Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF POLITICAL SCIENCE

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

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

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat
Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of the country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.
CHOICE BASED CREDIT SYSTEM (CBCS):
The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course**: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course**: Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.

   2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

   2.2 **Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

   2.3 **Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

   P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course**: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

   3.1 **AE Compulsory Course (AECC)**: Environmental Science, English Communication/MIL Communication.

   3.2 **AE Elective Course (AEEC)**: These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
## Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

<table>
<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
<th>Theory + Practical</th>
<th>Theory + Tutorial</th>
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<tbody>
<tr>
<td>I. Core Course (14 Papers)</td>
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<tr>
<td>Core Course Practical / Tutorial*</td>
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<td>(14 Papers)</td>
<td>14X4= 56</td>
<td>14X5=70</td>
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<tr>
<td>II. Elective Course (8 Papers)</td>
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<td>A.1. Discipline Specific Elective (4 Papers)</td>
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<td>Practical/ Tutorial*</td>
<td>4 X 2=8</td>
<td>4X1=4</td>
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<td>A.2. Discipline Specific Elective</td>
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<td>(4 Papers)</td>
<td>4X4=16</td>
<td>4X5=20</td>
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<td>B.1. Generic Elective/ Interdisciplinary</td>
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<tr>
<td>(4 Papers)</td>
<td>4X4=16</td>
<td>4X5=20</td>
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<td>B.2. Generic Elective</td>
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<td></td>
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<tr>
<td>Practical/ Tutorial*</td>
<td>4 X 2=8</td>
<td>4X1=4</td>
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<td>(4 Papers)</td>
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<tr>
<td>• Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester</td>
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<tr>
<td>III. Ability Enhancement Courses</td>
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<td>1. Ability Enhancement Compulsory</td>
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<td>(2 Papers of 2 credit each)</td>
<td>2 X 2=4</td>
<td>2 X 2=4</td>
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<tr>
<td>Environmental Science</td>
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<tr>
<td>English/MIL Communication</td>
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<tr>
<td>2. Ability Enhancement Elective (Skill Based)</td>
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<tr>
<td>(Minimum 2)</td>
<td>2 X 2=4</td>
<td>2 X 2=4</td>
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<td>(2 Papers of 2 credit each)</td>
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<tr>
<td>Total credit</td>
<td>140</td>
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</table>

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

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

LIST OF PAPERS AND COURSES

B.A (HONOURS) POLITICAL SCIENCE

A) CORE COURSE (14)

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

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

1. Nationalism in India
2. Contemporary Political Economy
3. Feminism: Theory and Practice (This paper has been swapped by the paper titled ‘Women, Power and Politics’)
4. Gandhi and the Contemporary World
5. Understanding Ambedkar
6. Governance: Issues and Challenges
7. Politics of Globalization
8. United Nations and Global Conflicts

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

1. Citizenship in a Globalizing World
2. Human Rights in a Comparative Perspective
3. Development Process and Social Movements in Contemporary India
4. Public Policy in India
5. Understanding Global Politics (This paper has been replaced by the paper titled ‘Colonialism and Nationalism in India’)
6. India's Foreign Policy in a Globalizing world
7. Women, Power and Politics (This paper has been swapped by the paper titled ‘Feminism: Theory and Practice’)
8. Dilemmas in Politics

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

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

E) **Ability Enhancement (Compulsory) Fondation: Two**

1. Language-MIL/ENGLISH
2. Environmental Science
<table>
<thead>
<tr>
<th>SERIAL NO.</th>
<th>SEMESTER -I</th>
<th>PAPER</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Language-MIL/ENGLISH Environmental Science</td>
<td>Ability Enhancement (AE) Compulsory</td>
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<tr>
<td>1.2</td>
<td>Understanding Political Theory</td>
<td>Core Discipline -1</td>
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<tr>
<td>1.3</td>
<td>Constitutional Government and Democracy in India</td>
<td>Core Discipline -2</td>
</tr>
<tr>
<td>1.4</td>
<td>Any One of the Following</td>
<td>Generic Elective –I (Interdisciplinary)</td>
</tr>
</tbody>
</table>

A | Nationalism in India |
B | Contemporary Political Economy |
C | Feminism: Theory and Practice (swapped by ‘Women, Power and Politics’) |
D | Gandhi and the Contemporary World |
E | Understanding Ambedkar |
F | Governance: Issues and Challenges |
G | Politics of Globalization |
H | United Nations and Global Conflicts |

