Foreign Policy</li> </ul>		<p style="text-align: center;"><b>PSC HG 602 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>			<p style="text-align: center;"><b>VAC 6</b></p>

**YEAR-III (LEVEL 7) TOTAL CREDITS:**

**2 SEMESTERS X 26 CREDITS = 52 CREDITS**

Semester	CC (18 Courses x 6 Credits each)	DSEC (4 Courses x 6 Credits each)	GEC (6 Courses x 6 Credits each)	SEC (2 Course s x 4 Credits each)	AECC (2 Course s x 4 Credits each)	VAC (8 Courses x 2 Credits each)
V	<ul style="list-style-type: none"> <li>• <b>PSC HC 701</b> Classical Political Philosophy</li> <li>• <b>PSC HC 702</b> Indian Political Thought -I</li> </ul>	<p><b>PSC HE 701</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Human Rights in a Comparative Perspective</li> <li>• Citizenship in a Globalizing World</li> <li>• Public Policy in India</li> <li>• Understanding Global Politics</li> <li>• Understanding South Asia</li> </ul>	<p><b>PSC HG 701</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>			VAC 7
VI	<ul style="list-style-type: none"> <li>• <b>PSC HC 703</b> Modern Political Philosophy</li> <li>• <b>PSC HC 704</b> Indian Political Thought -II</li> </ul>	<p><b>PSC HE 702</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Human Rights in a Comparative Perspective</li> <li>• Citizenship in a Globalizing World</li> <li>• Public Policy in India</li> <li>• Understanding Global Politics</li> <li>• Understanding South Asia</li> </ul>	<p><b>PSC HG 702</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United</li> </ul>			VAC 8



			Nations and Global Conflicts			
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YEAR-IV (LEVEL 8) TOTAL CREDITS: 2 SEMESTERS X 24 CREDITS = 48 CREDITS						
Semester	CC (18 Courses x 6 Credits each)	DSEC (4 Courses x 6 Credits each)	GEC (6 Courses x 6 Credits each)	SEC (2 Cours es x 4 Cred it s each)	AECC (2 Cours es x 4 Cred it s each)	VAC (8 Cours es x 2 Cred it s each)
VI I	<ul style="list-style-type: none"> <li>• PSC HC 801 Government and Politics of North East India</li> <li>• PSC HC 802 Research Methodology</li> </ul>	<p><b>PSC HE 801</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Human Rights in a Comparative Perspective</li> <li>• Citizenship in a Globalizing World</li> <li>• Public Policy in India</li> <li>• Understanding Global Politics</li> <li>• Understanding South Asia</li> </ul>	<p><b>PSC HG 801</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>			
VI II	<ul style="list-style-type: none"> <li>• PSC 803 Gandhian Studies</li> <li>• PSC 804 State Politics in Manipur</li> </ul>	<p><b>PSC HE 802</b></p> <p>Dissertation Paper</p>	<p><b>PSC HG 802</b> (any one of the following)</p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>			

\* No student shall opt for a DSEC, GEC and SEC paper more than once in any semester during the course of their Under Graduate course.

CODE		WEIGHTAGE	COURSE CODE
CC	CORE COURSE	18 Courses x 6 Credits = 108 Credits	HC
AECC	ABILITY ENHANCEMENT COMPULSORY COURSE	2 Courses x 4 Credits = 8 Credits	AE
SEC	SKILL ENHANCEMENT COURSE	2 Courses x 4 Credits = 8 Credits	SE
DSEC	DISCIPLINE SPECIFIC ELECTIVE COURSE	4 Courses x 6 Credits = 24 Credits	HE
GEC	GENERIC ELECTIVE COURSE	6 Courses x 6 Credits = 36 credits	HG
VAC	VALUE ADDED COURSE	8 Courses x 2 Credits = 16 credits	cf (Course Descriptors)
<b>Total = 200 Credits</b>			

- Award of **Bachelor's Degree with Honours** in a Discipline on completion of courses equal to **minimum 182 credits** in 4 years
- Award of **Bachelor's Degree with Pass Certificate** in a Discipline on completion of courses equal to **minimum 140 credits** in 3 years
- Award of **Bachelor's with Diploma** in a Discipline on completion of courses equal to **minimum 96 credits** in 2 years
- Award of **Bachelor's with Certificate** in a Discipline on completion of courses equal to **minimum 46 credits** in 1 year

### Course Nomenclature for B.A (Hons.) Political Science

Semester –I	Semester-II
<b>Core Course 1</b> PSC HC 501: Understanding Political Theory	<b>Core Course 3</b> PSC HC 503: Political Theory- Concepts and Debates
<b>Core Course 2</b> PSC HC 502: Constitutional Government and Democracy in India	<b>Core Course 4</b> PSC HC 504: Political Process in India
<b>Ability Enhancement Compulsory Course</b> (General English AE 1/ General Manipuri AE 1)	<b>Ability Enhancement Compulsory Course</b> Environmental Science: EVS-AE-1
<b>SEC (Skill Enhancement Course)</b> <b>PSC SE 501 (any one of the following)</b> <ul style="list-style-type: none"> <li>• Parliamentary Procedures and Practices</li> <li>• Peace and Conflict Resolution</li> <li>• Public Opinion and Survey Research</li> </ul>	<b>SEC (Skill Enhancement Course)</b> <b>PSC SE 502 (any one of the following)</b> <ul style="list-style-type: none"> <li>• Parliamentary Procedures and Practices</li> <li>• Peace and Conflict Resolution</li> <li>• Public Opinion and Survey Research</li> </ul>
<b>VAC (Value Addition Courses)</b> VAC-1 VAC-2	<b>VAC (Value Addition Courses)</b> VAC-3 VAC-4

<b>Semester- III</b>	<b>Semester-IV</b>
<p align="center"><b>Core Course 5</b></p> <p align="center">PSC HC 601: Introduction to Comparative Government and Politics</p>	<p align="center"><b>Core Course 8</b></p> <p align="center">PSC HC 604: Political Processes and Institutions in a Comparative Perspective</p>
<p align="center"><b>Core Course 6</b></p> <p align="center">PSC HC 602: Perspectives on Public Administration</p>	<p align="center"><b>Core Course 9</b></p> <p align="center">PSC HC 605: Public Policy and Administration in India</p>
<p align="center"><b>Core Course 7</b></p> <p align="center">PSC HC 603: Perspectives on International Relations and World History</p>	<p align="center"><b>Core Course 10</b></p> <p align="center">PSC HC 606: India's Foreign Policy</p>
<p align="center"><b>Generic Elective</b></p> <p align="center"><b>PSC HG 601 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>	<p align="center"><b>Generic Elective</b></p> <p align="center"><b>PSC HG 602 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>
<p align="center"><b>VAC (Value Addition Courses)</b></p> <p align="center"><b>VAC-5</b></p>	<p align="center"><b>VAC (Value Addition Courses)</b></p> <p align="center"><b>VAC-6</b></p>
<b>Semester-V</b>	<b>Semester-VI</b>
<p align="center"><b>Core Course 11</b></p> <p align="center">PSC HC 701: Classical Political Philosophy</p>	<p align="center"><b>Core Course 13</b></p> <p align="center">PSC HC 703: Modern Political Philosophy</p>
<p align="center"><b>Core Course 12</b></p> <p align="center">PSC HC 702: Indian Political Thought-I</p>	<p align="center"><b>Core Course 14</b></p> <p align="center">PSC HC 704: Indian Political Thought-II</p>
<p align="center"><b>DSEC (Discipline Specific Elective)</b></p> <p align="center"><b>PSC HE 701 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Human Rights in a Comparative Perspective</li> <li>• Citizenship in a Globalizing World</li> <li>• Public Policy in India</li> <li>• Understanding Global Politics</li> <li>• Understanding South Asia</li> </ul>	<p align="center"><b>DSEC (Discipline Specific Elective)</b></p> <p align="center"><b>PSC HE 702 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Human Rights in a Comparative Perspective</li> <li>• Citizenship in a Globalizing World</li> <li>• Public Policy in India</li> <li>• Understanding Global Politics</li> <li>• Understanding South Asia</li> </ul>
<p align="center"><b>Generic Elective</b></p> <p align="center"><b>PSC HG 701 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>	<p align="center"><b>Generic Elective</b></p> <p align="center"><b>PSC HG 702 (any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>
<p align="center"><b>VAC (Value Addition Courses)</b></p> <p align="center"><b>VAC-7</b></p>	<p align="center"><b>VAC (Value Addition Courses)</b></p> <p align="center"><b>VAC-8</b></p>

<b>Semester-VII</b>	<b>Semester-VIII</b>
<b>Core Course 15</b> <b>PSC HC 801: Government and Politics of North East India</b>	<b>Core Course 17</b> <b>PSC HC 803: Gandhian Studies</b>
<b>Core Course 16</b> <b>PSC HC 802: Research Methodology</b>	<b>Core Course 18</b> <b>PSC HC 804: State Politics in Manipur</b>
<b>DSEC (Discipline Specific Elective)</b> <b>PSC HE 801 (any one of the following)</b> <ul style="list-style-type: none"> <li>• Human Rights in a Comparative Perspective</li> <li>• Citizenship in a Globalizing World</li> <li>• Public Policy in India</li> <li>• Understanding Global Politics</li> <li>• Understanding South Asia</li> </ul>	<b>DSEC (Discipline Specific Elective)</b> <b>PSC HE 802</b> Dissertation Paper
<b>Generic Elective</b> <b>PSC HG 801 (any one of the following)</b> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>	<b>Generic Elective</b> <b>PSC HG 802 (any one of the following)</b> <ul style="list-style-type: none"> <li>• Nationalism in India</li> <li>• Indian Government and Politics</li> <li>• Contemporary Political Economy</li> <li>• Governance: Issues and Challenges</li> <li>• Gandhi and the Contemporary World</li> <li>• Feminism: Theory and Practice</li> <li>• Politics of Globalization</li> <li>• United Nations and Global Conflicts</li> </ul>

**LOCF/CHOICE BASED CREDIT SYSTEM**  
**LIST OF PAPERS AND COURSES**  
**B.A (HONOURS) POLITICAL SCIENCE**

<b>Core courses (18):</b>		
1.	<b>PSC HC 501</b>	Understanding Political Theory
2.	<b>PSC HC 502</b>	Constitutional Government and Democracy in India
3.	<b>PSC HC 503</b>	Political Theory- Concepts and debates
4.	<b>PSC HC 504</b>	Political Process in India
5.	<b>PSC HC 601</b>	Introduction to Comparative Government and Politics
6.	<b>PSC HC 602</b>	Perspectives on Public Administration
7.	<b>PSC HC 603</b>	Perspectives on International Relations and World History
8.	<b>PSC HC 604</b>	Political Processes and Institutions in a Comparative Perspective
9.	<b>PSC HC 605</b>	Public Policy and Administration in India
10.	<b>PSC HC 606</b>	India's Foreign Policy
11.	<b>PSC HC 701</b>	Classical Political Philosophy
12.	<b>PSC HC 702</b>	Indian Political Thought -I
13.	<b>PSC HC 703</b>	Modern Political Philosophy
14.	<b>PSC HC 704</b>	Indian Political Thought -II
15.	<b>PSC HC 801</b>	Government and Politics of North East India
16.	<b>PSC HC 802</b>	Research Methodology
17.	<b>PSC HC 803</b>	Gandhian Studies

