

UNIVERSITY OF DELHI

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

(Academic Year 2019-20)



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

List of Papers and Courses for Semester I

A) Core Course

1.1 Paper I- Understanding Political Theory

1.2 Paper II- Constitutional Government and Democracy in India

B) Generic Elective (Interdisciplinary)

1. Nationalism in India

2. Contemporary Political Economy

3. Women, Power and Politics

4. Gandhi and the Contemporary World

5. Understanding Ambedkar

6. Governance: Issues and Challenges

7. Politics of Globalization

8. United Nations and Global Conflicts

Structure of Semester- I

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

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

Paper I- Understanding Political Theory

(1.1)

Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

After reading the course, the learner would

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

Unit 1

What is Politics: Theorizing the ‘Political’

Unit 2

Approaches to Political Theory: Normative, Historical and Empirical

Unit 3

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

Unit 4

Critical Perspectives in Political Theory: Feminist and Postmodern

Unit 5

The Idea of Political Community: Political Obligation

References

Unit 1

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

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

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

Unit 2

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

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

Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas(eds), *Handbook of Political Theory*. London, Thousand Oaks, New Delhi: Sage Publications, pp. 18-30.

Unit 3

Heywood, A. (1992) *Political Ideologies*. Basingstoke: Macmillan.

Turner, R. (1993) 'Anarchism: What is it?' *Politics Review* 3 (1): 28-32.

Unit 4

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

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

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

Unit 5

Shorten, A. (2016). 'Political Community', in *Contemporary Political Theory*. Palgrave, pp. 18-45.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 241-264.

Roy, A. (2008) 'Citizenship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

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

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

Knowles, D. (2001). 'Political Obligation', in *Political Philosophy*. London: Routledge, pp. 239-298.

Additional Resources:

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

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

Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield.

Vattimo, Gianni, 1988 [1985], *The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture*, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.

Klosko, G. (2005) *Political Obligations*. Oxford: Oxford University Press.

Readings in Hindi

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

Political Theory, Political, Political Community, Political Obligation

Paper II- Constitutional Government and Democracy in India

(1.2)

Core Course - (CC) Credit:6

Course Objective

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

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

Course Learning Outcomes

At the end of the course, students shall:

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

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

Unit 1

The Constituent Assembly and the Constitution

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

Unit 2

Organs of Government

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

Functions of High Courts and the Supreme Court.

Unit 3

Federalism and Decentralization

- a) Centre-State Relations, Asymmetrical features of Federalism
- b) The Panchayats and Municipalities

Unit 4

Constitutional Provisions and National Security Laws

- a) Emergency Provisions
- b) Preventive Detention and National Security Laws

References

I. The Constituent Assembly and the Constitution

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

- G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

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

b. Fundamental Rights, Directive Principles and debates on Citizenship

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

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

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

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

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

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

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

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

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

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 67-103.

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

Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press [Ch.4: Representative Women? Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

b. The Executive

The Constitution of India, Part V, Chapter I and III

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].

J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.

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

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

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

A. Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

U. Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

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

P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

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

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

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

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

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

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

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

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

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

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

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

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

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

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

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

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

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt.Ltd, Bombay.

Additional Readings:

I. The Constituent Assembly and the Constitution

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

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

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

B. Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights – II, pp.84-115].

II. Organs of Government

a. The Legislature

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

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

c. The Judiciary

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

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

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a. Federalism

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

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.

D.P. Jinks (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U.K. Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2nd Edition, Cambridge, Cambridge University Press, pp.420-446.

Hindi Readings:

ग्रेनविल ऑस्टिन (2017), भारतीय संविधान: राष्ट्र की आधारशिला, अनुवादक: नरेश गोस्वामी, नयी दिल्ली: वाणी प्रकाशन.

डी डी बसु, (1989), भारत का संविधान: एक परिचय, (दसवां संस्करण, 2013), लेक्सिस नेक्सिस.

महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.) (2013), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.

माधव खोसला, (2018). भारत का संविधान, नयी दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस.

सुभाष काश्यप (2016) भारतीय राजनीति और संविधान: विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन.

सुभाष काश्यप (2016) भारतीय राजनीति और संसद: विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन.

सुभाष काश्यप (2016), संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन.

जॉर्ज मैथ्यू (2009) भारत में पंचायती राज: परिप्रेक्ष्य और अनुभव, नई दिल्ली: वाणी प्रकाशन

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

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

Course Learning Outcomes

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

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

Unit 1

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

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2

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

Major Social and Religious Movements in 19th century

Unit 3

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

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists

Unit 4

Social Movements (8 lectures)

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

Unit 5

Partition and Independence (6 lectures)

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

References

I. Approaches to the Study of Nationalism in India

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

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

II. Reformism and Anti-Reformism in the Nineteenth Century

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

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

III. Nationalist Politics and Expansion of its Social Base

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

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

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

IV. Social Movements

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

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

V. Partition and Independence

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

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

Additional Resources:

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

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

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

GE2 - Contemporary Political Economy

(B.2)

Generic Elective - (GE) Credit:6

Course Objective

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

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

Course Learning Outcomes

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

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

Unit 1

Approaches to Political Economy (15 Lectures)

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

Unit 2

Capitalist Transformation (14 Lectures)

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

Unit 3

Issues in Development (15 Lectures)

- Culture
- Environment
- Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

- Artificial Intelligence
- Gender
- Racial and Ethnic Problems
- Migration

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- Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
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Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.

