

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 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 Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u> (12 Papers)	12X4= 48	12X5=60
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial* (12 Practicals)	12X2=24	12X1=12
<u>II. Elective Course</u> (6 Papers)	6x4=24	6X5=30
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials* (6 Practical/ Tutorials*)	6 X 2=12	6X1=6
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 2 credits each)	2 X 2=4	2 X 2=4
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective (Skill Based)	4 X 2=8	4 X 2=8
(4 Papers of 2 credits each)		
	<hr/> Total credit= 120	<hr/> Total = 120

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

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

CHOICE BASED CREDIT SYSTEM

B.A (Programme) POLITICAL SCIENCE

LIST OF PAPERS AND COURSES

A) DISCIPLINE SPECIFIC CORE COURSE (4)

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

B) CORE/ FOUNDATION (Compulsory) (4)

- ENGLISH (2)
- MIL (2)

c) Ability Enhancement (Compulsory) (2)

- ENGLISH/MIL (Communication)
- ENVIRONMENTAL SCIENCE

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

- 1) Legislative Support
- 2) Public Opinion and Survey Research
- 3) Democratic Awareness Through Legal Literacy
- 4) Conflict and Peace Building Peace

E) Discipline Specific Elective Course(2)

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

F) Generic Elective -2 (Interdisciplinary): (2)

- 1) Reading Gandhi
- 2) Human Rights Gender and Environment

Choice Based Credit System

B.A PROGRAMME POLITICAL SCIENCE

S.No	SEMESTER-I	COURSE	PAPER	
1.1	Subject-I Political Science-1	Discipline Specific Core	Introduction to Political Theory	DSC I A
1.2	Subject-II(Any Other)	Discipline Specific Core		DSC II A
1.3	ENGLISH	CORE (COMPULSORY)		CC
1.4	ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE	Ability Enhancement (Compulsory)		AEEC
	SEMESTER-II			
2.1	Subject-I Political Science-2	Discipline Specific Core	Indian Government and Politics	DSC I B
2.2	Subject-II(Any Other)	Discipline Specific Core		DSC II B
2.3	MIL	CORE (COMPULSORY)		CC
2.4	ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE	Ability Enhancement (Compulsory)		AEEC
	SEMESTER-III			
3.1	Subject-I Political Science-3	Discipline Specific Core	Comparative Government and Politics	DSC I C
3.2	Subject-II(Any Other)	Discipline Specific Core		DSC II C
3.3	ENGLISH	CORE(COMPULSORY)		CC
3.4	Skill Based-1	Ability Enhancement (Elective)	Legislative Support	AEEC (1)
	SEMESTER-IV			
4.1	Subject-I	Discipline Specific Core	Introduction to	DSC I D

	Political Science-4		International Relations	
4.2	Subject-II(Any Other)	Discipline Specific Core		DSC II D
4.3	MIL	CORE(COMPULSORY)		CC
4.4	Skill Based-2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AEEC (2)
	SEMESTER-V			
5.1	Skill Based-3	Ability Enhancement (Elective)	Democratic Awareness Through Legal Literacy	AEEC (3)
5.2	Discipline Specific Elective Course-I Political Science	A) Themes in Comparative Political Theory		DSE-1A
		B) Administration and Public Policy: Concepts and Theories		
5.3	Discipline Specific Elective Course-II	From Second Discipline/Subject		DSE-2A
5.4	Generic Elective-I (Interdisciplinary) Any One	Reading Gandhi		GE-I
		From Second Discipline/Subject Based		
	SEMESTER-VI			
6.1	Skill Based-4	Ability Enhancement (Elective)	Peace and Conflict Resolution	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science	A) Democracy and Governance		DSE-1B
		B) Understanding Globalization		
6.3	Discipline Specific Elective Course-II	From Second Discipline/Subject		DSE-2B

6.4	Generic Elective -II (Interdisciplinary) Any One	Human Rights Gender and Environment		GE-II	
		From Second Discipline Based			

CHOICE BASED CREDIT SYSTEM

SYLLABI AND READING LIST

BA (PROGRAMME) POLITICAL SCIENCE

DISCIPLINE SPECIFIC CORE COURSE(4)

Paper I- Introduction to Political Theory

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

1. a. What is Politics?

b. What is Political Theory and what is its relevance? (11 lectures)

2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)

3. Debates in Political Theory:

a. Is democracy compatible with economic growth?

b. On what grounds is censorship justified and what are its limits?

c. Does protective discrimination violate principles of fairness?

d. Should the State intervene in the institution of the family? (13 lectures)

Essential Readings:

Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

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

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.