18.	<b>PSC HC 804</b>	State Politics in Manipur
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<b>AECC: Ability Enhancement Compulsory Courses (2)</b>		
1.	<b>GEN-AE-1</b>	General English
2.	<b>MAN-AE-1</b>	General Manipuri
3.	<b>EVS-AE-1</b>	Environmental Science

<b>SEC: Skill Enhancement Courses (2)</b>		
1.	<b>PSC SE 501/502</b>	Parliamentary Procedures and Practices
2.	<b>PSC SE 501/502</b>	Peace and Conflict Resolution
3.	<b>PSC SE 501/502</b>	Public Opinion and Survey Research

<b>DSEC: Discipline Specific Elective Courses (4)</b>		
1.	<b>PSC HE 701/702/801</b>	Human Rights in a Comparative Perspective
2.	<b>PSC HE 701/702/801</b>	Citizenship in a Globalizing World
3.	<b>PSC HE 701/702/801</b>	Public Policy in India
4.	<b>PSC HE 701/702/801</b>	Understanding Global Politics
5.	<b>PSC HE 701/702/801</b>	Understanding South Asia
6.	<b>PSC HE 802</b>	<b>DISSERTATION PAPER</b>

<b>GEC: Generic Elective Courses (6)</b>		
1.	<b>PSC HG 601/602/701/702/801/802</b>	Nationalism in India
2.	<b>PSC HG 601/602/701/702/801/802</b>	Indian Government and Politics
3.	<b>PSC HG 601/602/701/702/801/802</b>	Contemporary Political Economy
4.	<b>PSC HG 601/602/701/702/801/802</b>	Governance: Issues and Challenges
5.	<b>PSC HG 601/602/701/702/801/802</b>	Gandhi and the Contemporary World
6.	<b>PSC HG 601/602/701/702/801/802</b>	Feminism: Theory and Practice
7.	<b>PSC HG 601/602/701/702/801/802</b>	Politics of Globalization
8.	<b>PSC HG 601/602/701/702/801/802</b>	United Nations and Global Conflicts

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**CHOICE BASED CREDIT SYSTEM SYLLABI AND READING LIST  
BA (HONOURS) POLITICAL SCIENCE**

**CORE COURSES**

**PSC HC 501: UNDERSTANDING POLITICAL THEORY**

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

**Learning Outcomes:**

At the end of the course, the students shall:

- a. be able to explain different traditions and approaches to politics and build their own understanding of politics.
- b. be able to understand the significance of theorizing and of applying theory into practice.
- c. be able to answer why the state occupies a central place in the discourses on politics.
- d. gain insights on the evolution of democracy and understand its different theoretical and practical perspectives.

**UNITS**

**I: Introducing Political Theory**

*30 Lectures, 50 marks*

1. What is Politics: Theorizing the 'Political'
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

**II: Political Theory and Practice**

*30 Lectures, 50 marks*

**The Grammar of Democracy**

1. Democracy: The history of an idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

**Essential Readings**

**I: Introducing Political Theory**

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

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

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

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

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

Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

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

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.

Mukhopadhyay, A.K. (2019), *An Introduction to Political Theory*, New Delhi: Sage Publications

## **II: The Grammar of Democracy**

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

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

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

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

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

## **PSC HC 502: CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA**

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

### **Learning Outcomes:**

At the end of the course, students shall:

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

### **UNITS**

#### **I. Constituent Assembly and the Constitution** *20 lectures, 35 marks*

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

#### **II. Organs of Government** *20 lectures, 35 marks*

- a. The Legislature: Parliament
- b. The Executive: President and Prime Minister
- c. The Judiciary: Supreme Court

#### **III. Federalism and Decentralization** *20 lectures, 30 marks*

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

### **READING LIST**

#### **I. The Constituent Assembly and the Constitution**

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

##### Essential Readings:

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



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

Additional Reading:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

## **b. Fundamental Rights and Directive Principles**

Essential Readings:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A .Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

Additional Reading:

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.

## **II. Organs of Government**

### **a. The Legislature: Parliament**

Essential Readings:

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

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

## **b. The Executive: President and Prime Minister**

### Essential Readings:

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

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

## **c. The Judiciary: Supreme Court**

### Essential Readings:

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

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

### Additional Reading:

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

## **III. Federalism and Decentralization**

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

#### Essential Readings:

2. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.

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

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

#### Additional Readings:

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

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

### **b. Panchayati Raj and Municipalities**

#### Essential Readings:

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

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

Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage

Chakrabarty, B. & Pandey, R.K. (2019), *Local Governance in India*, New Delhi, Sage Publications

## **PSC HC 503: POLITICAL THEORY-CONCEPTS AND DEBATES**

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

besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

### **Learning outcomes:**

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

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

## **Section A: Core Concepts**

### **I. Importance of Freedom**

*12 lectures, 20 marks*

- a) Negative Freedom: Liberty
- b) Positive Freedom: Freedom as Emancipation and Development

*Important Issue:* Freedom of belief, expression and dissent

### **II. Significance of Equality**

*12 lectures, 20 marks*

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

*Important Issue:* Affirmative action

### **III. Indispensability of**

*12 lectures, 20 marks*

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

*Important Issue:* Capital punishment

### **IV. The Universality of Rights**

*12 lectures, 20 marks*

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

*Important Issue:* Rights of the girl child

## **Section B: Major Debates**

*12 lectures, 20 marks*

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

## Essential Readings

### Section A: Core Concepts

#### I. Importance of Freedom

Riley, Jonathan. (2008) 'Liberty' in McKinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

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

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

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

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

#### II. Significance of Equality

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

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

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

#### III. Indispensability of Justice

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

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*. New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics*. New York: Oxford University Press, pp. 705-733.

#### **IV. The Universality of Rights**

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

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

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

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt)

#### **Section B: Major Debates**

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

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

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.

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

## **PSC HC 504: POLITICAL PROCESS IN INDIA**

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

### **Course Learning Outcomes**

At the end of the course students shall:

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

### **UNITS**

- |  |                              |
|--|------------------------------|
| <b>I. Political Parties and the Party System</b>                               | <i>8 lectures, 12 marks</i>  |
| Trends in the Party System; From the Congress System to Multi-Party Coalitions |                              |
| <b>II. Determinants of Voting Behaviour</b>                                    | <i>10 lectures, 20 marks</i> |
| Caste, Class, Gender and Religion  |                              |
| <b>III. Regional Aspirations</b>   | <i>8 lectures, 12 marks</i>  |
| The Politics of Secession and Accommodation                                    |                              |
| <b>IV. Religion and Politics</b>   | <i>10 lectures, 20 marks</i> |
| Debates on Secularism; Minority and Majority Communalism                       |                              |
| <b>V. Caste and Politics</b>   | <i>8 lectures, 12 marks</i>  |
| Caste in Politics and the Politicization of Caste                              |                              |
| <b>VI. Affirmative Action Policies</b>   | <i>8 lectures, 12 marks</i>  |
| Women, Caste and Class   |                              |
| <b>VII. The Changing Nature of the Indian State</b>                            | <i>8 lectures, 12 marks</i>  |
| Developmental, Welfare and Coercive Dimensions                                 |                              |

### **READING LIST**

- I. Political Parties and the Party System: Trends in the Party System; From the Congress**

**System to Multi-Party Coalitions**

Essential Readings:

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

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

Additional Reading:

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

## **II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion**

Essential Readings:

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604 -619.

R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

## **III. Regional Aspirations: The Politics of Secession and Accommodation**

Essential Readings:

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

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



### Essential Readings:

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.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36- 60.

### Additional Reading:

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

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

### Essential Readings:

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

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

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.

## **VI. Affirmative Action Policies: Women, Caste and Class**

### Essential Readings:

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

Manchanda, Rita. (Ed). (2017), *Women and Politics of Peace: South Asia Narratives on Militarisation, Power, and Justice*, New Delhi, Sage Publications

## **VII. Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions**

### Essential Readings:

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.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

3. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

### Additional Readings:

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.

A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

## **PSC HC 601: INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS**

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

### **Course Learning Outcomes:**

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

## UNITS

### **I. Understanding Comparative Politics**

*20 lectures, 35 marks*

- a. Nature and scope
- b. Going beyond Eurocentrism

### **II. Historical context of modern government**

*25 lectures, 40 marks*

- a. Capitalism: meaning and development: globalization
- b. Socialism: meaning, growth and development
- c. Colonialism and decolonization: meaning, context, forms of colonialism; anti colonialism struggles and process of decolonization

### **III. Themes for comparative analysis**

*15 lectures, 25 marks*

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

#### **I. Understanding Comparative Politics**

##### Essential Readings:

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

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

##### Additional Readings:

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

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

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

#### **II. Historical context of modern government**

##### **a. Capitalism**

### Essential Readings:

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

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

### Additional Readings:

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

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

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

## **b. Socialism**

### Essential Readings:

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

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

### Additional Readings:

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

## **c. Colonialism, decolonization& postcolonial society**

### Essential Readings:

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

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

### Additional Reading:

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at [http://www.ignca.nic.in/ks\\_40033.html](http://www.ignca.nic.in/ks_40033.html) http, Accessed: 24.03.2011.

### **III. Themes for Comparative Analysis**

#### Essential Reading:

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

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

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

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

#### Additional Reading:

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

## **PSC HC 602: PERSPECTIVES ON PUBLIC ADMINISTRATION**

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

#### **Course Learning Outcomes:**

- a. The student will be able to understand an overview of the discipline and how it is different from private administration.
- b. 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.

- c. The students will be better equipped to analyse processes of leadership and conflict management that have become increasingly significant in contemporary administration.
- d. The student learns about major contemporary approaches in public administration.
- e. The student is specially made sensitive to the feminist perspective in Public administration.

## **UNITS**

### **I. PUBLIC ADMINISTRATION AS A DISCIPLINE *15 lectures, 25 marks***

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

### **II. THEORETICAL PERSPECTIVES *25 lectures, 40 marks***

#### **CLASSICAL THEORIES**

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

#### **NEO-CLASSICAL THEORIES**

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

#### **CONTEMPORARY THEORIES**

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

### **III. PUBLIC POLICY *8 lectures, 15 marks***

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

### **IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION**

*12 lectures, 20 marks*

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

## **READINGS**

### **I. Public Administration as a Discipline**

#### **a. Meaning, Dimensions and Significance of the Discipline.**

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1- 40

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

### **b. Public and Private Administration.**

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

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

### **c. Evolution of Public Administration**

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson,2013

M.Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

P.Dunleavy and C.Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

Basu, Rumki, *Public Administration: Concepts and Theories* Sterling Publishers, New Delhi 2014

## **II. Theoretical Perspectives**

### **Scientific Management**

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press,2003

### **Administrative Management**

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

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

### **Ideal Type-Bureaucracy**

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

### **Human Relations Theory**

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006

### **Rational-Decision Making**

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009

Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003

### **Ecological approach**

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003

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

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

### **Innovation and Entrepreneurship**

Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins, 1999

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

## **III. Public Policy**

### **Concept, Relevance and Approaches**

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44  
*The Oxford Handbook of Public Policy*, OUP, 2006



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

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

Michael Howlett, *Designing Public Policies : Principles And Instruments*, Rutledge, 2011  
*The Oxford Handbook Of Public Policy*, Oxford University Press, 2006

Chakrabarty, B. & Chand, P. (503), *Public Policy: Concepts, Theory and Practice*, New Delhi: Sage Publications

### **Formulation, implementation and evaluation**

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

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

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

## **IV. Major Approaches in Public Administration**

### **a. Development administration**

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

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

### **b. New Public Administration**

#### Essential Reading:

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

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

### **c. New Public Management**

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

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

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

#### **d. New Public Service Approach**

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

#### **e. Good Governance**

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

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

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

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010  
Singh, Shivani. (503), *Governance: Issues and Challenges*, New Delhi, Sage Publication

#### **f. Feminist Perspective**

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

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

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

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

Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999

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

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

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

## **PSC HC 603: PERSPECTIVES ON INTERNATIONAL RELATIONS AND WORLD HISTORY**

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

### **Course Learning Outcomes:**

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

## **UNITS**

### **A. Studying International Relations**

*15 lectures, 25 marks*

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

### **B. Theoretical Perspectives**

*20 lectures, 35 marks*

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

### C. An Overview of Twentieth Century IR History

*25 lectures, 40 marks*

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

#### **Essential Readings:**

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.