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Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

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Additional Resources:

Classic Readings

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Susan Strange (1989), *Paths to International Political Economy*, London: Routledge.

Additional Readings

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Teaching Learning Process

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

After completing this course the students will be able to:

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

Unit 1

Groundings (6 weeks)

1. Patriarchy (2weeks)

- a. Sex-Gender Debates
- b. Public and Private
- c. Power

2. Feminism (2 weeks)

3. Family, Community, State (2weeks)

- a. Family
- b. Community
- c. State

Unit 2

Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

- a. Visible and Invisible work
- b. Reproductive and care work
- c. Sex work

References

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- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
- R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423
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II. Movements and Issues

- I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.
- R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355
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Additional Resources:

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Teaching Learning Process

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

Assessment Methods

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

Keywords

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

GE4 - Gandhi and the Contemporary World

(B.4)

Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

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

a. Conception of Modern Civilisation and Alternative Modernity

b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

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

Unit 3

Gandhi's Legacy (4 weeks)

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

Unit 4

Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

References

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

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

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

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

II. Gandhian Thought: Theory and Action

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

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

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J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp. 93-100.

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III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

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IV. Gandhi and the Idea of Political

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

Additional Resources:

Classics

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https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf
- M. K. Gandhi Chapter XII&XIII, “ Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
- M.K. Gandhi, (1941) ‘Chapter 1, 2, 9, 15, and 16’, in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.
- M.K. Gandhi’s India of my Dreams (compiled R.K.Prabhu): “The meaning of Swaraj” (no.2); “Communal unity” (no.59); “The curse of untouchability” (no.61); “Religious tolerance in India” (no.62); “The problem of minorities” (no.66)
https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf

Additional Readings:

Additional Readings

- A. Baviskar, (1995) ‘National Development, Poverty and the environment’, in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp. 18-33.
- B. Parekh, (1997) ‘Religious Thought’, in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company.
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म.क गाँधी 'हिन्द स्वराज' नवजीवन ट्रस्ट 1916.

म .क गाँधी मेरे सपनों का भारत 1947

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

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

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

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

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Teaching Learning Process

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

Activities

Topic 1

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

Way.

Topic 2

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

Topic 3

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

Topic 4

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

Assessment Methods

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

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

GE5 - Understanding Ambedkar

(B.5)

Generic Elective - (GE) Credit:6

Course Objective

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

of the society.

Course Learning Outcomes

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

Unit 1

Introducing Ambedkar (1 week)

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

Unit 2

Caste and Religion (3 weeks)

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

Unit 3

Women's Question (2 weeks)

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

Unit 4

Political Vision (2 weeks)

- a. Nation and Nationalism
- b. Democracy and Citizenship

Unit 5

Constitutionalism (2 weeks)

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

Unit 6

Economy and Class Question (2 weeks)

- a. Planning and Development
- b. Land and Labour

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V. Constitutionalism

A. Gajendran, (2007) 'Representation', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 184-194.

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R. Ram, (2010) 'Dr, Ambedkar, Neo Liberal Market-Economy and Social Democracy in India', in *Human Rights Global Focus*, Vol. V (384), pp. 12-38, Available at www.roundtableindia.co.in, Accessed: 19.04.2013.

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A. Teltumbde and S. Sen (eds), 'Caste Question in India', in *Scripting the Change, Selected Writings of Anuradha Ghandi*, pp. 62- 91.

Teaching Learning Process

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

Format for Student Presentations

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

References for Students' Presentations:

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

Assessment Methods

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

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Government and Governance: Concepts [12 lectures]

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

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

- a) Human-Environment Interaction
- b) Green Governance: Sustainable Human Development

Unit 4

Local Governance [12 lectures]

- a) Democratic Decentralisation
- b) People's Participation in Governance

Unit 5

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

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

References

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

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

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

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

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

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

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J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995

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ENVIRONMENTAL GOVERNANCE

Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999

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Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights and the Law of the Commons, Cambridge University Press, 2013

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Reetika Khera[ed.], The Battle for Employment Guarantee, Oxford University Press, 2011

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

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

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Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013.

Teaching Learning Process

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

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

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

- a) Liberal approach
- b) Radical approach

Unit 3

International Institutions/Regimes

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

Unit 4

Issues in Globalization:

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

Unit 5

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

Unit 6

Globalization and Politics in developing countries

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

Unit 7

The inevitability of globalization: Domestic and Global responses

References

J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.

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John Clark (ed.), (2003) *Globalizing Civic Engagement: Civil Society and Transnational Action*, London, Earthscan.

Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press.

Bernard Hoelkman and Michel Kosteci, *the Political Economy of the World Trading System: From GATT to WTO*, New York, OUP.

Arjun Appadurai, (1996), *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press.

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Noreena Hertz, (2000), *The silent take over: Global Capitalism and the death of Democracy*, Praeger.

Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.

Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

GE8 - United Nations and Global Conflicts

(B.8)

Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

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

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

Unit 1

The United Nations (29 Lectures)

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

Unit 2

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

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

Unit 3

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

References

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- Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

Additional Resources:

Classical Readings:

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

Hindi Readings:

- वर्मा, विजय कुमार (2018) *संयुक्त राष्ट्र और वैश्विक संघर्ष*, New Delhi: Orient Blackswan.
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Teaching Learning Process

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

Assessment Methods

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

Keywords

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