

UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER IV



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

List of Papers and Courses for Semester IV

A) Core Course

- 4.1 Paper VIII - Political Processes and Institutions in Comparative Perspective
- 4.2 Paper IX - Public Policy and Administration in India
- 4.3 Paper X - Global Politics

B) Generic Elective (Interdisciplinary): Any Four

- 1. Nationalism in India
- 2. Contemporary Political Economy
- 3. Women, Power and Politics
- 4. Gandhi and the Contemporary World
- 5. Understanding Ambedkar
- 6. Governance: Issues and Challenges
- 7. Politics of Globalization
- 8. United Nations and Global Conflicts

D) Ability Enhancement (AE Skill Based): Any Two

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

B.A (Honours) Political Science (Semester IV)

S. NO.	PAPER	
	SEMESTER - IV	
4.1	Political Processes and Institutions in Comparative Perspective	Core Discipline - 8
4.2	Public Policy and Administration in India	Core Discipline - 9
4.3	Global Politics	Core Discipline - 10
4.4	Any One of the Following	Generic Elective - IV (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
4.5	Any one of the following	Ability Enhancement - II (Skill Based)
A	Your Laws, Your Rights	
B	Public Opinion and Survey Research	
C	Legislative Practices and Procedures	
D	Peace and Conflict Resolution	

Courses for Programme B.A. (Hons) Political Science (Sem - IV)

Paper VIII - Political Processes and Institutions in Comparative Perspective

(4.1)

Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Forms of Government: (8 lectures)

- a) Unitary and Federal System
- b) Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Unit 2

Electoral Systems (8 lectures):

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

Unit 3

Parties and Party Systems (8 lectures)

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

Unit 4

Nation-state (8 lectures)

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

Unit 5

Gendering Comparative Politics: Institutions and Processes (8 lectures)

- a. Political Representation
- b. Women in Conflict and Peace

References

1.a. Forms of Government: Unitary and Federal System

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

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

1.b. Forms of Government: Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Michael G. Roskin, Robert L. Cord, James A. Medeiros and Walter S. Johnes "Unitary or Federal Systems", pp 54-60.

Michael G. Roskin, Robert L. Cord, James A. Medeiros and Walter S. Johnes "Regimes", pp 86-100.

Cas Mudde and Cristobal Rovira Kaltwasser (2017), *Populism, A Very Short Introduction*, Oxford University Press.

II. Electoral System

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

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

III. Parties and Party Systems: Historical contexts of emergence of the party system and types of parties

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

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

Geovanni Sartori (1976). *Parties and Party Systems: A Framework for Analysis*. Cambridge: Cambridge University Press.

IV: Nation-state

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

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

V. Gendering Comparative Politics: Institutions and Processes

Baldez Lisa (2010). *Symposium*. The Gender Lacuna in Comparative Politics. March 2010 | Vol. 8/No. 199-205

Beckwith Karen (2010). Comparative Politics and the Logics of a Comparative Politics of Gender. *American Political Science Association*. Vol. 8, No. 1 (March 2010), pp. 159-168

John Rod Martin and Hague Harrop McCormick (2019). "Political Participation". pp 216-232. London: Macmillan international and Red Globe Press.

Garrisoned Mind "Women and Arms Conflicts in South Asia", edited by Laxmi Murthy and Mitu Verma (eds). Introduction Chapter. New Delhi, Speaking Tiger.

Additional Resources:

Classic Readings

Hannah Arendt (1951) *Origin of Totalitarianism*, New York: A Harvest Book.

Roy Macridi (2009) *Introduction to Comparative Politics: Political Regimes and Political Change* Pearson College Div; Pap/Psc edition.

Giovanni Sartori (1987), *The Theory of Democracy Revisited*, Columbia University, New York.

Additional Readings

I. Forms of Government

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

II: Electoral System

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

III. Parties and Party Systems

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

IV: Nation-state

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

V. Gendering Comparative Politics

Caraway Teri L. (2010). *American Political Science Association*. Vol. 8, No. 1 (March 2010), pp. 169-175.

Schwindt- Leslie A. Bayer (2010). Comparison and Integration: A Path toward a Comparative Politics of Gender, *American Political Science Association*, Vol. 8, No. 1 (March 2010), pp. 177-182.