SEMESTER -II

<table>
<thead>
<tr>
<th>2.1</th>
<th>Environmental Science</th>
<th>Ability Enhancement Compulsory (AE)</th>
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<tbody>
<tr>
<td>2.2</td>
<td>Political Theory-Concepts and Debates</td>
<td>Core Discipline -3</td>
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<tr>
<td>2.3</td>
<td>Political Process in India</td>
<td>Core Discipline -4</td>
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<tr>
<td>2.4</td>
<td>Any One of the Following</td>
<td>Generic Elective –II (Interdisciplinary)</td>
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A | Nationalism in India |
B | Contemporary Political Economy |
C | Feminism: Theory and Practice (swapped by ‘Women, Power and Politics’) |
D | Gandhi and the Contemporary World |
E | Understanding Ambedkar |
F | Governance: Issues and Challenges |
G | Politics of Globalization |
H | United Nations and Global Conflicts |

SEMESTER -III

<table>
<thead>
<tr>
<th>3.1</th>
<th>Introduction to Comparative Government and Politics</th>
<th>Core Discipline -5</th>
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<tbody>
<tr>
<td>3.2</td>
<td>Perspectives on Public Administration</td>
<td>Core Discipline -6</td>
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<tr>
<td>3.3</td>
<td>Perspectives on International Relations and World History</td>
<td>Core Discipline -7</td>
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<td>3.4</td>
<td>Any One of the Following</td>
<td>Generic Elective –III (Interdisciplinary)</td>
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A | Nationalism in India |
B | Contemporary Political Economy |
C | Feminism: Theory and Practice (swapped by ‘Women, Power and Politics’) |
D | Gandhi and the Contemporary World |
E | Understanding Ambedkar |
F | Governance: Issues and Challenges |
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<td>G</td>
<td>Politics of Globalization</td>
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<td>H</td>
<td>United Nations and Global Conflicts</td>
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<tr>
<td>3.5</td>
<td>Any one of the following</td>
<td>Ability Enhancement-I  (Skill Based)</td>
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<tr>
<td>A</td>
<td>Your Laws, Your Rights</td>
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| B | Public Opinion and Survey Research |   |
| C | Legislative Practices and Procedures |   |
| D | Peace and Conflict Resolution |   |

### SEMESTER -IV

| 4.1 | Political Processes and Institutions in Comparative Perspective | Core Discipline -8 |
| 4.2 | Public Policy and Administration in India | Core Discipline -9 |
| 4.3 | Global Politics | Core Discipline -10 |
| 4.4 | Any One of the Following | Generic Elective –IV  (Interdisciplinary) |
| A | Nationalism in India |   |
| B | Contemporary Political Economy |   |
| C | Feminism: Theory and Practice (swapped by ‘Women, Power and Politics’) |   |
| D | Gandhi and the Contemporary World |   |
| E | Understanding Ambedkar |   |
| F | Governance: Issues and Challenges |   |
| G | Politics of Globalization |   |
| H | United Nations and Global Conflicts |   |
| 4.5 | Any One of the following | Ability Enhancement-II  (Skill Based) |
| A | Your Laws, Your Rights |   |
| B | Public Opinion and Survey Research |   |
| C | Legislative Practices and Procedures |   |
| D | Peace and Conflict Resolution |   |

### SEMESTER -V

| 5.1 | Classical Political Philosophy | Core Discipline -11 |
| 5.2 | Modern Indian Political Thought-I | Core Discipline -12 |
| 5.3 & 5.4 | Any two of the Following | Discipline Specific Elective (DSE)-1&2 |
| A | Citizenship in a Globalizing World |   |
| B | Human Rights in a Comparative Perspective |   |
| C | Development Process and Social Movements in Contemporary India |   |
| D | Public Policy in India |   |
| E | Colonialism and Nationalism in India |   |
| F | India's Foreign Policy in a globalizing world |   |
| G | Women, Power and Politics (swapped by ‘Feminism: Theory and Practice’) |   |
| H | Dilemmas in Politics |   |

### SEMESTER -VI
| 6.1 | Modern Political Philosophy | Core Discipline -13 |
| 6.2 | Indian Political Thought-II | Core Discipline -14 |

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<thead>
<tr>
<th>6.3 &amp; 6.4</th>
<th>Any two of the Following</th>
<th>Discipline Specific Elective (DSE) 3 &amp;4</th>
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<tbody>
<tr>
<td>A</td>
<td>Citizenship in a Globalizing World</td>
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<tr>
<td>B</td>
<td>Human Rights in a Comparative Perspective</td>
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<tr>
<td>C</td>
<td>Development Process and Social Movements in Contemporary India</td>
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<tr>
<td>D</td>
<td>Public Policy in India</td>
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<tr>
<td>E</td>
<td>Understanding Global Politics (Replaced by ‘Colonialism and Nationalism in India’)</td>
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<tr>
<td>F</td>
<td>India’s Foreign Policy in a Globalizing World</td>
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<td>G</td>
<td>Feminism: Theory and Practice</td>
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<tr>
<td>H</td>
<td>Dilemmas in Politics</td>
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</table>
CHOICE BASED CREDIT SYSTEM
SYLLABI AND READING LIST
BA (HONOURS) POLITICAL SCIENCE