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

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.

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

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

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

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

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.

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

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

Topic 3

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.

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

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

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

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

Paper-II - Indian Government and Politics

- 1) Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)**
- 2) Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)**
- 3) Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)**
- 4) Power Structure in India: Caste, class and patriarchy (07 lectures)**
- 5) Religion and Politics: debates on secularism and communalism (06 lectures)**
- 6) Parties and Party systems in India (05 lectures)**
- 7) Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)**
- 8) Social Movements : Workers, Peasants, Environmental and Women's Movement (10 lectures)**

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

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

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

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

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

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

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

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

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

Paper-III- Comparative Government and Politics

1. The nature, scope and methods of comparative political analysis (10 lectures)
2. Comparing Regimes: Authoritarian and Democratic (06 lectures)
3. Classifications of political systems:
 - a) Parliamentary and Presidential: UK and USA
 - b) Federal and Unitary: Canada and China (15 lectures)
4. Electoral Systems: First past the post, proportional representation, mixed systems (07lectures)
- 5 Party Systems: one-party, two-party and multi-party systems (09 lectures)
- 6 Contemporary debates on the nature of state: the security state and the changing nature of nation-state in the context of globalization. (13 lectures)

READING LIST

Essential Texts

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

Readings

Topic 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative*

Politics. Oxford: Oxford University Press, pp. 1-23.

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

Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

Topic: 3.

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

Topic: 4.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

Topic: 5.

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

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159- 167.

Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

Topic: 7.

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

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government*

and Politics: An Introduction. London: Palgrave MacMillan, pp. 17-34.

Further Readings:

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

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

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

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

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

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

Paper-IV- Introduction to International Relations

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

1. Approaches to International Relations

- (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)**
- (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)**
- (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)**
- (d) Feminist Perspective (J. Ann Tickner) (27 lectures)**

2. Cold War & Post-Cold War Era

(a) Second World War & Origins Cold War

(b) Phases of Cold World

War: First Cold War

Rise and Fall of Detente

Second Cold War

End of Cold War and Collapse of the Soviet Union

(c) Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan) (20 lectures)

3. India's Foreign Policy

(a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)

(b) India's Policy of Non-alignment

(c) India: An Emerging Power (13 lectures)

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

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

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

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London: Croom Helm.

Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Ability Enhancement (Elective) Skill Based (4)

1.Legislative Support

Aim of the course: 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.

Rationale:

Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. All over the world, elected representatives have an office with specialised support team to carry out these tasks.

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

Course outline:

1. Powers and functions of people's representatives at different tiers of governance

Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self government from Zila Parishads/Municipal Corporation to Panchayat/Ward. ***(Weeks 1-3)***

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

3. Supporting the legislative committees

Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.***(Weeks 5-7)***

4. Reading the budget document:

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. **(Weeks 8-10)**

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

Suggested Readings:

Madhavan, M.R. & N.Wahi ***Financing of Election Campaigns*** PRS, Centre for Policy Research, New Delh, 2008:

http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

Vanka, S. ***Primer on MPLADS*** Centre for Policy Research, New Delhi, 2008. can be accessed on:

<http://www.prsindia.org/parliamenttrack/primers/mplads-487/>

Kalra, H. ***Public Engagement with the Legislative Process*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on:

<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>

Government of India (Lok Sabha Secretariat) ***Parliamentary Procedures (Abstract Series)***, 2009. Can be accessed on:

<http://164.100.47.132/LssNew/abstract/index.aspx>

Government of India, (Ministry of Parliamentary Affairs) ***Legislation, Parliamentary Procedure***, 2009. Can be accessed on:

http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm

Government of India, (Ministry of Parliamentary Affairs) ***Subordinate Legislation, Parliamentary Procedure***, 2009. Can be accessed on:

http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm

Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," *Democracy, Governance and Human Rights*, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on:

[http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf)

Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February, 2005. Can be accessed on:

http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf.

Debroy, Bibek, "Why we need law reform," *Seminar* January 2001.

Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," *Journal of Democracy* Vol.18, No.2, pp.70-83.

Government links:

<http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>

Sanyal, K. *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>

Celestine, A. *How to read the Union Budget* PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>

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 familiarise 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 utilisation 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:

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling

Essential Readings:

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

III. Survey Research

Essential Readings:

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

IV. Quantitative Data Analysis

Essential Readings:

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

V. Interpreting polls

Essential Readings:

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Readings:

K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons.