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

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35

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

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.

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

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

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

##### **Essential Readings:**

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.

Additional Readings:

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.

E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

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

Essential Readings:

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

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

Additional Readings:

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.

**Theoretical Perspectives:**

**Classical Realism and Neorealism**

Essential Readings:

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. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, 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.

#### Additional Readings:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

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

### **Liberalism and Neoliberalism**

#### Essential Readings:

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) 'Trans-governmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

#### Additional Readings:

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.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

### **Marxist Approaches**

### Essential Readings:

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.

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.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503. Additional Readings:

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

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

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

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

### **Feminist Perspectives**

#### Essential Readings:

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.

#### Additional Readings:

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.

T. 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.

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

#### Essential Readings:

A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific*, Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.

#### Additional Readings:

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

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

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

### **An Overview of Twentieth Century IR History**

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

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.

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

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 54-78.

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

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.

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

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

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

Carruthers, S.L. (2005) 'International History, 1900-1945' 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. 76-84.

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

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.

**(f) Emergence of the Third World**

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

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

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.

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

Brezeknski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

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

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

## **PSC HC 604: POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE**

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

**Course Learning Outcomes:**

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

Students will develop insights into the process of democratization in post-colonial, post-authoritarian and post-communist societies.

## **UNITS**

### **I. Approaches to Studying Comparative Politics** *8 lectures, 15 marks*

a. Political Culture

b. New Institutionalism

### **II. Electoral System** *12 lectures, 20 marks*

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

### **III. Party System** *10 lectures, 15 marks*

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

### **IV. Nation-state** *12 lectures, 20 marks*

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

### **V. Democratization** *10 lectures, 15 marks*

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

### **VI. Federalism** *8 lectures, 15 marks*

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

## ***READING LIST***

### **I: Approaches to Studying Comparative Politics**

#### Essential Readings:

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

M. Howard, (2009) ‘Culture in Comparative Political Analysis’, in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

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

### Additional Readings:

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

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

## **II: Electoral System**

### Essential Readings:

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

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

### Additional Reading:

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

## **III: Party System**

### Essential Readings:

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

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

### Additional Readings:

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

## **IV: Nation-state**

### Essential Readings:

W. O'Connor, (1994) 'A Nation is a Nation, is a State, is an Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

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

Additional Reading:

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

**V. Democratization**

Essential Readings:

T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63.

Additional Reading:

B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp. 250-274.

**VI: Federalism**

Essential Readings:

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

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

Additional Reading:

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

## **PSC HC 605: PUBLIC POLICY AND ADMINISTRATION IN INDIA**

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

### **Course Learning Outcomes**

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

### **UNITS**

#### **I. Public Policy**

*12 lectures, 20 marks*

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

#### **II. Decentralization**

*12 lectures, 20 marks*

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

#### **III. Budget**

*12 lectures, 20 marks*

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

#### **IV. Citizen and Administration Interface**

*12 lectures, 20 marks*

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

#### **V. Social Welfare Administration**

*12 lectures, 20 marks*

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies:
  - **Education:** Right to Education,
  - **Health:** National Health Mission,

- **Food:** Right to Food Security
- **Employment:** MNREGA

## READINGS

### I. Public Policy

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson

Y. Dror, (1989) *Public Policy Making Re-examined*. Oxford: Transaction Publication

### II. Decentralization

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

D. A. Rondinelli and S. Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983

N.G.Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press,1999

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

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

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

M.P.Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

### III. Budget

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

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

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

## **Citizen and Administration Interface**

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

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

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

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

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

M.J. Moon, *The Evolution of Electronic Government Among Municipalities: 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.

Stephan Goldsmith and William D. Eggers, *Governing by Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004

United Nation Development Programme, *Reconceptualising Governance*, New York, 1997  
Mukhopadhyay, A. (2005) 'Social Audit', in *Seminar*. No.551.

## **IV. Social Welfare Administration**

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

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

Reetika Khera- Rural Poverty and Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

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

National Food Security Mission: [nfsm.gov.in/Guidelines/XII Plan/NFSMXII.pdf](http://nfsm.gov.in/Guidelines/XII%20Plan/NFSMXII.pdf)

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

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

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

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

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

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

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

[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

<http://www.cefsindia.org>

[www.righttofoodindia.org](http://www.righttofoodindia.org)

## **PSC HC 606: INDIA'S FOREIGN POLICY**

**Course objective:** Independent India has evolved and becoming a power to be reckoned with in the global arena, as an “aspiring power”. Understanding the evolution, practice, domestic and systemic constraints of India’s foreign policy is the focus. India’s evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India’s role as a global player since independence.

### **Learning Outcomes:**

At the end of the course students would have acquired a comprehensive understanding of the following:

- a. Evolution of India’s foreign policy
- b. India’s relations with major powers including USA, Russia and China
- c. India’s regional strategies and its position in a multipolar world

## **UNITS**

### **I. India’s Foreign Policy:**

From a Postcolonial State to an Aspiring Global Power

*12 lectures, 20 marks*

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

*12 lectures, 20 marks*

### **III. India’s Engagements with China**

*9 lectures, 15 marks*

### **IV. India in South Asia: Debating Regional Strategies**

*9 lectures, 15 marks*



V. India's Negotiating Style and Strategies:

Trade, Environment and Security Regimes

*9 lectures, 15 marks*

VI. India in the Contemporary Multipolar World

*9 lectures, 15 marks*

**Reading List**

**India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power**

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

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

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

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

**India's Relations with the USA and USSR/Russia**

A Singh, (1995), 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71, No. 1, pp. 69-81

D Mistry, (2006), 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46, No. 5, pp. 675-698

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*, London: Palgrave Macmillan

M Zafar, (1984), \_Chapter in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press

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

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

**India's Engagements with China**

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

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

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

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

### **India in South Asia: Debating Regional Strategies**

D Scott, (2009), 'India's Extended Neighbourhood Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143

'Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at <http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf>, Accessed: 19.04.2013

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

S Muni, (2003), 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*,

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  
Vol. 10 (2), pp. 185-196

### **India's Negotiating Style and Strategies: Trade, Environment and Security Regimes**

A Anant, (2011), 'India and International Terrorism', in D Scott, (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266-277

A Narlikar, (2007), 'All that Glitters is not Gold: India's Rise to Power', in *Third World Quarterly*, Vol. 28, No. 5, pp. 983-996

N Dubash, (2012), 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', *Working Paper*, New Delhi: Centre for Policy Research

N Jayaprakash, (2000), 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35, No. 7, pp. 525-533

P Bidwai, (2005), 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly*, Vol. 40, No. 31, pp. 3362-3364

S Cohen, (2002), 'The World View of India's Strategic Elite', in S Cohen, *India: Emerging Power*, Washington: Brookings Institution Press, pp. 36-65

### **India in the Contemporary Multipolar World**

'Normative Necessities', in *South Asian Survey*, Vol. 15, No. 1, pp. 5-32

A Narlikar, (2006), 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', *International Affairs*, Vol. 82, No. 1, pp. 59-76

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

P Mehta, (2009), 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', *India Review*, Vol. 8, No. 3, pp. 209-233

R Rajgopalan and V Sahni, (2008), 'India and the Great Powers: Strategic Imperatives', *South Asian Survey*, Vol. 15, No. 1, pp.5-32

#### **1. Online Resources:**

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

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

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

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

(v) Research and Information System: [www.ris.org.in/](http://www.ris.org.in/)

(vi) Indian Council of World Affairs: [www.icwa.in/](http://www.icwa.in/)

(vii) Institute of Peace and Conflict Studies: [www.ipcs.org/](http://www.ipcs.org/)

(viii) Indian Council for Research on International Economic Relations: [www.icrier.org/](http://www.icrier.org/)

## **PSC HC 701: CLASSICAL POLITICAL PHILOSOPHY**

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

**Course Learning Outcomes:** By the end of the course students would be able to:

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

## UNITS

- I. Text and Interpretation** *7 Lectures 15 Marks*
- II. Antiquity:** *20 Lectures 30 Marks*  
**Plato**  
 Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism  
 Presentation themes: Critique of Democracy; Women and Guardianship, Censorship  
**Aristotle**  
 Forms, Virtue, Citizenship, Justice, State and Household  
 Presentation themes: Classification of governments; man as zoon politikon
- III. Interlude:** *13 Lectures 25 Marks*  
**Machiavelli**  
 Virtue, Religion, Republicanism  
 Presentation themes: morality and statecraft; vice and virtue
- IV. Possessive Individualism** *20 Lectures 30 Marks*  
**Hobbes**  
 Human nature, State of Nature, Social Contract, State  
 Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.  
**Locke**  
 Laws of Nature, Natural Rights, Property,  
 Presentation themes: Natural rights; right to dissent; justification of property

## READING LIST

### I. Text and Interpretation

#### Essential Readings:

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

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

#### Additional Readings:

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

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

## **II. Antiquity:**

### **Plato**

#### Essential Readings:

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

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

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

#### Additional Readings:

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

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

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

### **Aristotle**

#### Essential Readings:

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

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

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

#### Additional Readings:

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

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

## **III. Interlude:**

## **Machiavelli**

### Essential Readings:

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

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

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

### Additional Reading:

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

## **IV. Possessive Individualism**

### **Hobbes**

#### Essential Readings:

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

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

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

#### Additional Readings:

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

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

### **Locke**

#### Essential Readings:

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

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

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

Additional Readings:

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

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

## **PSC HC 702: INDIAN POLITICAL THOUGHT-I**

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

The list of additional readings is meant for teachers as well as the more interested students.