Krook Mona Lena (2011). Gendering Comparative Politics: Achievements and Challenges. *Politics & Gender* 7(1), pp 99-105

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Forms of Government	Student will learn different forms of government like unitary, federal, democratic, totalitarian etc	Theory lectures and examples from the globe help student understand the nuances of specific forms of government	Student will be encouraged to have discussion on merits and demerits of different forms and desirability for India
II. Electoral Systems	Electoral systems have been key to understand the political systems	Comparative study through lectures and presentation by students on different electoral systems	Students can prepare project on similar systems but different outcomes or assignments on classics
III. Parties and Party Systems	Students will learn the emergence of parties and party system	Theoretical study through classics and Power point presentation of comparative study of elections system	Student may review some classics and demonstrate working of parties by grouping themselves
IV. Nation-state	To understand the evolution and development of nation state	Lectures and study of classics to understand the Nation and state debate in West and East	Students may encourage to prepare project on comparative study of emergence of nation state
V. Gendering Comparative Politics: Institutions and Processes	To understand the comparative politics through the perspective of gender	By focusing on themes like women representation and women in conflict and peace the teaching will try to analyze the role of women	Students can study role of women in Indian context by doing interview survey or data analysis form the state studied

Keywords

Forms of Government, Electoral Systems, Party Systems, Nation-state

Paper IX - Public Policy and Administration in India

(4.2)

Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Public Policy [10 lectures]

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

Unit 2

Decentralization [10 lectures]

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

Unit 3

Budget [12 lectures]

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

Unit 4

Citizen and Administration Interface [15 lectures]

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

Unit 5

Social Welfare Administration [20 lectures]

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies:
 - i. Education: Right to Education,
 - ii. Health: National Health Mission,
 - iii. Food: Right to Food Security
 - iv. Employment: MNREGA

References

I. Public Policy

- T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall
- R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole
- J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.
- M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy Subsystems, 3rd edition, Oxford: Oxford University Press.
- T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson.
- Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication.

II. Decentralization

- Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions and Politics In Rural India, OUP, 2007
- D. A. Rondinelli and S. Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983
- N.G. Jayal, Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford: Oxford University Press, 1999
- Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman, 2007
- Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001
- Gabriel Almond and Sidney Verba, The Civic Culture, Boston: Little Brown, 1965
- M.P. Lester, Political Participation- How and Why do People Get Involved in Politics Chicago: McNally, 1965
- Sinha, Manoj (2010) Prahasan evam Lokniti, Orient Blackswan, New Delhi.
- Basu, Rumki (2012), Lok Prashasan Sankalp Avam Siddhant, Jawahar Book Centre: Delhi.
- Chakrabarty, Bidyut and Prakash Chand (2018), Bhartiya Prashasan, Sage Bhasha: New Delhi.
- Kataria, Surendra (2017), Bhartiya Lok Prashasan, National Publication House: New Delhi.
- Kataria, Surendra (2015), Prashasnik Sidhant evam Prabandh, National Publication House.

Maheshwari, Sri Ram (2008), *Bhartiya Prashasan*, Orient Blackswan: New Delhi.

Padma, Ramchandran, *Bharat me Lok Prashasan*, National Book Trust: New Delhi.

III. Budget

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

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

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

IV Citizen and Administration Interface

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

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

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

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

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

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

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

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

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

United Nation Development Programme, *Reconceptualising Governance*, New York, 1997

Mukhopadhyay, A. (2005) 'Social Audit', in *Seminar*. No.551.

V. Social Welfare Administration

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

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

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

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

National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf

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

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

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

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

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

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

www.un.org/millenniumgoals

<http://www.cefsindia.org>

www.righttofoodindia.org

Teaching Learning Process

The course titled, Paper-IX Public Policy and Administration in India, in Programme (CBCS) B.A. (Hons.) Political Science, focus on mastering the students in understanding the public policy discourse in India. Various tools adopted in classroom teaching are a unit wise lecture, use of audio-visual resources such as screening of movie/documentary, group discussion. The course outlines the teaching process in a mechanism which delivers the students with practical knowledge by combing theoretical rigour with experiential learning to understand the contextual nuances of public policy in the tough and complex Indian terrain. Classroom teaching is so designed to allow students operationalize real-life scenarios, probe public policy new behaviours in the light of course material.

Assessment Methods

This course adopts various methods to evaluate the student's performance. After every unit an engaging classroom discussion is moderated by a teacher, combining theoretical and practical impulse of public policy in India. Student's participation in it is assessed on the input they make. Students are constantly encouraged to write a research article on the complex nuances of public policy on the topic they want to reflect on from the course structure. Further, they are assessed on their involvement in group activities. Written term examination and internal examination are ways to mark them in the course.