G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

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. Democratic Awareness Through Legal Literacy

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

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

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

Course Content:

Unit I

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

Unit II

- Brief understanding of the laws applicable in India
- Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian PenalCode, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- Personal laws in India : Pluralism and Democracy
- Laws relating to contract, property; tenancy laws, labour laws, and environmental laws.
- Laws relating to dowry, sexual harassment and violence against women
- Laws relating to consumer rights
- Labour laws in the context of globalisation

- Laws relating to cyber crimes
- Anti-terrorist laws: implications for security and human rights
- Practical application: Visit to either a (i) court or (ii) a legal aid centre set up by the Legal Services Authority in Delhi or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.

Unit III

Access to courts and enforcement of rights

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

Essential Reading

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

Reading list for course on Legal Literacy

- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also.
- Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
- Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.

- P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, , Universal Law Books and Publishers, Delhi, 2002
- V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, '*Access to Justice and the Indian Supreme Court*', 10 & 11 Delhi Law Review 156, 1981-82.

4. Conflict and Peace Building

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

Unit I. Concepts (6 Lectures)

- a. Understanding Conflict (Week 1)
- b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
- c. Peace Building (Week 3)

Unit II: Dimensions of Conflict (6 Lectures)

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

Unit III: Sites of Conflict (6 Lectures)

- a. Local (Week 7)
- b. Sub-National (Week 7)
- c. International (Week 8)

Unit IV: Conflict Responses: Skills And Techniques (6 Lectures)

- a. Negotiations: Trust Building (Week 9)
- b. Mediation: Skill Building; Active Listening (Week 10)
- c. Track I, Track II & Multi Track Diplomacy (Week 11)
- d. Gandhian Methods (Week 12)

Unit I. Concepts

a. Understanding Conflict

Essential Readings:

O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122. W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.

Additional Readings:

P. Wallensteen, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.

b. Conflict Management, Conflict Resolution and Conflict Transformation

Essential Readings:

C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.

S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.

Additional Reading:

J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.

I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.

c. Peace Building

Essential Readings:

M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20. L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

Unit II: Dimensions of Conflict

Essential Readings:

R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.

P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.

S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

Unit III: Sites of Conflict

Essential Readings:

D. Barash and C. Webel, (2009) *Peace and Conflict Studies*, London: Sage Publication, pp. 91- 117.

D. Sandole, (2003) 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.39-54.

P. Wallensteen, (2007) *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications.

Unit IV: Conflict Response: Skills And Techniques Essential Readings:

H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

M. Steger , (2001) 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

Additional Readings:

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

Toolkits by United States Institute of Peace

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute Of Peace.

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute Of Peace.

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute Of Peace.

Online Resources Conflict Resolution in Popular Art and Culture:

The International Network of Peace Museums, at www.museumsforpeace.org/, contains links to visit the websites of many of the world's peace museums.

Theatre, peace and conflict at Theatre Without Borders, www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

Dialogue:

http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf

Mediation:

http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf

<http://www.pgexchange.org/images/toolkits/civics%20mediation%20tool.pdf>

<http://www.beyondintractability.org/bi-essay/mediation>

Facilitation:

http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf

<http://www.beyondintractability.org/bi-essay/facilitation>

Negotiation:

Roger Fisher et al, *Getting to Yes: Negotiating Agreement without Giving In*, New York: Penguin, 1991.

http://peacebuilding.caritas.org/index.php/Introduction_to_Principled_Negotiation

Reconciliation: <http://www.peacebuildinginitiative.org/index.cfm?pageId=1975> John Paul Lederach, *The Journey Toward Reconciliation*, London: Herald Press, 1999.

Charles Lerche, "Peace Building Through Reconciliation," *International Journal of Peace Studies*, Vol. 5. No. 2, 2000. http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm

Crossword Puzzle:

[http://www.cengage.com/cgi-](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781133602101)

[wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781133602101](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781133602101)

[http://www.cengage.com/cgi-](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781111344238)

[wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781111344238](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781111344238)

Suggested Classroom Exercises/ Activities:

1) Map the ethnic composition of your classroom and examine the prevailing prejudices and stereotyping practices and their manifestations and then suggest a strategy for trust building.

2) Identify a group of immigrants/ refugees from the South Asian region (Afghans, Bangladeshis, Sri Lankans, Tibetans, Rohingya Muslims from Myanmar) and based on your interactions with them, write a report explaining their respective experiences of conflicts are amenable to what kind of solution?

3) Identify musical bands and other such endeavours in the South Asian region which have used music as a peace building measure for promoting understanding among different communities.