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

### **UNITS**

- |   |                                    |
|---|------------------------------------|
| <b>I. Traditions of Pre-colonial Indian Political Thought</b> | <b><i>10 Lectures 20 Marks</i></b> |
| a. Brahmanic and Shramanic                                    |                                    |
| b. Islamic and Syncretic.                                     |                                    |
| <b>II. Ved Vyasa (Shantiparva): Rajadharma</b>                | <b><i>5 Lectures 10 Marks</i></b>  |
| <b>III. Manu: Social Laws</b>                                 | <b><i>10 Lectures 20 Marks</i></b> |
| <b>IV. Kautilya: Theory of State</b>                          | <b><i>7 Lectures 10 Marks</i></b>  |
| <b>V. Aggannasutta (Digha Nikaya): Theory of kingship</b>     | <b><i>7 Lectures 10 Marks</i></b>  |
| <b>VI. Barani: Ideal Polity</b>                               | <b><i>7 Lectures 10 Marks</i></b>  |
| <b>VII. Abul Fazal: Monarchy</b>                              | <b><i>7 Lectures 10 Marks</i></b>  |
| <b>VIII. Kabir: Syncretism</b>                                | <b><i>7 Lectures 10 Marks</i></b>  |

### **READING LIST**

#### **I. Traditions of Pre-modern Indian Political Thought:**

Essential Readings:

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

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

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

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

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

## **II. Ved Vyasa (Shantiparva): Rajadharma**

### Essential Readings:

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

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

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

## **IV. Manu: Social Laws**

### Essential Readings:

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

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

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

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



## **V. Kautilya: Theory of State**

### Essential Readings:

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

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

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

### Additional Reading:

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

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

### Essential Readings:

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

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

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

### Additional Reading:

L. Jayasurya, 'Buddhism, Politics and Statecraft', Available at [ftp.buddhism.org/Publications/.../Voll1\\_03\\_Laksiri%20Jayasuriya.pdf](ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf), Accessed:19.04.2013

## **VII. Barani: Ideal Polity**

### Essential Reading:

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

### Additional Reading:

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

## **VIII. Abul Fazal: Monarchy**

### Essential Readings:

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

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

### Additional Readings:

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

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

## **IX. Kabir: Syncreticism**

### Essential Readings:

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

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

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

### Additional Reading:

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

## **PSC HC 703: MODERN POLITICAL PHILOSOPHY**

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

**Course Learning Outcomes:** By the end of the course students would be able to:

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

## UNITS

### **I. Modernity and its discourses** *15 Lectures 25 Marks*

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

### **II. Romantics** *15 Lectures 25 Marks*

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

### **III. Liberal socialist** *15 Lectures 25 Marks*

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

### **IV. Radicals** *15 Lectures 25 Marks*

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

## *Reading List*

### **I. Modernity and its discourses**

#### Essential Readings:

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

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

### **II. Romantics**

#### Essential Readings:

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

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

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

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

### III. Liberal Socialist

#### Essential Readings:

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

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

### IV. Radicals

#### Essential Readings:

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

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

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

#### Additional Readings:

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

Selections from *A Vindication of the Rights of Woman*, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

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

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

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

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

A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

## **PSC HC 704: INDIAN POLITICAL THOUGHT-II**

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

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

### **UNITS**

- |             |  |                            |
|-------------|--|----------------------------|
| <b>I.</b>   | <b>Introduction to Modern Indian Political Thought</b> | <b>6 Lectures 10 marks</b> |
| <b>II.</b>  | <b>Rammohan Roy: Rights</b>                            | <b>6 Lectures 10 marks</b> |
| <b>III.</b> | <b>Pandita Ramabai: Gender</b>                         | <b>5 Lectures 8 marks</b>  |
| <b>IV.</b>  | <b>Vivekananda: Ideal Society</b>                      | <b>6 Lectures 10 marks</b> |
| <b>V.</b>   | <b>Gandhi: Swaraj</b>                                  | <b>6 Lectures 10 marks</b> |
| <b>VI.</b>  | <b>Ambedkar: Social Justice</b>                        | <b>6 Lectures 10 marks</b> |

<b>VII. Tagore: Critique of Nationalism</b>	<i>5 Lectures 8 marks</i>
<b>VIII. Iqbal: Community</b>	<i>4 Lectures 8 marks</i>
<b>IX. Savarkar: Hindutva</b>	<i>5 Lectures 8 marks</i>
<b>X. Nehru: Secularism</b>	<i>6 Lectures 10 marks</i>
<b>XI. Lohia: Socialism</b>	<i>5 Lectures 8 marks</i>

### ***Reading List***

#### **I. Introduction to Modern Indian Political Thought**

##### Essential Readings:

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

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

#### **II. Rammohan Roy: Rights**

##### Essential Readings:

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

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

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

##### Additional Reading:

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

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

#### **III. Pandita Ramabai: Gender**

##### Essential Readings:

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

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

Additional Reading:

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

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

#### **IV. Vivekananda: Ideal Society**

Essential Readings:

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

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

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

Additional Reading:

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

#### **V. Gandhi: Swaraj**

Essential Readings:

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

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

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

Additional Reading:

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

**VI. Ambedkar: Social Justice**

Essential Readings:

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

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

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

Additional Reading:

P. Chatterjee, (2005) ‘Ambedkar and the Troubled times of Citizenship’, in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

**VII. Tagore: Critique of Nationalism**

Essential Readings:

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

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

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

Additional Reading:

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



## **VIII. Iqbal: Community**

### Essential Readings:

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

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

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

### Additional Reading:

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

## **IX. Savarkar: Hindutva**

### Essential Readings:

V. Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

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

### Additional Reading:

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

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

## **X. Nehru: Secularism**

### Essential Readings:

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

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

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

### Additional Reading:

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

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

## **XI. Lohia: Socialism**

### Essential Readings:

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

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

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

## **PSC HC 801: GOVERNMENT AND POLITICS OF NORTH EAST INDIA**

**Course Objectives:** To understand the government and politics in North East India starting with the background of British colonial rule. The traditional political institutions and formation of States and local bodies is explored. Political parties and regional political and traditional institutions are examined.

**Learning Outcomes:** It is expected that at the end of this course students will be able to understand:

- the diverse ethnic, social, political and economic background of India's North East
- British colonial administration and relations with the princely states of North East and Assam
- Provisions of the Sixth Schedule and states formation in the region
- Party politics in North East India, relations with the Union Government as well as some important social movements in the region.

### **UNITS**

- I.** Geographical, Ethnic Diversity and Socio-Economic Features of North East India and Traditional Political Institutions of Khasi and Nagas *12 Lectures 20 marks*
- II.** British Colonial Period: Relations between British Assam Province and Princely States of Manipur and Tripura; Merger of Manipur into India  
*12 Lectures 20 marks*
- III.** Composition and Powers of Sixth Schedule; Formation of States of Nagaland, Meghalaya and Mizoram  
*12 Lectures 20 marks*
- IV.** National and Regional Political Parties and Their Roles in the politics of North East India  
*12 Lectures 20 marks*

- V. Relations between Centre and the Region: North Eastern Council; Main political Movements in North East India **12 Lectures 20 marks**

### **Reading List**

B G Verghese, (1996), *North East Resurgent: Ethnicity, Insurgency, Governance and Development*, New Delhi: Konark

J Roy, (1958), *History of Manipur*, Kolkata: East Light

M Horam, (1992), *Naga Polity*, New Delhi: Low Price

Robert Reid, (1996), *History of Frontier Areas Bordering on Assam*, Shillong: Assam Government Press

S K Chaube, (2012), *Hill Politics in North East India*, New Delhi: Orient Blackswan

Sanjib Baruah, (2005), *Durable Disorder: Understanding the Politics of Northeast India*, New Delhi: Oxford University Press

V V Rao, (1996), *A Century of Tribal Politics*, New Delhi: S Chand

Website of North Eastern Council: <https://necouncil.gov.in/>

## **PSC HC 802: RESEARCH METHODOLOGY**

### **Course Objective:**

The purpose of the course is to expose the students to the world of research in the social sciences and equip them with skills of data collection, data interpretation and use of different methods and techniques of qualitative and quantitative researches. The objective is to enable the students to identify the problem, prepare the research design and make an objective choice of tools and techniques in pursuance of research.

### **Learning Outcomes:**

- a. The student will be able to use different quantitative and qualitative tools and techniques in their research.
- b. They will learn different tools and techniques of data collection and analysis.
- c. The student will be able to design their research proposal.
- d. The students will be equipped with an understanding of ethics in research.
- e. They will learn the ways of accessing data from different sources.

## **UNITS**

### **Unit-I: Introduction to Research in Social Sciences**

**20 Lectures 40 Marks**

a. What is research in Social Sciences?

b. Types of Research: Quantitative, Qualitative and Mixed Methods

- c. Qualitative: Content Analysis, Focus Group Discussions Method, Ethnography
- d. Quantitative: Case Study
- e. Measures of Central Tendencies- Mean, Median and Mode, Measures of Dispersion Range, Tools of Analysis: Excel, SPSS, Utility and Limits of Statistical Analysis

**Readings:**

Babbie, E. et al. (2012). *Adventures in Social Research: Data Analysis Using SPSS 14.0 and 15.0 for Windows*, (8th ed.). Thousand Oaks, CA: Pine Forge Press.

Bryman, A. (2012). *Social research methods*, (4th edition). London: Oxford University Press.

Creswell, J. W. (2007). *Qualitative Inquiry & Research Design, Choosing among Five Approaches*. London: Sage Publications.

Ellwood, C. (1933). The Uses and Limitations of the Statistical Method in the Social Sciences. *The Scientific Monthly*, 37(4), pp. 353-357.

Johnson, R., & Onwuegbuzie, A. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), pp. 14-26.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. London: Sage Publication.

Stake, R. (1978). The Case Study Method in Social Inquiry. *Educational Researcher*, 7(2), pp. 5-8.

Yin, R. N. (2009). Case Study Research - Design and Methods, Fourth Edition. *Applied Social Research Methods Series*, (5). Sage Publication.

**Unit-II: Research Design**

*20 Lectures 30 Marks*

- a. What is Research Design
- b. Designing Research Proposal

**Readings:**

Abdulai, R. T., & Owusu-Ansah, A. (2014). *Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences*. Sage Open.

Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, 36(3), pp. 237–258.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Krathwohl, D. R. (1988). *How to prepare a research proposal: Guidelines for funding and dissertations in the social and behavioural sciences*. Syracuse, NY: Syracuse University Press.

Pajares, F. (2007). *Elements of a proposal*. Available at <http://des.emory.edu/mfp/proposal.html> (Accessed on 02/04/2019).

### **Unit-III: Techniques and tools of Data Collection**

**20 Lectures 30 Marks**

- a. Sample: Techniques and Kinds of Sampling
- b. Survey: Where and How to apply Survey Methods
- c. Questionnaire and Schedule
- d. Interview Techniques
- e. Observation Methods

#### **Readings:**

Alavi, M. (2016). A Manual for Selecting Sampling Techniques in Research. *MPRA Paper No.* 70218.

Bruyn, S. (1963). The Methodology of Participant Observation. *Human Organization*, 22(3), pp. 224-235.

Cannell, C., Miller, P., & Oksenberg, L. (1981). Research on Interviewing Techniques. *Sociological Methodology*, 12, pp. 389-437.

Geer, J. (1988). What Do Open-Ended Questions Measure? *The Public Opinion Quarterly*, 52(3), pp. 365-371.

Gideon, L. (Ed.). (2012). *Handbook of Survey Methodology for the Social Sciences*. Springer.

Hubbard, F. (1942). Questionnaires, Interviews, Personality Schedules. *Review of Educational Research*, 12(5), pp. 534-541.

Krosnick, J. A. (1999). Survey Research. *Annual Review of Psychology*, (50), pp. 537-567.

Leech, B. (2002). Asking Questions: Techniques for Semistructured Interviews. *PS: Political Science and Politics*, 35(4), pp. 665-668.

Stacey, M. (1980). *Methods of Social Research*. Pergamon: OUP.

Sieber, S. (1973). The Integration of Fieldwork and Survey Methods. *American Journal of Sociology*, 78(6), pp. 1335-1359.

Timasheff, N. (1948). Observation in the Social Sciences. *The American Catholic Sociological Review*, 9(4), pp. 259-271.

## **PSC HC 803: GANDHIAN STUDIES**

**Course Objectives:** To understand origin of philosophy of Gandhi, spiritualization of politics, key concepts of Gandhi including Satyagraha and non-violence. Gandhian concepts of state, democracy, trusteeship as well as relevance of Gandhi in modern times are discussed.