A) CORE COURSE

1.1 Paper I- Understanding Political Theory

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

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

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

Essential Readings

I: Introducing Political Theory


**II: The Grammar of Democracy**


1.2 Paper II- Constitutional Government and Democracy in India

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

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

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

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

READING LIST

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

      Additional Reading:

   b. Fundamental Rights and Directive Principles
      Essential Readings:

Additional Reading:

II. Organs of Government
a. The Legislature: Parliament
Essential Readings:

b. The Executive: President and Prime Minister
Essential Readings:

c. The Judiciary: Supreme Court
Essential Readings:

Additional Reading:
III. Federalism and Decentralization

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

Essential Readings:


Additional Readings:


b. Panchayati Raj and Municipalities

Essential Readings:

2.1 Paper III – Political Theory-Concepts and Debates

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

Section A: Core Concepts

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

Important Issue: Freedom of belief, expression and dissent

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

Important Issue: Affirmative action

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

Important Issue: Capital punishment

IV. The Universality of Rights (13 Lectures)
   a) Natural Rights
   b) Moral and Legal Rights
c) Three Generations of Rights
d) Rights and Obligations

**Important Issue:** Right of the girl child

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

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


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

**Essential Readings**

**Section A: Core Concepts**

I. **Importance of Freedom**


II. **Significance of Equality**


III. Indispensability of Justice


IV. The Universality of Rights


Section B: Major Debates


2.2 Paper IV- Political Process in India

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

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

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

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

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

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

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

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

READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions
Essential Readings:
II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

III. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

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

Essential Readings:

Additional Reading:

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

Essential Readings:

VI. Affirmative Action Policies: Women, Caste and Class
Essential Readings:

Essential Readings:

Additional Readings:
3.1 Paper V- Introduction to Comparative Government and Politics

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

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

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

III. Themes for comparative analysis (24 lectures)

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

I. Understanding Comparative Politics

Essential Readings:

Additional Readings:

II Historical context of modern government
a. Capitalism

Essential Readings:

Additional Readings:

b. Socialism

Essential Readings:

Additional Readings:

b. Colonialism, decolonization & postcolonial society

Essential Readings:

Additional Reading:

III. Themes for Comparative Analysis

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

Additional Reading:
3.2 PERSPECTIVES ON PUBLIC ADMINISTRATION

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

I. PUBLIC ADMINISTRATION AS A DISCIPLINE [15 lectures]

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

II. THEORETICAL PERSPECTIVES [25 lectures]

CLASSICAL THEORIES

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

NEO-CLASSICAL THEORIES

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

CONTEMPORARY THEORIES

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

III. PUBLIC POLICY [10 lectures]

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

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [20 lectures]

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

**READINGS**

**I. Public Administration as a Discipline**

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


**b. Public and Private Administration.**


**Evolution of Public Administration**


**II. Theoretical Perspectives**

**Scientific Management**


**Administrative Management**

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

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

Human Relations Theory
D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

Rational-Decision Making
S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009

Ecological approach

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

III. Public Policy
Concept, Relevance and Approaches
The Oxford Handbook of Public Policy, OUP, 2006
Mary Jo Hatch and Ann L. Cunliffe Organisation Theory: Modern, Symbolic and Postmodern Perspectives, Oxford University Press, 2006

Formulation, implementation and evaluation
Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012
R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson, 2009
Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

IV. Major Approaches in Public Administration
a. Development administration
M. Bhattacharya, ‘Chapter 2 and 4’, in Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006
b. New Public Administration
Essential Reading:

c. New Public Management

d. New Public Service Approach

e. Good Governance

f. Feminist Perspective
Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999
3.3 Paper VII- Perspectives on International Relations and World History

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

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

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

C. An Overview of Twentieth Century IR History (20 Lectures)
   i. World War I: Causes and Consequences (1 Lecture)
   ii. Significance of the Bolshevik Revolution (1 Lecture)
   iii. Rise of Fascism / Nazism (2 Lectures)
   iv. World War II: Causes and Consequences (3 Lectures)
   v. Cold War: Different Phases (4 Lectures)
   vi. Emergence of the Third World (3 Lectures)
   vii. Collapse of the USSR and the End of the Cold War (2 Lectures)
Essential Readings:


Additional Readings:


History and IR: Emergence of the International State System:

Essential Readings:


Additional Readings:


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

Essential Readings:


Additional Readings:


**Theoretical Perspectives:**

**Classical Realism and Neorealism**

Essential Readings:


Additional Readings:


**Liberalism and Neoliberalism**

Essential Readings:


Additional Readings:


**Marxist Approaches**

Essential Readings:


Additional Readings:


P. Viotti and M. Kauppi (2007), *International Relations and World*


**Feminist Perspectives**

**Essential Readings:**


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

**Essential Readings:**


**Additional Readings:**


**An Overview of Twentieth Century IR History**
(a) World War I: Causes and Consequences


(b) Significance of the Bolshevik Revolution


(c) Rise of Fascism / Nazism


(d) World War II: Causes and Consequences


(e) Cold War: Different Phases


(f) Emergence of the Third World


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

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


4.1 Paper VIII- Political Processes and Institutions in Comparative Perspective

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

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

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

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

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

V. Democratization (8 lectures)
Process of democratization in postcolonial, post- authoritarian and post-communist countries

VI. Federalism (8 lectures) Historical context Federation and Confederation: debates around territorial division of power.

READING LIST

I: Approaches to Studying Comparative Politics
Essential Readings:


Additional Readings:


II: Electoral System
Essential Readings:


Additional Reading:

III: Party System
Essential Readings:


Additional Readings:

IV: Nation-state
Essential Readings:
W. O’Conner, (1994) ‘A Nation is a Nation, is a Sate, is a Ethnic Group, is a …’, in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.

Additional Reading:

V. Democratization
Essential Readings:


Additional Reading:

VI: Federalism
Essential Readings:


Additional Reading:
4.2 Paper-IX PUBLIC POLICY AND ADMINISTRATION IN INDIA

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

I. Public Policy [ 10 lectures ]

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

II. Decentralization [ 10 lectures ]

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

III. Budget [ 12 lectures ]

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

IV. Citizen and Administration Interface [ 15 lectures ]

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

V. Social Welfare Administration [ 20 lectures ]

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

Public Policy


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


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


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

III. Budget


IV Citizen And Administration Interface


V. Social Welfare Administration


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

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

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

II. Contemporary Global Issues (20 lectures)
   a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
   b. Proliferation of Nuclear Weapons (3 lectures)
   c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
   d. Migration (3 lectures)
   e. Human Security (3 lectures)

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

READING LIST
I. Globalization – Conceptions and Perspectives
Understanding Globalization and its Alternative Perspectives

Essential Readings:

Additional Reading:

Political: Debates on Sovereignty and Territoriality

Essential Readings:

Additional Reading:


Essential Readings:

Additional Readings:
Cultural and Technological Dimension
Essential Readings:

Additional Reading:

Global Resistances (Global Social Movements and NGOs)
Essential Readings:

Additional Readings:

II. Contemporary Global Issues
Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate
Essential Readings:

Additional Readings:

**Proliferation of Nuclear Weapons**
Essential Readings:

Additional Reading:

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

**Migration**
Essential Readings:

**Human Security**
Essential Readings:
Additional Reading:

**III. Global Shifts: Power and Governance**
Essential Readings:

5.1 Paper XI- Classical Political Philosophy

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

I. Text and Interpretation (2 weeks)

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

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

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

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

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

READING LIST

I. Text and Interpretation
Essential Readings:


Additional Readings:


II. Antiquity:
**Plato**
**Essential Readings:**


**Additional Readings:**


**Aristotle**
**Essential Readings:**


Additional Readings:


III. Interlude:
Machiavelli

Essential Readings:


Additional Reading:

IV. Possessive Individualism Hobbes

Essential Readings:


Additional Readings:


Locke
Essential Readings:


Additional Readings:

5.2 Paper XII- Indian Political Thought-I

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

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

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

III. Manu: Social Laws (6 lectures)

IV. Kautilya: Theory of State (7 lectures)

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

VI. Barani: Ideal Polity (6 lectures)

VII. Abul Fazal: Monarchy (6 lectures)

VIII. Kabir: Syncretism (5 lectures)

READING LIST
I. Traditions of Pre-modern Indian Political Thought:

Essential Readings:


II. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings:


III. Manu: Social Laws

Essential Readings:


IV. Kautilya: Theory of State

Essential Readings:


Additional Reading:

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

Essential Readings:


Additional Reading:

**VI. Barani: Ideal Polity**

Essential Reading:

Additional Reading:

**VII. Abul Fazal: Monarchy**

Essential Readings:


Additional Readings:

**VIII. Kabir: Syncreticism**

Essential Readings:


Additional Reading:

6.1 Paper XIII- Modern Political Philosophy

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

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

II. Romantics (16 lectures)
a. Jean Jacques Rousseau (8 Lectures)
Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

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

III. Liberal socialist (8 lectures) a. John Stuart Mill
Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

IV. Radicals (16 lectures)
a. Karl Marx (8 Lectures)
Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai (8 Lectures)
Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin
Reading List