4) Sports is a means or a barrier to promoting inter community understanding. Have a debate in the class arguing for and against this proposition.

- 5) Conduct a case study of resource allocation of water and electricity by the Government of Delhi. Identify, if any, elements of institutional discrimination has taken place.
- 6) Follow a conflict from any level (local/sub-national/national) covered in the news for a month and prepare a report on its causes, the parties and the dynamics of the conflict.
- 7) Identify protests over sharing of environmental resources and study their modus operandi for seeking redressal (for example, Narmada Bachao Andolan, Protests against the Nuclear Plant in Kondakulm, Movements against POSCO and Vedanta in Orissa)
- 8) Organize a peace film festival in your college.
- 9) Follow any track-two initiative between India and any of its neighbours (for example, Neemrana Initiative, The Pakistan India Peoples forum for Peace and Democracy , RIMC Old Boys Network, Women's Initiative for Peace in South Asia, Committee for Sane Nuclear Policy, Peace Pals) and, write a report on its activities and the impact factor.

Discipline Specific Elective Course (2)

1.Themes in Comparative Political Theory

Course Objective: This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective is to appreciate the value and distinctiveness of comparative political theory.

1. Distinctive features of Indian and Western political thought (08 lectures)

2. Western Thought: Thinkers and Themes

- a. Aristotle on Citizenship**
- b. Locke on Rights**
- c. Rousseau on inequality**
- d. J. S. Mill on liberty and democracy**
- e. Marx and Bakunin on State (26 lectures)**

3. Indian Thought: Thinkers and Themes

- a. Kautilya on State**
- b. Tilak and Gandhi on Swaraj**
- c. Ambedkar and Lohia on Social Justice**
- d. Nehru and Jayaprakash Narayan on Democracy**
- e. Pandita Ramabai on Patriarchy (26 lectures)**

Readings:

Topic 1.

Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 13-24.

Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogiman, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 187-208.

Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 9-16.

Topic 2.

Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 73-91.

Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press, pp. 181-197.

Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.
Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

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

Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge, pp. 237-255.

Topic 3.

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

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

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

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

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

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

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

2. Administration and Public Policy: Concepts and Theories

Topics:

- 1. Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)**
- 2. Administrative theories: the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)**
- 3. Development administration: Elements of development administration. Time and space dimensions in the study of development administration, politics of development administration. (14 lectures)**
- 4. Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)**

Readings:

Topic 1. Public administration as a discipline

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

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

Topic 2. Administrative theories

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

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

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

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

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

Topic 3. Development administration

Bhattacharya, M. (1999) *Restructuring Public Administration: Essays in Rehabilitation*. New Delhi: Jawahar, pp. 29-70, 85-98.
Bhattacharya, M. (2001) *New Horizons in Public Administration*. New Delhi: Jawahar, pp. 248-272, 301-323.

Topic 4. Understanding public policy

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

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

Additional Readings:

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

Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and

Siffin, W. (eds.), *Approaches to Development Politics* . New York: McGraw-Hill.

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

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

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

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

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

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

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

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

3. Democracy and Governance

Lectures: 60

Course Objective: This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

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

Lectures 15

2. Ideas, Interests and Institutions in Public Policy:

- a. Contextual Orientation of Policy Design
- b. Institutions of Policy Making

Lectures 15

a. Regulatory Institutions – SEBI, TRAI, Competition Commission Of India,Corporate Affairs.

Lectures 05

b. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Lectures 05

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

Lectures 10

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

Lectures 10

Essential Readings:

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.

Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

J.Dreze and A.Sen, India: Economic Development and Social Opportunity,Clarendon, 1995

Saima Saeed, *Screening the Public Sphere: Media and Democracy in India*, 2013
Nick Stevenson, *Understanding Media Cultures*, 2002

Fuller, C.J. (ed.) *Caste Today*, Oxford University Press, 1997

Himat Singh, *Green Revolution Reconsidered: The Rural World of Punjab*, OUP, 2001.

Jagdish Bhagwati, *India in Transition: Freeing The Economy*, 1993.

Joseph E. Stiglitz, *Globalisation and its Discontents*, WW Norton, 2003.

Patel, I.G., *Glimpses of Indian Economic Policy: An Insider View*, OUP, 2002.

Rajni Kothari and Clude Alvares, (eds.) *Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy*

Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.

Smitu Kothari, *Social Movements and the Redefinition of Democracy*, Boulder, Westview, 1993.