**Learning Outcomes:** At the end of this course, students will be able to

- Understand the background of Gandhian philosophy and values which shaped his ideas of Satyagraha and Ahimsa
- Assess Gandhi's political views on state, democracy and socialism and explain the Gandhian perspective on economy, science and modern technology
- Comprehend the global and national relevance of Gandhi in contemporary times

### **UNITS**

- I.** Origin of Gandhian Philosophy, his understanding of human values and his views on spiritualization of politics *12 Lectures 20 Marks*
- II.** Gandhi's Concept of Satyagraha, non-violence and freedom *12 Lectures 20 Marks*
- III.** Gandhi's views on state, democracy and socialism *12 Lectures 20 Marks*
- IV.** Gandhi's concept of trusteeship, essentials of Gandhian economics and his views on science and technology *12 Lectures 20 Marks*
- V.** Gandhi and world peace, relevance of Gandhi in modern times, Gandhian Principles in Indian Constitution (Part IV) *12 Lectures 20 Marks*

### **Reading List**

Budhadev Bandhyopadhyaya, (1971), *Evolution of the Political Philosophy of Gandhi*, Calcutta: Calcutta Book House

J D Sethi, (1978), *Gandhi Today*, Noida: Vikas Publishing House

M K Gandhi, (2011), *An Autobiography: My Experiments with Truth*, 12th edition, Delhi: Maple

Raghavan Iyer, (1973), *The Moral and Political Thought of Mahatma Gandhi*, New York: Oxford University Press

V P Verma, (1960), *The Political Philosophy of Gandhi and Sarvodya*, Agra: Laxmi Narain Agarwal

## **PSC HC 804: STATE POLITICS IN MANIPUR**

**Course Objectives:** To introduce the impact of British colonial rule in the kingdom of Manipur and growth of political consciousness and movements during British colonial rule. The evolution of political status of Manipur till statehood in 1972 as well as state executive and legislature are discussed. Political parties, local bodies, various political movements and response of the Indian State, government formations and emerging trends in elections in Manipur are examined.

**Learning Outcomes:** The course will help students to understand the impact of British colonial rule and the growth of political consciousness in Manipur till its merger into the Indian Union. It will help them comprehend the evolution of politics in Manipur including the role of the state legislature and other institutions of self-governance. Among other things, students will also be able to explain the emerging trends of electoral politics, numerous movements in the state and the response of the Indian State.

### **UNITS**

- I.** Cultural, Economic and Administrative Impact of British Colonial Rule in Manipur, Growth of national political consciousness and movements and Hijam Irabot, Responsible Government (1948-1949) and Merger into India *12 Lectures 20 Marks*
- II.** Part C Status, Movements for Statehood; Powers and Functions of Cabinet and State Legislature *12 Lectures 20 Marks*
- III.** National and State Political Parties; Composition and functions of ADCs, Municipalities and Panchayati Raj *12 Lectures 20 Marks*
- IV.** Political movements since late 1970s; Responses of Indian State *12 Lectures 20 Marks*
- V.** Government Formations since 1972, Role of Opposition parties; Emerging Trends in Elections in Manipur *12 Lectures 20 Marks*

### **Reading List**

Gangumumei Kabui, (1991), —Socio–Religious Reform Movement in Lal Dena, (ed.), *History of Modern Manipur (1826-1949)*, New Delhi: Orbit Publishers

H Indrakumar Singh and L K Thanmi, (2016), (ed.), *Politics of Democracy in Manipur*, New Delhi: Sunmarg Publishers

Karam Manimohan Singh, (1989), *Hijam Irabot Singh and Political Movements in Manipur*, New Delhi, B R Publishing

Ksh Bimola Devi, (2010), *Government and Politics in Manipur*, Imphal: Ashengba Communications

N Ibobi Singh, *Manipur Administration 1709-1907*,  
<https://shodhganga.inflibnet.ac.in/handle/10603/67826>

N Sanajaoba Singh, (1988), (ed.), *Manipur: Past and Present, Vol I and Vol II*, New Delhi: Mittal

Ng Ngalengnam and N Surjit Kumar, (2012), (ed.), *Challenges and Possibilities in Manipur in the 21st Century*, New Delhi: Maxford Books

P M Bakshi, (2020), *The Constitution of India*, Delhi: Lexis Nexis

R Brown, (1874), *Statistical Account of Manipur*, Calcutta: Government Press

R P Singh, (1981), *Electoral Politics in Manipur*, New Delhi: Concept

Sir James Johnstone, (1896), *My Experiences in Manipur and the Naga Hills*, London: S Low, Marston & Co

THE ARMED FORCES (SPECIAL POWERS) ACT, 1958  
*at*[https://www.mha.gov.in/sites/default/files/armed\\_forces\\_special\\_powers\\_act1958.pdf](https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf)  
visited on 8th April, 2022



## SKILL ENHANCEMENT COURSES (SEC) PSC SE 501/ PSC SE 502

### PARLIAMENTARY PROCEDURES AND PRACTICES

**Course Objective:** The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

#### **Course Learning Outcomes**

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

- a. Understand the structure and nature of legislation in India at different levels
- b. Demonstrate knowledge of the legislative procedures in India including how a Bill finally becomes an Act
- c. Acquire knowledge about the different Motions and Hours in the legislature and the functioning of various committees.

#### UNITS

##### **I. Constitutional Provisions and Kinds of Bills** *10 Lectures 25 Marks*

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

##### **II. Drafting, Introductions and Readings of the Bills: Procedures and Processes**

*10 Lectures 25 Marks*

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

##### **III. Parliamentary Committees: Composition and Functioning**

*10 Lectures 25 Marks*

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

##### **IV. Motions and Hours in the House**

*10 Lectures 25 Marks*

Question Hour  
Zero Hour  
Calling Attention Motion  
Adjournment Motion  
Privilege motion,  
Censure motion,  
'No-confidence' motion,  
Cut motion

### **Readings List**

Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.

Kaul, M. N. & S. L. Shakhder (503), *Practice and Procedure of Parliament*, New Delhi.

Lok Sabha Secretariat

Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.

Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.

Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.

Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication.

\_\_\_\_\_. (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication.

\_\_\_\_\_. (2015), *Our Parliament*, New Delhi, NBT.

Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariate

Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.

Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.

Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.

Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.

Singh, D. (503), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

**OR**

## **PEACE AND CONFLICT RESOLUTION**

**Course Objective:** This unit will study conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. In addition, addresses the causes of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. The course is also designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

### **Course Learning Outcomes**

- a. The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- b. The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- c. The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- d. Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- e. The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

### **UNITS**

- I.** International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends **5**  
*Lectures 15 Marks*
- II.** What is Conflict: Introduction to International Conflict Resolution  
*5 Lectures 15 Marks*
- III.** International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Hartman, Levy Jack *5 Lectures 15 Marks*
- IV.** Conflict resolution: Background of Various Peace Movements and Concepts, Principles used to resolve conflict *5 Lectures 15 Marks*

- V. Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions) **10 Lectures 18 Marks**
- VI. Conflict Transformation: is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts **5 Lectures 12 Marks**
- VII. Current perspective of peace and conflict resolution: Grass-roots level perspective on war and peace **5 Lectures 10 Marks**

### **Reading List**

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

Boyer Starkey and Wilkenfeld, (1999), *Negotiating a Complex World*, Maryland: Rowman & Littlefield, pp. 1-74

Louis Kriesberg and Bruce Dayton, (1998), *Constructive Conflicts: From Escalation to Resolution*, Maryland: Rowman & Littlefield, pp. 58-150

William Hartman, (ed.), (1995), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Boulder, Colorado: Lynne Rienner, pp. 1-14 and 267-273

William Zartman and Saadia Touval, (1996), 'International Mediation in the Post-Cold War Era', in Crocker, et al., *Managing Global Chaos*, Washington: USIP, 1996, pp. 445-461

#### **What is Conflict: Introduction to International Conflict Resolution**

E H Carr, (1994), 'Realism and Idealism', in Richard Betts, (ed.), *Conflict After the Cold War*, Boston: Simon & Schuster

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

Jack Levy, (1995), 'Contending Theories of International Conflict: A Levels-of-Analysis Approach' in Crocker et al, *Managing Global Chaos*, Washington DC: USIP, pp. 3-24

Kenneth N Waltz, (1994), 'Structural Causes and Economic Effects', in Richard Betts, (ed.), *Conflict After the Cold War*, Boston: Simon & Schuster

William Zartman and Saadia Touval, (1996), 'International Mediation in the Post-Cold War Era', in Crocker et al., *Managing Global Chaos*, Washington DC: USIP, pp. 445-461

William 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 Institution, pp. 3-29

William Zartman, (ed.), (1995), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Boulder, Colorado: Lynne Rienner, pp. 1-14 and 267-273

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

Fen Osler Hampson, (1996), *Nurturing Peace*, Washington DC: USIP, pp. 3-25

Johan Galtung, (1980), *The True Worlds: A Transnational Perspective*, New York, Free Press, pp. 107-149

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

Johan Galtung, (1996), *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, London: Sage, pp. 9-114

### **Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)**

Harold H Saunders, (1999), *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York: Palgrave, pp. 1-80

Herbert C Kelman, (1997), 'Interactive Problem Solving', in Ronald J Fisher, (ed.),

*Interactive Conflict Resolution*, New York: Syracuse University Press, pp. 56-74

Johan Galtung, (1980), 'The Basic Need Approach', in *Human Needs: a Contribution to the Current Debate*, Cambridge: Verlag, pp. 55-126

Neil J Kritz, (1996), 'The Rule of Law in the Post-conflict Phase: Building a Stable Peace', in Crocker et al, *Managing Global Chaos*, Washington DC: USIP, 1996, pp. 587-606

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

Johan Galtung, (1980), 'The Basic Need Approach', in *Human Needs: a Contribution to the Current Debate*, Cambridge: Verlag, pp. 55-126

Johan Galtung, (1980), *The True Worlds: A Transnational Perspective*, New York, Free Press, pp. 107-149

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

Johan Galtung, (1996), *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, London: Sage, pp. 9-114

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

Herbert C Kelman, (1997), 'Interactive Problem Solving', in Ronald J Fisher, (ed.),

*Interactive Conflict Resolution*, New York: Syracuse University Press, pp. 56-7

Johan Galtung, (1996), *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, London: Sage, pp. 9-114

Morton Deutsch, (1973), *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, pp. 1-123

William 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 Institution, pp. 3-29

## OR

### **PUBLIC OPINION AND SURVEY RESEARCH**

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

#### **Course Learning Outcomes**

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

- a. Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- b. Learn about the methods used for conducting surveys and interpreting survey data
- c. Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- d. Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

#### **UNITS**

**I.** Introduction to the course

*8 Lectures 20 Marks*

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

**II.** Measuring Public Opinion with Surveys: Representation and sampling, what is sampling?

Why do we need to sample? Sample design, Sampling error and non-response; Types of sampling: Non random sampling (Quota, purposive and snowball sampling); random sampling: simple and stratified

*8 Lectures 20 Marks*

**III.** Survey Research

*8 Lectures 20 Marks*

Interviewing: Interview techniques pitfalls, different types of and forms of interview  
Questionnaire: Question wording; fairness and clarity

