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

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<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
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<tbody>
<tr>
<td></td>
<td>Paper+ Practical</td>
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<tr>
<td>I. Core Course</td>
<td>12X4= 48</td>
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<td>(12 Papers)</td>
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<td>Two papers – English</td>
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<td>Two papers – MIL</td>
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<td>Four papers – Discipline 1.</td>
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<tr>
<td>Four papers – Discipline 2.</td>
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<tr>
<td>Core Course Practical / Tutorial*</td>
<td>12X2=24</td>
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<tr>
<td>(12 Practicals)</td>
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<tr>
<td>II. Elective Course</td>
<td>6x4=24</td>
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<tr>
<td>(6 Papers)</td>
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<td>Two papers- Discipline 1 specific</td>
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<td>Two papers- Discipline 2 specific</td>
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<tr>
<td>Two papers- Inter disciplinary</td>
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<td>Two papers from each discipline of choice</td>
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<td>and two papers of interdisciplinary nature.</td>
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<tr>
<td>Elective Course Practical / Tutorials*</td>
<td>6 X 2=12</td>
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<tr>
<td>(6 Practical/ Tutorials*)</td>
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<tr>
<td>Two papers- Discipline 1 specific</td>
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<td>Two papers- Discipline 2 specific</td>
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<tr>
<td>Two papers- Generic (Inter disciplinary)</td>
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<td>Two papers from each discipline of choice</td>
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<td>including papers of interdisciplinary nature.</td>
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<td>• Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</td>
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<tr>
<td>III. Ability Enhancement Courses</td>
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<td>1. Ability Enhancement Compulsory</td>
<td>2 X 2=4</td>
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<td>(2 Papers of 2 credits each)</td>
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<tr>
<td>Environmental Science</td>
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<td>English Communication/MIL</td>
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<td>2. Ability Enhancement Elective</td>
<td>4 X 2=8</td>
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<td>(Skill Based)</td>
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<td>(4 Papers of 2 credits each)</td>
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<td>Total credit= 120</td>
<td>Total = 120</td>
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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.
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

<table>
<thead>
<tr>
<th>S.No</th>
<th>SEMESTER-I</th>
<th>COURSE</th>
<th>PAPER</th>
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<tr>
<td>1.1</td>
<td>Subject-I</td>
<td>Political Science-1</td>
<td>Discipline Specific Core</td>
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<tr>
<td>1.2</td>
<td>Subject-II(Any Other)</td>
<td>Discipline Specific Core</td>
<td>DSC II A</td>
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<td>1.3</td>
<td>ENGLISH</td>
<td>CORE (COMPULSORY)</td>
<td>CC</td>
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<td>1.4</td>
<td>ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE</td>
<td>Ability Enhancement (Compulsory)</td>
<td>AECC</td>
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### 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) | AECC |

### 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

<p>| 4.1  | Subject-I | Discipline Specific Core | Introduction to DSC I D |</p>
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<thead>
<tr>
<th></th>
<th>Political Science-4</th>
<th>International Relations</th>
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<tr>
<td>4.2</td>
<td>Subject-II(Any Other)</td>
<td>Discipline Specific Core</td>
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<td>4.3</td>
<td>MIL</td>
<td>CORE(COMPULSORY)</td>
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<td>4.4</td>
<td>Skill Based-2</td>
<td>Ability Enhancement (Elective)</td>
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<td>SEMESTER-V</td>
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<td>5.1</td>
<td>Skill Based-3</td>
<td>Ability Enhancement (Elective)</td>
<td>Democratic Awareness Through Legal Literacy</td>
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<td>5.2</td>
<td>Discipline Specific Elective Course-I Political Science</td>
<td>A)Themes in Comparative Political Theory</td>
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<td>5.3</td>
<td>Discipline Specific Elective Course-II</td>
<td>From Second Discipline/Subject</td>
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<td>5.4</td>
<td>Generic Elective-I (Interdisciplinary) Any One</td>
<td>Reading Gandhi</td>
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<td>SEMESTER-VI</td>
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<td>6.1</td>
<td>Skill Based-4</td>
<td>Ability Enhancement (Elective)</td>
<td>Peace and Conflict Resolution</td>
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<td>6.2</td>
<td>Discipline Specific Elective Course-I Political Science</td>
<td>A) Democracy and Governance</td>
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<td>Discipline Specific Elective Course-II</td>
<td>From Second Discipline/Subject</td>
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<td>6.4</td>
<td><strong>Generic Elective -II (Interdisciplinary) Any One</strong></td>
<td><strong>Human Rights Gender and Environment</strong></td>
<td><strong>GE-II</strong></td>
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<td>From Second Discipline Based</td>
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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 I


Topic 2


**Topic 3**


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.


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 (07 lectures)

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


Readings
Topic 1.


**Topic: 2.**


**Topic: 3.**

**Topic: 4.**


**Topic: 5.**


**Topic: 6.**


**Topic: 7.**
Further Readings:


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


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:


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


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


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

[http://164.100.47.132/LssNew/abstract/index.aspx](http://164.100.47.132/LssNew/abstract/index.aspx)


[http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm)


[http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm)


Government links:

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


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:


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


III. Survey Research
Essential Readings:


IV. Quantitative Data Analysis
Essential Readings:


V. Interpreting polls
Essential Readings:


Additional Readings:


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

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

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

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

6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.
3. 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.
- 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.
• Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.


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:
Additional Readings:

b. Conflict Management, Conflict Resolution and Conflict Transformation
Essential Readings:


Additional Reading:


c. Peace Building
Essential Readings:

Unit II: Dimensions of Conflict
Essential Readings:


Unit III: Sites of Conflict
Essential Readings:


Unit IV: Conflict Response: Skills And Techniques

Essential Readings:


Additional Readings:


Toolkits by 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.


Global Peace Film Festival, www.peacefilmfest.org/
Football for Peace International, www.football4peace.eu/contact.html

Dialogue:

Mediation:
http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf
http://www.beyondintractability.org/bi-essay/mediation

Facilitation:
http://www.beyondintractability.org/bi-essay/facilitation

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

Reconciliation:
http://www.peacebuildinginitiative.org/index.cfm?pageld=1975

Crossword Puzzle:
http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101
http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&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.


Topic 2.


**Topic 3.**


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**


**Topic 2. Administrative theories**


**Topic 3. Development administration**

**Topic 4. Understanding public policy**


**Additional Readings:**


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)
   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:**


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

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


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


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


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

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


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


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


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

B) Hind Swaraj:
   1. Gandhi in his own words: A close reading of Hind Swaraj.
   2. Commentaries on Hind Swaraj and Gandhian thought:
      • 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**