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

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

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

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

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

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

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

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

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

Additional Readings

- Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.
- Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.
- Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003
- Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.
- Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.
- Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.
- Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.
- Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.
- Paul Brass, Politics in India Since Independence, Hyderabad, Orient Longman, 1990.
- Rob Jenkins – Regional Reflections: Comparative Politics Across India’s States, New Delhi, OUP, 2004.
- Stanley Kochanek, Business and Politics in India, Berkeley, University of California Press, 1974.
- Sury, M.M, India : A Decade of Economic Reforms : 1991 –2001, New Delhi, New Century Publication, 2003.
- Thomas R. Dye., Understating Public Policy, Prentice Hall NJ, 1984.
- Y. Dror, Public Policy Making Reexamined, Leonard Hill Books, Bedfordshire, 1974.

4. Understanding Globalization

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

1. Globalization

a) What is it?

b) Economic, Political, Technological and Cultural Dimensions (09 Lectures)

2. Contemporary World Actors

a) United Nations

b) World Trade Organisation (WTO)

c) Group of 77 Countries (G-77) (25 Lectures)

3. Contemporary World Issues

a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)

b) Poverty and Inequality

c) International Terrorism (26 Lectures)

Reading List

Essential Readings

Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.

Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.

Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329; 50-385; 468-489.

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics: An Introduction to International Relation. 4th Edition*. Oxford: Oxford University Press.

Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium*. London: Continuum. pp. 1-20.

Ravenhill, J. (2008) 'The Study of Global Political Economy', in Ravenhill, John (ed.)

Global Political Economy. Second Edition. New York: Oxford University Press, pp. 18-24.

Sauvant, K. (1981) *Group of 77: Evolution, Structure and Organisation*, New York: Oceana Publications.

Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) *Global Environmental Politics*. Fourth Edition. Boulder: Colorado: Westview Press.

Roberts, J.M. (1999) *The Penguin History of the 20th Century*. London: Penguin.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London: Croom Helm.

White, B. et al. (eds.) (2005) *Issues in World Politics*. Third Edition, New York: Macmillan, pp. 74-92; 191-211.

Halliday, F. (2004) 'Terrorism in Historical Perspective', *Open Democracy*. 22 April, available at:
http://www.opendemocracy.net/conflict/article_1865.jsp

Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics*. Third Edition. New Delhi: Oxford University Press, pp. 645-668.

Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.

Art, R.J. and Jervis, R. (eds.) (1999) *International Politics: Enduring Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 495-500; pp.508-516.

Generic Elective -2 (Interdisciplinary): (2)

1) Reading Gandhi

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

A). Ways to read a text:

a. textual

b. contextual

- Terence Ball, *Reappraising Political Theory*, Ch. 1, OUP, 1995
- “Meaning and Interpretation in the History of Ideas” in *Visions of Politics*, Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.

B) Hind Swaraj:

1. **Gandhi in his own words: A close reading of Hind Swaraj.**

2. **Commentaries on Hind Swaraj and Gandhian thought:**

- “Introduction”, M.K.Gandhi, Hind Swaraj and other writings ed. A.J.Parel (1997).
- B.Parekh, Gandhi (1997), chs. 4 (“Satyagraha”) and 5(“The critique of modernity”).
- D.Hardiman, Gandhi in his time and ours (2003), ch.4(“An alternative modernity”)

C) Gandhi and modern India.

- a. Nationalism.
- b. Communal unity
- c. Women’s Question
- d. Untouchability.

This component will contain the following selections from Gandhi’s India of my Dreams (compiled R.K.Prabhu): “The meaning of Swaraj” (no.2); “In defence of Nationalism” (no.3); “India’s cultural heritage” (no.45); “Regeneration of Indian women” (no.54); “Women’s education” (no.55); “Communal unity” (no.59); “The curse of untouchability” (no.61); “Religious tolerance in India” (no.62); “The problem of minorities” (no.66)

2) Human Rights Gender and Environment

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

Expected Learning Outcome: The study of the course will equip the students with theoretical and conceptual understanding of socio – economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

I Understanding Social Inequality

- Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- Globalisation and its impact on workers, peasants, dalits, adivasis and women.

II Human Rights

- Human Rights: Various Meanings
- UN Declarations and Covenants
- Human Rights and Citizenship Rights
- Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- Human Rights Movement in India.

III Gender

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

IV Environment

- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio – diversity

- Environment Policy in India
- Environmental Movement in India

Essential Readings

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

Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.

Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi.

Geetha, V. (2002) *Gender*, Stree Publications, Kolkata.

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

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

Haragopal, G. (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.

Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi.

Patel, Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.

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