**IV.** Quantitative Data Analysis

*8 Lectures 20 Marks*

Introduction to quantitative data analysis

Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

V. Interpreting polls

**8 Lectures 20 Marks**

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

**Reading List**

G Gallup, (1948), *A guide to public opinion polls*, Princeton: Princeton University Press, 1948, pp. 3-13

R Erikson and K Tedin, (2011), *American Public Opinion*, 9th edition, New York: Pearson Longman Publishers, pp. 40-46

**Measuring Public Opinion with Surveys: Representation and sampling**

G Kalton, (1983), *Introduction to Survey Sampling*, Beverly Hills, Sage Publication

Lokniti Team, (2004), 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX, No. 51

Lokniti Team, (2009), 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV, No.39

S Ansolabehere, (2013), 'Asking About Numbers: Why and How', *Political Analysis*, Vol. 21, No. 1, pp. 48-69, (first published online November 21, 2012)

**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, (2014), *American Public Opinion*, 9th edition, New York: Pearson Longman Publishers, pp. 40-46

**Quantitative Data Analysis**

A Agresti and B Finlay, (2008), *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

**Interpreting Polls**

D Rowntree, (2000), *Statistics without Tears: An Introduction for Non Mathematicians*, London: Penguin

G Gallup, (1948), *A Guide to Public Opinion Polls*, Princeton: Princeton University Press, pp. 14-20; 73-75

K Warren, (2001), 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80

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

R Karandikar, C Pyne and Y Yadav, (2002), 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89

W Cochran, (2007), 'Chapter 1' in *Sampling Techniques*, New Jersey: John Wiley & Sons

Suggested Student Exercises:

1. Discussion of readings and Indian examples.
2. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.
4. Give the students the electoral list of an area in Delhi (<http://ceodelhi.gov.in>). The students have to draw a random sample of n number of respondents.
5. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self-report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on 10 different individuals.
6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.



## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)

### PSC HE 701/702/801/802

#### **PUBLIC POLICY IN INDIA**

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

#### **Course Learning Outcomes**

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

#### **UNITS**

- |             |  |                             |
|-------------|--|-----------------------------|
| <b>I.</b>   | Introduction to Policy Analysis  | <i>12 Lectures 20 Marks</i> |
| <b>II.</b>  | The Analysis of Policy in the Context of Theories of State                             | <i>12 Lectures 20 Marks</i> |
| <b>III.</b> | Political Economy and Policy: Interest Groups and Social Movements.                    | <i>12 Lectures 20 Marks</i> |
| <b>IV.</b>  | Models of Policy Decision-Making   | <i>12 Lectures 20 Marks</i> |
| <b>V.</b>   | Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments | <i>12 Lectures 20 Marks</i> |

#### **READING LIST**

##### **Essential Readings**

##### **I. Introduction to Policy Analysis**

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

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

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

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

Wildavsky, A. (2004), 'Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C.

(eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth, pp. 271-284.

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

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

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

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

Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

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

## **V. Political Economy and Policy: Interest Groups and Social Movements.**

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

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

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

## **IV. Models of Policy Decision-Making**

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

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

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

IGNOU. *Public Policy Analysis*. MPA-015, New Delhi: IGNOU, pp. 38-54.

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

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

Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke:

MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

Girden,E.J. (1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*. California University Press. Volume 27, No.11. Available at - [www.jstor.org/stable/2644722](http://www.jstor.org/stable/2644722).

**OR**

## UNDERSTANDING GLOBAL POLITICS

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

### Course Learning Outcomes

- The students will have conceptual clarity on meaning, nature and significance of state system and sovereignty.
- The students will also learn about the evolution of financial networks and major actors of global economy and the global perspectives on identity and culture.
- The paper will enhance students' understanding of contemporary global issues of inequality and violence including war and terrorism.
- The paper will develop analytical skills of the students to reflect on the phenomenon of global civil society and environment concerns.

## UNITS

- I. What Makes the World what it is? **25 Lectures 40 marks**
  - a. The Sovereign State System - Evolution of the state system, The concept of Sovereignty
  - b. The Global Economy - Discussing the Bretton Woods Institutions and WTO, Ideological underpinnings, Transnational Economic Actors
  - c. Identity and Culture
- II. What Drives the World Apart? **20 Lectures 35 marks**

- a. Global Inequalities
- b. Violence: Conflict, War and Terrorism

### III. Why We Need to Bring the World Together?

*15 Lectures 25 marks*

- a. Global Environment
- b. Global Civil Society

#### ***Reading List***

##### **I. What Makes the World What it is?**

##### **a. The Sovereign State System**

##### Essential Readings:

S. Elden, (2009) 'Why is the World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 192-219.

M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 220-243.

R. Mansbach and K. Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 34-68.

D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-52.

N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 124-134.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

##### **b. The Global Economy**

##### Essential Readings:

V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.

R. Mansbach and K. Taylor, (2012) 'International Political Economy', *Introduction to Global Politics*, 2nd Edition, New York: Routledge, pp. 470-478.

A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New Delhi: Oxford University Press.

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 327-368.

### **c. Identity and Culture**

#### Essential Readings:

A. Wibben, (2009) 'What Do We Think We Are?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 70-96.

R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, New York: Rowman & Littlefield Publishers, pp. 67- 102.

Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

## **II. What Drives the World Apart?**

### **a. Global Inequalities**

#### Essential Readings:

P. Chamack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 294-319.

M. Pasha, (2009) 'How can we end Poverty?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 320-343.

#### Additional Readings:

R. Wade, (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy*, Oxford: Oxford University Press, pp. 373-409.

M. Duffield, (2011) *Development and Security the Unending War: Governing the World of Peoples*, Cambridge: Polity Press.

N. Adams, (1993) *World Apart: The North-South Divide and the International System*, London: Zed.

### **b. Violence: Conflict, War and Terrorism**

#### Essential Readings:

M. Dillon, (2009) 'What Makes The World Dangerous?' in J. Edkins And M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 397-426.

R. Mansbach, and K. Taylor, (2012) 'Great Issues In Contemporary Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, 2012, pp. 206-247. J. Bourke, (2009) 'Why Does Politics Turn Into Violence?', in J. Edkins And M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 370-396.

K. Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 312-327.

R. Mansbach, and K. Taylor, (2012) 'The Causes of War And The Changing Nature Of Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 248-283.

R. Collin and P. Martin, 'Kinds Of Conflict: The World When Things Go Wrong', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, London: Rowman & Littlefield Publishers, pp. 267-425.

### **III. Why We Need to Bring the World Together?**

#### **a. Global Environment**

##### Essential Readings:

S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

R. Collin and P. Martin, (2013) 'The Greening of A Blue Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, Maryland: The Rowman & LittlefieldPublication Group, pp. 527-570.

A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press, pp 13-81.

#### **b. Global Civil Society**

##### Essential Readings:

M. Zehfuss, (2009) 'What Can We Do To Change The World?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 483-501.

N. Chandhoke, (2011) 'The Limits of Global Civil Society,' Available at [www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf](http://www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf), Accessed: 19.04.2013.

K. Mingst and J. Snyder (eds.), (2011) 'Transnational Issues', in *Essential Readings In World Politics*, 4th Edition, New York: W. W. Norton And Company, pp. 574-626.

M. Keck and K. Sikkink (2007) 'Transnational Activist Networks,' in Robert J. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 532-538.

M. Naim, (2007) 'The Five Wars Of Globalization', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 558-566.

S. Mallaby, (2007) 'NGOs: Fighting Poverty, Hurting the Poor', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts and Contemporary Issues*, 8th edition, New York: Pearson, pp. 539-545.

G. Lexter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.

**OR**

## **UNDERSTANDING SOUTH ASIA**

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

**Learning Outcomes:** At the end of the course, students will be able to:

- Develop a historical and geopolitical understanding of South Asia as a region
- Explain the different regime types in the region with its evolving constitutional practices
- Comprehend identity politics of the region and the socio-economic issues confronting it
- Have an in-depth understanding of the common prospects, regional issues and challenges

## **UNITS**

### **I. South Asia- Understanding South Asia as a Region** *15 Lectures 25 Marks*

(a) Historical and Colonial Legacies (b) Geopolitics of South Asia

### **II. Politics and Governance** *15 Lectures 25 Marks*

(a) Regime types: democracy, authoritarianism, monarchy

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

### **III. Socio-Economic Issues** *15 Lectures 25 Marks*

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

### **IV. Regional Issues and Challenges** *15 Lectures 25 Marks*

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

## **Essential Readings**

### **I. South Asia- Understanding South Asia as a Region**

Hewitt, V. (1992) 'Introduction', in *The International Politics of South Asia*. Manchester: Manchester University Press, pp.1-10.

Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.399-418.

Muni, S.D. (2003) 'South Asia as a Region', *South Asian Journal*, 1(1), August-September, pp. 1-6

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press, pp.376-394.

Baxter, C. (2010) 'Introduction', Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.1-24

### **II. Politics and Governance**

De Silva, K.M. (2001) 'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.

Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) *The Territorial Management of Ethnic Conflict*. Oregon: Frank Cass, pp. 173-193.

Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) *Electoral Processes and Governance in South Asia*. New Delhi: Sage, pp.15-52.

Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.

Hachethi, K. and Gellner, D.N. (2010) 'Nepal: Trajectories of Democracy and Restructuring of the State', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 131-146.

Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) *Varieties of Federal Governance*. New Delhi: Foundation Books, pp. 104-130.

Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) *Democracy, Development and Discontent in South Asia*. New Delhi: Sage, pp. 264-281.

Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 83-97.



Kaul, N. (2008) 'Bearing Better Witness in Bhutan', *Economic and Political Weekly*, 13 September, pp. 67-69.

### **III. Socio-Economic Issues**

Phadnis, U. (1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia: Political, Economic and Ethnic Dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.

Kukreja, V. (2003) *Contemporary Pakistan*. New Delhi: Sage, pp. 75-111 and 112-153.

### **IV. Regional Issues and Challenges**

Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 32-50.

Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 1-31.

Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.301-332.

Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.453-469.

Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) *South Asia in World Politics*. Lanham: Roman and Littlefield Publishers, pp.281-295.

Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) *Human Security in South Asia: Gender, Energy, Migration and Globalisation*. New Delhi: Social Science Press, pp. 124-144

Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) *Peace as Process: Reconciliation and Conflict Resolution in South Asia*. New Delhi: Vedams ,pp-137-157

### **Additional Readings**

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press.

Rizvi, G. (1993) *South Asia in a Changing International Order*. New Delhi: Sage. Thakur, R. and Wiggin, O.(ed.) (2005) *South Asia and the world*. New Delhi: Bookwell. Hagerty, D.T. 123 (ed.) (2005) *South Asia in World Politics*, Oxford: Rowman and Littlefield. Samaddar, R.(2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive

Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) Searching for

Peace in Central and South Asia. London: Lynne Reinner. Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.

**OR**

## **CITIZENSHIP IN A GLOBALIZING WORLD**

**Course Objective:** This course will explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world. The aim of this course is to introduce different trajectories of the debates concerning citizenship. It delves into the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership and how these normative dimensions of citizenship have changed over time.