I. Modernity and its discourses
Essential Readings:


II. Romantics
Essential Readings:


III. Liberal Socialist
Essential Readings:


IV. Radicals
Essential Readings:


Additional Readings:


6.2 Paper XIV- Indian Political Thought-II

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

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

II. Rammohan Roy: Rights (4 lectures)

III. Pandita Ramabai: Gender (4 lectures)

IV. Vivekananda: Ideal Society (5 lectures)

V. Gandhi: Swaraj (5 lectures)

VI. Ambedkar: Social Justice (5 lectures)

VII. Tagore: Critique of Nationalism (4 lectures)

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

X. Nehru: Secularism (4 lectures)

XI. Lohia: Socialism (4 lectures)

Reading List

I. Introduction to Modern Indian Political Thought

Essential Readings:

II. Rammohan Roy: Rights

Essential Readings:


Additional Reading:

III. Pandita Ramabai: Gender

Essential Readings:


Additional Reading:


IV. Vivekananda: Ideal Society

Essential Readings:


Additional Reading:

V. Gandhi: Swaraj

Essential Readings:


Additional Reading:

VI. Ambedkar: Social Justice

Essential Readings:


Additional Reading:

VII. Tagore: Critique of Nationalism

Essential Readings:


Additional Reading:

VIII. Iqbal: Community

Essential Readings:


Additional Reading:

IX. Savarkar: Hindutva

Essential Readings:


Additional Reading:

**X. Nehru: Secularism**

Essential Readings:


Additional Reading:

**XI. Lohia: Socialism**

Essential Readings:


B) Generic Elective (Interdisciplinary): Any 4

1. Nationalism in India

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

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

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

III. Nationalist Politics and Expansion of its Social Base (18 lectures)
   a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India

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

   c. Socialist Alternatives: Congress Socialists, Communists

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

   b. The Caste Question: Anti-Brahminical Politics

   c. Peasant, Tribals and Workers Movements

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

   b. The Two-Nation Theory, Negotiations over Partition
Reading List

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


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

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

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


IV. Social Movements
Essential Readings:


V. Partition and Independence


Additional Readings:


2. Contemporary Political Economy

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

I. Approaches to Political Economy (15 Lectures)

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

II. Capitalist Transformation (14 Lectures)

a. European Feudalism and Transition to Capitalism

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

III. Issues in Development (15 Lectures)

(i) Culture: Media and Television

(ii) Big Dams and Environmental Concerns

(iii) Military: Global Arms Industry and Arms Trade

(iv) Knowledge Systems

IV. Globalization and Development Dilemmas (16 Lectures)

(i) IT revolution and Debates on Sovereignty

(ii) Gender

(iii) Racial and Ethnic Problems

(iv) Migration

Essential Readings I. Approaches to Political Economy: a. Classical Liberalism

b. Marxism


c. Welfarism


d. Neo-liberalism


e. Gandhism


II. Capitalist Transformation

a. European Feudalism and transition to Capitalism


b. Globalization: Transnational Corporations


World Trade Organization


Non-governmental Organizations (Their role in development)

III. Issues in Development:

(i) Culture:

Media and Television


(ii) Big dams and Environmental Concerns


(iii) Military: Global Arms Industry and Arms Trade


(iv) Knowledge Systems:


IV. Globalization and Development Dilemmas:

(i) IT revolution and Debates on Sovereignty


(ii) Gender


(iii) Racial and Ethnic Problems


(iv) Migration


3. Feminism: Theory and Practice

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

I. Approaches to understanding Patriarchy (22 Lectures)

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

II. History of Feminism (22 Lectures)

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

III. The Indian Experience (16 Lectures)

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

**Essential Readings**

I. Approaches to understanding Patriarchy


**Supplementary Readings:**

Ray, Suranjita. *Understanding Patriarchy*. Available at: [http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf)


**II. History of Feminism**


**Supplementary Readings:**


**III. Feminist Perspectives on Indian Politics**


**Additional Readings**


7. Women, Power and Politics

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

I. Groundings (6 weeks)
2. Feminism (2 weeks)

II. Movements and Issues (6 weeks)
1. History of the Women’s Movement in India (2 weeks)
2. Violence against women (2 weeks)

Reading List
I. Groundings
1. Patriarchy
Essential Readings:

a. Sex Gender Debates
Essential Reading:
Essential Reading:
M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46

Essential Reading:

2. Feminism

Essential Readings:


3. Family, Community and State

a. Family

Essential Readings:

b. Community

Essential Reading:

c. State

Essential Reading:

Additional Readings:


II. Movements and Issues
1. History of Women’s Movement in India
   Essential Readings:


2. Violence against Women
   Essential Readings:

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

   b. Reproductive and care work
      Essential Reading:

   c. Sex work
      Essential Readings:


      Additional Readings:


Readings in Hindi:

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


4. Gandhi and the Contemporary World

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

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

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

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

IV. Gandhi and the Idea of Political (2 weeks)
   a) Swaraj
   b) Swadeshi

READINGS

I. Gandhi on Modern Civilization and Ethics of Development
   Essential Readings:


II. Gandhian Thought: Theory and Action

Essential Readings:


III. Gandhi’s Legacy

Essential Readings:


IV. Gandhi and the Idea of Political

Essential Readings:


Additional Readings:


**Activities**

**Topic 1**
1. Reading of primary texts: - M K Gandhi Chapter VI and XIII “Hind Swaraj” Navjeevan Trust, Ahmedabad, 1910

2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

**Topic 2**

2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance.
**Topic 3**
1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student’s Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

**Topic 4**
Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.
5. Understanding Ambedkar

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

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

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

III. Women’s Question (2 weeks)
a. Rise and Fall of Hindu Women
b. Hindu Code Bill

IV. Political Vision (2 weeks)
a. Nation and Nationalism
b. Democracy and Citizenship

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

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

READING LIST

I. Introducing Ambedkar
Essential Readings:


Additional Readings:


II. Caste and Religion

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


Additional Readings:


III. Women’s Question

Essential Readings:


Additional Readings:


IV. Political Vision

Essential Readings:


Additional Readings:


V. Constitutionalism

Essential Readings:


Additional Readings:


**VI. Economy and Class Question**

Essential Readings:


Additional Readings:


Format for Student Presentations (12)
(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)
(2) Six Presentations on the different issues concerned to Ambedkar’s works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)
(3) One Presentation on Critical understanding on Ambedkar’s Ideas.

References for Students’ Presentations:
1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on www.ambedkar.org)
2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes
3) Any other related audio-visual source
6. GOVERNANCE: ISSUES AND CHALLENGES

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

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

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

3. ENVIRONMENTAL GOVERNANCE [12 lectures]
   Human-Environment Interaction
   Green Governance: Sustainable Human Development

4. LOCAL GOVERNANCE [12 lectures]
   Democratic Decentralisation People's Participation In Governance

5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [20 lectures]
   - Public Service Delivery
   - Electronic Governance
   - Citizens Charter & Right to Information
   - Corporate Social Responsibility

READINGS

GOVERNMENT AND GOVERNANCE: CONCEPTS


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


GOVERNANCE AND DEVELOPMENT


ENVIRONMENTAL GOVERNANCE


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


Pardeep Sachdeva, Local Government In India, Pearson Publishers, 2011


GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES


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


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


7. Politics of Globalization

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

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

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

Additional Reading
4. Bernard Hoelkmman and Michel Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP,
8. 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.

I. The United Nations (29 Lectures)

(a) An Historical Overview of the United Nations

(b) Principles and Objectives


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

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

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia


Essential Readings I. The United Nations (a) An Historical Overview of the United Nations


(b) Principles and Objectives


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


(e) Millennium Development Goals


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


(b) Vietnam War


(c) Afghanistan Wars


(d) Balkans: Serbia and Bosnia


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


**Additional Readings**


1. CITIZENSHIP IN A GLOBALIZING WORLD

Course Objective

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

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

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

1. Classical conceptions of citizenship

2. The Evolution of Citizenship and the Modern State

3. Citizenship and Diversity

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

5. The idea of cosmopolitan citizenship
Essential Readings

2. Human Rights in a Comparative Perspective

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

I. Human Rights: Theory and Institutionalization (3 weeks)
   a. Understanding Human Rights: Three Generations of Rights
   b. Institutionalization: Universal Declaration of Human Rights
   c. Rights in National Constitutions: South Africa and India

II. Issues (5 weeks)
   a. Torture: USA and India
   b. Surveillance and Censorship: China and India
   c. Terrorism and Insecurity of Minorities: USA and India

III. Structural Violence (4 weeks)
   a. Caste and Race: South Africa and India
   b. Gender and Violence: India and Pakistan
   c. Adivasis/Aboriginals and the Land Question: Australia and India

READING LIST

I. Human Rights: Theory and Institutionalization

Essential Readings:


The Constitution of India, Chapter 3: Fundamental Rights

II. Issues
   a. Torture: USA and India

Essential Readings:


b. Surveillance and Censorship: China and India

Essential Readings:


c. Terrorism and Insecurity of Minorities: USA and India

Essential Readings:


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

Essential Readings:


b. Gender and Violence: India and Pakistan

Essential Readings:


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

Essential Readings:


Additional Readings:


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


3. Development Process and Social Movements in Contemporary India

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

I. Development Process since Independence (2 weeks)
   a. State and planning
   b. Liberalization and reforms

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

III. Agrarian Development Strategy and its Impact on the Social Structure (2 weeks)
   a. Land Reforms, Green Revolution
   b. Agrarian crisis since the 1990s and its impact on farmers

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

**READING LIST**

I. The Development Process since Independence
   Essential Readings:


II. Industrial development strategy and its impact on social structure

Essential Readings:


III. Agrarian development strategy and its impact on social structure

Essential Readings:


**IV. Social Movements**

Essential Readings:


Additional Readings:


4. Public Policy in India

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

I. Introduction to Policy Analysis (12 Lectures)

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

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

IV. Models of Policy Decision-Making (12 Lectures)

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

READING LIST

Essential Readings I. Introduction to Policy Analysis


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


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


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


**IV. Models of Policy Decision-Making**


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


5. Understanding Global Politics

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

I. What Makes the World What it is? (30 lectures)
a. The Sovereign State System (10 lectures)
i. Evolution of the state system
ii. The concept of Sovereignty

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

c. Identity and Culture (7 lectures)

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

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

Reading List

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

Essential Readings:


b. The Global Economy
Essential Readings:


c. Identity and Culture
Essential Readings:


II. What Drives the World Apart?
  a. Global Inequalities
Essential Readings:


Additional Readings:


**b. Violence: Conflict, War and Terrorism**

Essential Readings:


**III. Why We Need to Bring the World Together? a. Global Environment**

Essential Readings:


**b. Global Civil Society**

Essential Readings:


5. Colonialism and Nationalism in India

Course Objective: The purpose of this course is to help students understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.

I. Colonialism and Nationalism:
   a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism
   b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

II. Colonial Rule in India and its impact:
   a. Constitutioinal developments and the colonial state
   b. Colonial ideology of civilizing mission: Utilitarians and Missionaries
   c. Impact on agriculture, land relations, industry and ecology

III. Reform and Resistance:
   a. The 1857 rebellion
   b. Major social and religious movements
   c. Education and the rise of the new middle class

IV. Nationalist Politics and Expansion of its Social Base
   a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
   b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
   c. Socialist alternatives: Congress socialists, Communists
   d. Communalism in Indian Politics
   e. The two-nation theory, negotiations over partition

V. Social Movements
   a. The Women's Question: participation in the national movement and its impact
   b. The Caste Question: anti-Brahmanical Politics
   c. Peasant, Tribals, and Workers movements
Essential Readings:

1. Colonialism and Nationalism:

2. Colonial Rule in India and its impact:
4. Reform and Resistance:

5. Nationalist Politics and Expansion of its Social Base

6. Social Movements:

Additional Readings:


6. India’s Foreign Policy in a globalizing world

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

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

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

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

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

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

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

READING LIST

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

Essential Readings:


Additional Reading:
II: India’s Relations with the USA and USSR/Russia

Essential Readings:


Additional Readings:


III: India’s Engagements with China

Essential Readings:


Additional Reading:

IV: India in South Asia: Debating Regional Strategies

Essential Readings:

Additional Readings:


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

Essential Readings:


Additional Readings:


VI: India in the Contemporary Multipolar World

Essential Readings:


Additional Reading:

Online Resources:
Government of India’s Ministry of External Relations website at http://www.mea.gov.in/
and specially its library which provides online resources at http://mealib.nic.in/
The Council of Foreign Relations has a regularly updated blog on India’s foreign policy:
http://www.cfr.org/region/india/ri282 Centre for Policy Research’s blog on IR and strategic affairs though it is not exclusively on India’s foreign policy.
http://www.cprindia.org/blog/international-relations-and-security-blog
Institute for Defence Studies and Analyses: http://www.idsa.in/
Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/ Institute of Peace and Conflict Studies: www.ipcs.org/
7. Women, Power and Politics

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

I. Groundings (6 weeks)
5. Feminism (2 weeks)

II. Movements and Issues (6 weeks)
4. History of the Women’s Movement in India (2 weeks)
5. Violence against women (2 weeks)
6. Work and Labour (2 weeks) d. Visible and Invisible work e. Reproductive and care work f. Sex work

Reading List

I. Groundings
1. Patriarchy
Essential Readings:
a. Sex Gender Debates
Essential Reading:
Essential Reading:
O. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46

Essential Reading:

2. Feminism
Essential Readings:


3. Family, Community and State
a. Family
Essential Readings:

b. Community
Essential Reading:

c. State
Essential Reading:

Additional Readings:


II. Movements and Issues

1. History of Women’s Movement in India

Essential Readings:


4. Violence against Women

Essential Readings:


5. Work and Labour
   c. Visible and Invisible work

Essential Reading:


d. Reproductive and care work

Essential Reading:


c. Sex work

Essential Readings:


Additional Readings:


Readings in Hindi:

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


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

I. Approaches to understanding Patriarchy (22 Lectures)
- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
  - Understanding Patriarchy and Feminism
  - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

II. History of Feminism (22 Lectures)
- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women’s participation in anti-colonial and national liberation movements with special focus on India

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

Essential Readings

I. Approaches to understanding Patriarchy


**Supplementary Readings:**

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


**II. History of Feminism**


**Supplementary Readings:**


**III. Feminist Perspectives on Indian Politics**


**Additional Readings**


8. Dilemmas in Politics

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

I. The Moral Economy of Violence (08 Lectures)

II. The Politics of Exclusion (07 Lectures)

III. Debates on Human Rights (08 Lectures)

IV. Ecology and Political Responsibility (08 Lectures)

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

VI. Global Justice and Cosmopolitanism (07 Lectures)

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

VIII. Legitimacy of Humanitarian Intervention (07 Lectures)

READING LIST

Essential Readings I. The Moral Economy of Violence


Additional Reading:


II. The Politics of Exclusion

II. Debates on Human Rights


IV: Ecology and Political Responsibility


V: Capabilities and the Politics of Empowerment


VI: Global Justice and Cosmopolitanism


VII: Feminism and the Politics of Interpretation


VIII: Legitimacy of Humanitarian Intervention


(D) **Ability Enhancement (Skill Based)**

1. **Your Laws, Your Rights**

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

I. **Rule of law and the Criminal Justice System in India (1 week)**

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

III. **Equality and non-discrimination (4 weeks)**
   a. Gender: the protection of women against domestic violence, rape and sexual harassment
   b. Caste: laws abolishing untouchability and providing protection against atrocities
   c. Class: laws concerning minimum wages
   d. Disability and equality of participation and opportunity

IV. **Empowerment (2 weeks)**
   a. Access to information
   b. Rights of the consumer

V. **Redistribution, recognition and livelihood (2 weeks)**
   a. Traditional rights of forest dwellers and the issue of women’s property rights
   b. Rural employment guarantee

VI. **Access to Identification documents and Social Security Schemes (1 week / exercises only)**

   Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
I. Rule of law and the Criminal Justice System in India

Essential Readings:


II. Laws relating to criminal justice administration

Essential Readings:


III. Equality and non-discrimination

Essential Readings:


**IV. Empowerment**

Essential Readings:


**V. Redistribution, Recognition and livelihood**

Essential Readings:


Additional Readings:


Bare Acts:


Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the First Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.

8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.

9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.

10. What is the procedure to file an RTI?

11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?

12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?

13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)

14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.

15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.

16. Discuss the procedure for issuing a job card under MNREGA.

17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates.
2. Public Opinion and Survey Research

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

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

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

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

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

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

**READING LIST**

I. Introduction to the course
Essential Readings:


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


**III. Survey Research**

Essential Readings:


**IV. Quantitative Data Analysis**

Essential Readings:


**V. Interpreting polls**

Essential Readings:


Additional Readings:


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

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

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

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

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

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

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

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

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

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

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

READING LIST

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

II. Supporting the legislative process

Essential Readings:


III. Supporting the Legislative Committees

Essential Readings:


IV. Reading the Budget Document
Essential Readings

V. Support in media monitoring and communication
Essential Reading:

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


*Praxis of Parliamentary Committees: Recommendations of Committee on Rules* published by *Rajya Sabha*, available at:

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

N. Singh, ‘*Some Economic Consequences of India’s Institutions of Governance: A Conceptual Framework*,’ Available at:


*Committees of Lok Sabha*, Available at:

*Ethics Committee of Rajya Sabha*, available at:


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

4. Peace and Conflict Resolution

Course Objective: The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Unit-1 International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Unit-2 What is Conflict: Introduction to International Conflict Resolution

Unit-3 International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit-4 Conflict resolution: Background of Various Peace Movements and Concepts, Principles used to resolve conflict

Unit-5 Cross-borderer relationships between the world’s peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

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

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

Essential Readings

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


Desirable Readings:


Essential Readings

What is Conflict: Introduction to International Conflict Resolution


Desirable Readings


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


Desirable Readings


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

Essential Readings

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

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

Desirable Readings


Cross-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)

Essential Readings


Desirable Readings


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

**Essential Readings**

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


**Desirable Readings**


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

**Essential Readings**


**Desirable Readings**