**Course Learning Outcomes:** After completing this course students will be able to:

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

### **UNITS**

- |  |                             |
|--|-----------------------------|
| <b>I.</b> Classical conceptions of citizenship                                   | <i>12 Lectures 20 Marks</i> |
| <b>II.</b> The Evolution of Citizenship and the Modern State                     | <i>12 Lectures 20 Marks</i> |
| <b>III.</b> Citizenship and Diversity  | <i>12 Lectures 20 Marks</i> |
| <b>IV.</b> Citizenship beyond the Nation-state: Globalization and global justice | <i>12 Lectures 20 Marks</i> |
| <b>V.</b> The idea of cosmopolitan citizenship                                   | <i>12 Lectures 20 Marks</i> |

### **Reading List**

A Acharya, (2012) *Citizenship in a Globalising World*, New Delhi: Pearson

D Oliver and D Heater, (1994), *The Foundations of Citizenship*, London, Harvester Wheatsheaf

Danilo Zolo, (1997), *Cosmopolis: Prospects for World Government*, Cambridge, UK: Polity Press  
David Held, (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*, Stanford: Stanford University Press

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

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

Will Kymlicka, (1999), 'Citizenship in an Era of Globalization: A Response to Held', in Ian Shapiro and Casiano Hacker-Cordon, (eds.), *Democracy's Edges*, Cambridge, UK: Cambridge University Press)

OR

## **HUMAN RIGHTS IN A COMPARATIVE PERSPECTIVE**

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

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

### **UNITS**

I. Human Rights: Theory and Institutionalization *20 Lectures 35 Marks*

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

II. Issues *20 Lectures 35 Marks*

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

III. Structural Violence *20 Lectures 30 Marks*

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

## **Reading List**

### **Human Rights: Theory and Institutionalization**

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

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

*The Constitution of India*, Chapter 3: Fundamental Rights

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

### **Torture: USA and India**

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

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

M Lippman, (1979), 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1, No. 4, pp. 25-55

### **Surveillance and Censorship: China and India**

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

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

Fu Hualing, (2012), 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on *States of Surveillance: Counterterrorism and Comparative Constitutionalism*, at the University of New South Wales, Sydney, 13-14 December

U Singh, (2012), 'Surveillance Regimes in India', paper presented at a conference on *States of Surveillance: Counter-Terrorism and Comparative Constitutionalism*, at the University of New South Wales, Sydney, 13-14 December

### **Terrorism and Insecurity of Minorities: USA and India**

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

M Ahmad, (2002), 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20, No. 3, pp. 101-116

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

## **Structural Conflicts**

### **Caste and Race: South Africa and India**

A Pinto, (2001), 'UN Conference against Racism: Is Caste Race?' in *Economic and Political Weekly*, Vol. 36, No. 30

D O'Byrne, (2007), 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262  
R Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R Goodin and P Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574

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

### **Gender and Violence: India and Pakistan**

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

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

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

### **Adivasis/Aboriginals and the Land Question: Australia and India**

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

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

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

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

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

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

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

K Tsutsui and C Wotipka, (2004), 'Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations', in *Social Forces*, Vol. 83, No. 2, pp. 587-620

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

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

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

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

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

pp.1-11 R Sharan, (2009) 'Alienation and Restoration of Tribal Land', in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112

Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>

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

W Fernandes, (2008), 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?' in M Cernea and H Mathus, (eds.), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, New Delhi: Oxford University Press, pp. 181-207

## **PSC HE 802: DISSERTATION PAPER**

For successful completion of this course, students shall submit a full dissertation paper on a topic determined by the teacher.

### **Writing Dissertation – 100 Marks**

Before instructing the students for final submission, the concerned teacher shall mandatorily cover the following topics to aid their dissertation writing exercise:

a. Access to Information and Database (Web Pages, Online database etc), Archival material

b. Referencing Style

c. Plagiarism

### **Readings:**

- Cooley, L., & Lewkowicz, J. (2003). *Dissertation Writing in Practice: Turning Ideas into Text*. Aberdeen: Hong Kong University Press.
- Garfield, E. (1996). When to Cite. *The Library Quarterly: Information, Community, Policy*, 66(4), pp. 449-458.
- Hall, P. (1990). Helpful Hints for Writing Dissertations in Comparative Politics. *PS: Political Science and Politics*, 23(4), pp. 596-598.
- Knopf, J. (2006). Doing a Literature Review. *PS: Political Science and Politics*, 39(1), pp. 127-132.
- L'Eplattenier, B. (2009). An Argument for Archival Research Methods: Thinking Beyond Methodology. *College English*, 72(1), pp. 67-79.
- Rao, K. (2008). Plagiarism, a scourge. *Current Science*, 94(5), pp. 581-586.
- Thatcher, S. (2008). In Luey, B. (Ed.). *Revising Your Dissertation: Advice from Leading*. University of California Press.
- Townsend, B. (1986). Academic Writing: Advice on How to Do It. *Higher Education*, 15(3/4), pp. 373-378.
- Wilhoit, S. (1994). Helping Students Avoid Plagiarism. *College Teaching*, 42(4), pp. 161-164.

## **Generic Elective (PSC HG 601/602/701/702/801/802)**

### **INDIAN GOVERNMENT AND POLITICS**

**Course Objective:** Working of a political system depends both on the constitutional and extra-constitutional institutions and forces that shape up the functioning of the government and political system. This paper exposes the students to the constitution of India, picking some fundamental themes and core institutions which are essential to understand the core philosophy and the ideals of Indian constitution, the functioning of the government apart from the framework in which the polity of the country operates. Study of elections, electoral reforms, and party system provides insights to the students how the constitutional and political processes mediate and sustains the functionality of the political system. The course prepares the students for further study and researches in the constitutional and political processes in India.

#### **Learning Outcomes:**

- a. The students will be able to explain the core philosophy and ideals of the Indian Constitution.
- b. Students will know about the fundamental rights and how these rights are different from the directive principles of the state policy.
- c. Students will be able to explain the structures, powers, and functions of three organs of government and their mutual relationship and engagements.
- d. They will be able to explain the emerging trends in Indian Federalism and party system in India.
- e. Students will be able to explain what are the constitutional structures of government that work at the grassroots level in India.

#### **UNITS**

- I.** Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian *9 Lectures 15 Marks*
- II.** Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles *9 lectures 15 Marks*
- III.** Institutional Functioning: Prime Minister, Parliament and Judiciary *9 Lectures 15 Marks*
- IV.** Power Structure in India: Caste, class and patriarchy *7 lectures 10 Marks*
- V.** Religion and Politics: debates on secularism and communalism *6 Lectures 10 Marks*
- VI.** Parties and Party systems in India *5 Lectures 8 Marks*
- VII.** Social Movements: Workers, Peasants, Environmental and Women's Movement *10 Lectures 20 Marks*
- VIII.** Strategies of Development in India since Independence: Planned Economy and Neo-liberalism *5 Lectures 7 Marks*



## ***READING LIST***

### **Essential Texts.**

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi:

Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

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

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

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

Chakrabarty, Bidyut. (2017). *Indian Constitution: Text, Context and Interpretation*, New Delhi: Sage Publications

Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications

Mellalli, Praveenkumar. (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi: Sage Publications

## NATIONALISM IN INDIA

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

### Course Learning Outcomes

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

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

## UNITS

- |  |                                    |
|--|------------------------------------|
| <b>I. Approaches to the Study of Nationalism in India</b>  | <b><i>12 Lectures 20 Marks</i></b> |
| Nationalist, Imperialist, Marxist, and Subaltern Interpretations   |                                    |
| <b>II. Reformism and Anti-Reformism in the Nineteenth Century</b>  | <b><i>12 Lectures 20 Marks</i></b> |
| Major Social and Religious Movements in 19th century   |                                    |
| <b>III. Nationalist Politics and Expansion of its Social Base</b>  | <b><i>12 Lectures 20 Marks</i></b> |
| Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India |                                    |
| Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement                   |                                    |
| Socialist Alternatives: Congress Socialists, Communists  |                                    |
| <b>IV. Social Movements</b>  | <b><i>12 Lectures 20 Marks</i></b> |
| The Women's Question: Participation in the National Movement and its Impact  |                                    |
| The Caste Question: Anti-Brahminical Politics  |                                    |
| Peasant, Tribals and Workers Movements   |                                    |
| <b>V. Partition and Independence: Communalism in Indian Politics</b>   | <b><i>12 Lectures 20 Marks</i></b> |
| The Two-Nation Theory, Negotiations over Partition   |                                    |

## Reading List

### Approaches to the Study of Nationalism in India

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

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

### **Reformism and Anti-Reformism in the Nineteenth Century**

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

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

### **Nationalist Politics and Expansion of its Social Base**

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

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

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

### **Social Movements**

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

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

### **Partition and Independence**

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

A Nandy, (2005), *Rashtravad banam Deshbhakti*, Translated by A Dubey, New Delhi: Vani Prakashan. pp. 23-33

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

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

R Pradhan, (2008), *Raj to Swaraj*, New Delhi: Macmillan

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

## **GOVERNANCE: ISSUES AND CHALLENGES**

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

### **Course Learning Outcomes**

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

### **1. GOVERNMENT AND GOVERNANCE: CONCEPTS** *12 Lectures 20 Marks*

Role of State in The Era of Globalisation

State, Market and Civil Society

### **2. GOVERNANCE AND DEVELOPMENT** *12 Lectures 20 Marks*

Changing Dimensions of Development Strengthening Democracy through Good Governance

### **3. ENVIRONMENTAL GOVERNANCE** *12 Lectures 20 Marks*

Human-Environment Interaction

Green Governance: Sustainable Human Development

### **4. LOCAL GOVERNANCE** *12 Lectures 20 Marks*

Democratic Decentralisation

People's Participation in Governance

### **5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES**

*12 Lectures 20 Marks*

Public Service Guarantee Acts

Electronic Governance

Citizens Charter & Right to Information

Corporate Social Responsibility

## **READINGS**

### **GOVERNMENT AND GOVERNANCE: CONCEPTS**

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

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

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

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*

Johns Hopkins University, *The Georgetown Public Policy Review*, Volume VII, No.1, 2001

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

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

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

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

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

Singh, Shivani. (Ed). (503), *Governance: Issues and Challenges*, New Delhi, Sage Publications

### **GOVERNANCE AND DEVELOPMENT**

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

World Bank Report, *Governance and Development*, 1992

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

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

### **ENVIRONMENTAL GOVERNANCE**

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999  
J.P. Evans, *Environmental Governance*, Routledge, 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender and Green Governance*, Oxford University Press, Oxford, 2013  
J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

## **LOCAL GOVERNANCE**

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

T.R. Raghunandan, *Decentralization and Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government in India*, Pearson Publishers, 2011

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

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

## **GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES**

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

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

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

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

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

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

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

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007

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

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India and Its Contradictions*, Princeton University Press, 2013

Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi, *Women And Food Security: Role of Panchayats*, Concept Publishing House, 2002

Bidyut Mohanty, “Women, Right to Food and Role of Panchayats”, *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

## **FEMINISM: THEORY AND PRACTICE**

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

### **Course Learning Outcomes**

After completing this course the students will be able to:

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

### **I. Approaches to understanding Patriarchy**

*18 Lectures 30 Marks*

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

### **II. History of Feminism**

*18 Lectures 30 Marks*

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

### **III. The Indian Experience**

*24 Lectures 40 Marks*

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

## **Essential Readings**

### **I. Approaches to understanding Patriarchy**

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

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

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

### **Supplementary Readings:**

Ray, Suranjita. *Understanding Patriarchy*. Available at:



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

## **II. History of Feminism**

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

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

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

### **Supplementary Readings:**

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

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

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

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

## **III. Feminist Perspectives on Indian Politics**

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

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

### **Additional Readings**

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

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

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

## **GANDHI AND THE CONTEMPORARY WORLD**

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

### **Course Learning Outcomes**

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

### **I. Gandhi on Modern Civilization and Ethics of Development** *15 Lectures 25 Marks*

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

### **II. Gandhian Thought: Theory and Action** *20 Lectures 30 Marks*

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

### **III. Gandhi's Legacy** *15 Lectures 25 Marks*

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

### **IV. Gandhi and the Idea of Political** *10 Lectures 20 Marks*

- a) Swaraj
- b) Swadeshi

## **READINGS**

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

### Essential Readings:

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

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

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

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

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

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

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

### Essential Readings:

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

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

C. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press.

### **III. Gandhi's Legacy**

#### Essential Readings:

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu* Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>, Accessed: 14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

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

### **IV. Gandhi and the Idea of Political**

#### Essential Readings:

P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

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

Additional Readings:

- A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.
- B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
- R. Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.
- S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.
- R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.
- H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.
- J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58
- M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.
- R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.
- N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.
- R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.
- T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.
- A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.
- J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008
- R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

## Activities

### Topic 1

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

### **Topic 2**

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

### **Topic 3**

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard

Attenborough and Student’s Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian ideas through Staging of a street play.

### **Topic 4**

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

## **UNITED NATIONS AND GLOBAL CONFLICTS**

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

### **Course Learning Outcomes**

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining

international peace and security.

- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

## **UNITS**

### **I. The United Nations**

*30 Lectures 50 Marks*

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

### **II. Major Global Conflicts since the Second World War**

*22 Lectures 35 Marks*

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

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

*08 Lectures 15 Marks*

## **Essential Readings**

### **I. The United Nations (a) An Historical Overview of the United Nations**

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twentyfirst century. London: Verso, pp. 47-71.

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

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) *United Nations: Structure and Functions of an international organization*, New Delhi, Sterling Publishers

## **(b) Principles and Objectives**

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21.

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

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.119-135.

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

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113- 132.

## **(e) Millennium Development Goals**



Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al.*United Nations for a better world*. New Delhi: Lancers, pp.109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al.*United Nations for a better world*. New Delhi: Lancers, pp.240-248.

Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp.5-38.

United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.

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

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*.3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 64-65 and 172-173.

### **(b) Vietnam War**

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

### **(c) Afghanistan Wars**

Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.

Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.

Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp.570-576.

### **(d) Balkans: Serbia and Bosnia**

Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 230-245 and 271-284.  
Kaldor, M. and Vashee, B. (eds.) (1997) *New wars*. London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politics-security, economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp 43-51. Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.24-27.

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

Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

#### **Additional Readings**

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21*. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the United Nations*. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival*. General Assembly Document: A/51/950; 14 July 1997. Available from: <http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/n9718979.pdf>, Open Element (accessed on 13 October 2011).

# POLITICS OF GLOBALIZATION

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

## Course Learning Outcomes

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

## UNITS

- 1. Concept of Globalisation: Globalisation debate; for and against.**  
*6 Lectures 10 Marks*
- 2. Approaches to understanding globalisation:** *6 Lectures 10 Marks*
  - a. Liberal approach
  - b. Radical approach
- 3. International Institutions/Regimes** *9 Lectures 15 Marks*
  - a. World Bank
  - b. International Monetary Fund
  - c. The World Trade Organisation
- 4. Issues in Globalisation:** *9 Lectures 15 Marks*

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural
- 5. Globalisation and democracy:** *12 Lectures 20 Marks*

State, sovereignty and the civil society.
- 6. Globalisation and Politics in developing countries:** *12 Lectures 20 Marks*
  - a. Globalisation and social movements
  - b. Globalisation and the demise of Nation State
  - c. Globalisation and human migration
- 7. The inevitability of globalisation: Domestic and Global responses**

**Suggested Reading:**

1. Anthony Giddens, *The Globalizing of Modernity*.
2. Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press, 1996.
3. David E. Korten, Niconor Perlas and Vandana Shiva (ed.), *International Forum of Globalisation*.
4. Deepak Nayyar (ed.) *Governing Globalisation: Issues and Institutions*, Oxford University Press, 2002.
5. Held, David and Anthony McGrew (ed.), *The Global Transformation Reader: An introduction to the Globalisation Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.
6. Jagdish Bhagwati, *In defense of Globalisation*, Oxford University Press, 2004.
7. John Stopford, *Multinational Corporations*, *Foreign Policy*, Fall, 1998
8. Joseph E Stiglitz, *Globalisation and its discontents*.
9. Keohane Robert and Joseph S. Nye Jr., *Globalisation: What is new, what is not*.
10. Kofi Annan, *The politics of Globalisation*,
11. Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.
12. Noreena Hertz, *The silent take over: Global Capitalism and the death of Democracy*, Praeger, 2000.
13. Nye Joseph S and John D. Donanu (ed.) *Governance in a Globalizing World*, Washington dc, Brookings.
14. Nye Jr. Joseph S, *Globalisation and American Power*.
15. Pilpin Robert, *The National State in the Global Economy*.
16. Samuel Huntington, *the clash of Civilizations and the Remaking of world order*.
17. Stanley Hoffman, *Clash of civilizations*,
18. Tyler Cowen, *Creative Destruction: How Globalisation is changing the world's culture*, New Jersey, Princeton University Press, 2000.

**Additional Reading**

1. Brahis John and Steeve Smith (ed.) *The Globalisation of World Politics: An Introduction to International Relations*, Oxford University Press, 2001.

2. John Clark (ed.), *Globalising Civic Engagement: Civil Society and Transnational Action*, London, Earthscan, 2003.
3. Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press, 2002.
4. Bernard Hoelkman and Michel Kostecki, *the Political Economy of the World Trading System: From GATT to WTO*, New York, OUP.

## CONTEMPORARY POLITICAL ECONOMY

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

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

### Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the sociopolitical, gender and ethnic domains.

### UNITS

#### 1. Approaches to Political Economy

*15 Lectures 25 Marks*

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

#### 2. Capitalist Transformation:

*15 Lectures 25 Marks*

European Feudalism and Transition to Capitalism

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

#### 3. Issues in Development:

*15 Lectures 25 Marks*

Culture: Media and Television, Big Dams and Environmental

Concerns, Military: Global Arms Industry and Arms Trade Knowledge Systems

#### 4. Globalization and Development Dilemmas:

*15 Lectures 25 Marks*

IT revolution and Debates on Sovereignty, Gender, Racial and Ethnic Problems, Migration

### Readings

#### Approaches to Political Economy

##### Classical Liberalism

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

## **Marxism**

E Mandel, (1979), *An Introduction to Marxist Economic Theory*, New York: Pathfinder Press, 3rd print, pp. 3-73

## **Welfarism**

J G Andersen, (ed.), (2008), 'The Impact of Public Policies' in D Caramani, *Comparative Politics*, Oxford: Oxford University Press, Ch 22, pp. 547-563 KV Kersbergen and P Manow, (2009), *Religion, Class Coalition and Welfare State*, Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

## **Neo-liberalism**

D Harvey, (2005), *A Brief History of Neo-liberals*, Oxford: Oxford University Press

## **Gandhism**

B N Ghosh, (2007), *Gandhian Political Economy: Principles, Practice and Policy*, Ashgate Publishing Limited, pp. 21- 88

## **Capitalist Transformation**

European Feudalism and transition to Capitalism M Phukan, (1998), *The Rise of the Modern West: Social and Economic History of Early Modern Europe*, Delhi: Macmillan India, (ch.14: Transition from Feudalism to Capitalism), pp. 420- 440

## **Globalization: Transnational Corporations**

J B Gelinas, (2003), *Juggernaut Politics-Understanding Predatory Globalization*, Halifax, Fernwood, Ch.3. Available from: [www.globalpolicy.org](http://www.globalpolicy.org) P Kennedy, (1993), *Preparing for the Twentieth Century*, UK: Vintage, Ch. 3 R Gilpin, (2003), *Global Political Economy: Understanding the International Economic Order*, Hyderabad: Orient Longman, pp. 278- 304

## **World Trade Organization**

R Gilpin, (2003), *Global Political Economy: Understanding the International Economic Order*, Hyderabad: Orient Longman, Ch. 8, pp. 196- 233

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

J Fisher, (2003), *Non-governments-NGOs and the Political Development in the Third World*, Jaipur: Rawat, Ch. 1, 4, 6, 8 K Prasad, (2000), *NGOs and Social-economic Development Opportunities*, New Delhi: Deep & Deep, Ch. 1, 2, 3, 5

## **Issues in Development**

## **Culture**

## **Media and Television**

H Mackay, (2004), 'The Globalization of Culture', in D Held, (ed.), *A Globalizing World? Culture, Economics and Politics*, London: Routledge, pp. 47- 84 J Tomlinson, (2004) 'Cultural Imperialism', in F J Lechner and J Boli, (eds.), *The Globalization Reader*, Oxford: Blackwell, pp. 303- 311

### **Big dams and Environmental Concerns**

D Held and A Mcrew, (eds.), (2000), *The Global Transformations Reader*, Cambridge: Polity Press, pp. 374-386

F J Lechner and J Boli, (eds.), (2004), *The Globalization Reader*, Oxford: Blackwell, pp. 361-376 and 398-404

S Singh, (1997), *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133-163, 182-203, 204-240

### **Military: Global Arms Industry and Arms Trade**

M Kesselman, (2007), *The Politics of Globalization*, Boston: Houghton Mifflin Company, pp. 330-339

### **Knowledge Systems**

S Marglin, (1990), 'Towards the Decolonisation of the Mind', in S Marglin and F A Marglin, (eds.), *Dominating Knowledge: Development, Culture and Resistance*, Oxford: Oxford University Press, pp. 1- 28

### **Globalization and Development Dilemmas**

#### **IT revolution and Debates on Sovereignty**

A Sen, (2006), *Identity and Violence: Illusion and Destiny*, London: Penguin/Allen Lane, ch.7, pp. 130-48

D Held and A Mcrew, (eds.), (2000), *The Global Transformations Reader*, Cambridge: Polity Press, pp. 105-55

F J Lechner and J Boli, (eds.), (2004), *The Globalization Reader*, Oxford: Blackwell, pp. 211-244 J Glen, (2007), *Globalization: North-South Perspectives*, London: Routledge, ch.6.

K Omahe, (2004), 'The End of the Nation State', in F J Lechner and J Boli, (eds.), *The Globalization Reader*, Oxford: Blackwell, Ch. 29

### **Gender**

J A Tickner, (2008), 'Gender in World Politics', in, J Baylis, S Smith and P Owens, (eds.), *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press, ch.15

J Steans, (2000), 'The Gender Dimension', in D Held and A Mcrew, (eds.), *The Global Transformations Reader* Cambridge: Polity Press, ch.35, pp. 366- 373



N Berkovitch, (2004), 'The Emergence and Transformation of the International Women's Movements', in F J Lechner and J Boli, (eds.), *The Globalization Reader*, Oxford: Blackwell, ch.31, pp. 251-257

### **Racial and Ethnic Problems**

M Kesselman and J Krieger, (2006), *Readings in Comparative Politics: Political Challenges and Changing Agendas*, Boston: Houghton Mifflin Company, pp. 243-254 and 266-276

### **Migration**

D Nayyar, (ed.), (2002), *Governing Globalization*, Delhi: OUP, pp. 144- 176

M Kesselman, (2007), *The Politics of Globalization*, Boston: Houghton Mifflin Company, pp. 450-462

S Arya and A Roy, (eds.), (2006), *Poverty Gender and Migration*, New Delhi: Sage, Ch. 1

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