Keywords

Public Policy, Local Self Governance, Budget, Public Service Delivery, RTI, Lokpal, E-Governance, Right to Education, National Health Mission, Right to Food Security, MNREGA

Paper X - Global Politics
(4.3)
Core Course - (CC) Credit:6

Course Objective

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

Course Learning Outcomes

- The students will have conceptual clarity on meaning, nature and significance of globalization.
- The students will learn about the contemporary debates on the discourse of globalization.
- The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.
- The paper will enhance students' understanding of contemporary global issues like proliferation of nuclear weapons, ecology, international terrorism and human security.
- The paper will develop analytical skills of the students to reflect on the phenomenon of global governance.

Unit 1

Globalization: Conceptions and Perspectives (23 lectures)

- a. Understanding Globalization and its Alternative Perspectives (6 lectures)
- b. Political Debates on Sovereignty and Territoriality (3 lectures)
- c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)
- d. Cultural and Technological Dimension (3 lectures)
- e. Global Resistances (Global Social Movements and NGOs) (3 lectures)

Unit 2

Contemporary Global Issues (20 lectures)

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

Unit 3

Globalization: Power and Resource Governance

References

I. Globalization – Conceptions and Perspectives

Andrew Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan.

Anthony McGrew, (2017) ‘Globalization and Global Politics’, in J. Baylis, Smith and Owens (eds.), *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 13-27.

Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti- Globalization in the Era of Trump*, New York: W.W. Norton & Company.

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) ‘Globalization: What’s New? What’s Not? (And So What?)’, in *Foreign Policy*, No 118, pp. 104-119.

Canchal Kumar, et.al, *Understanding Global Politics*, K.W. Publishers, Delhi, 2017.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) ‘Sovereignty in International Society’, in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.

T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218.

R. Picciotto, (2003) ‘A New World Bank for a New Century’, in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Rienner, pp. 341-351.

A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).

P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).

D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) ‘Globalization: A Contested Concept’, in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

A. Appadurai, (2000) ‘Grassroots Globalization and the Research Imagination’, in *Public Culture*, Vol. 12(1), pp. 1-19.

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.

R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.

J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

II. Contemporary Global Issues

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

III. Global Shifts: Power and Governance

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

Additional Resources:

Classic Readings

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson.

Michael Hardt and Antonio Negri (2001), *Empire*, USA, Harvard University Press.

Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.

Paul Hirst, Graham Thompson and Simon Bromley (1996), *Globalization in Question: The International Economy and the Possibility of Governance*, Polity Press.

Readings in Hindi

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

अभय कुमार दुबे (ed.)(2007), भारत का भूमंडलीकरण, दिल्ली: वाणी प्रकाशन.

Additional Readings

I. Globalization – Conceptions and Perspectives

- A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.
- W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.
- K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.
- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.
- F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236- 239 (WTO).
- D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, pp. 242-282 (MNC).
- T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).
- J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.
- A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.
- G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).
- P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO).

II. Contemporary Global Issues

- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.
- P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301.
- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.
- S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives for the Global South*, New Delhi: Pearson, pp. 272-285.
- A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.
- S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123-127; 236-243.

P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.

K. Shimko, (2005) International Relations Perspectives and Controversies, New York: Hughton-Mifflin, pp. 317-339.

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 366-380.

A. Vanaik, (2007) Masks of Empire, New Delhi: Tulika, pp. 103-128.

A. Acharya, (2001) 'Human Security: East versus West', in International Journal, Vol. 56, no. 3, pp. 442-460.

N. Jindal and K. Kumar, (2018) *Global Politics: Issues and Perspectives*, New Delhi: Sage.

III. Global Shifts: Power and Governance

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

Teaching Learning Process

The course aims to adept students in global politics by power-point classroom lectures, debate and discussions. The course will adopt project-based learning technique so that the students get engaged in exploration of the global politics. The students will be encouraged to undertake projects involving field visits and conduct surveys. This will help enhance cognitive ability of the students and acquaint them with practical world. Lectures by ambassadors and academicians will also be conducted so that the students get updated knowledge about the global events. The teaching-learning process will also involve screening of documentaries and short relevant videos.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. The assessment will also be based on the project undertaken by the student, involving field visits and surveys. Students will be also required to write term papers and make presentations.

Keywords

Globalization, Sovereignty, Global Economy, Climate Change, Nuclear Weapons, Terrorism, Migration, Security

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

Course Objective

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes

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

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

Unit 1

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

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2

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

Major Social and Religious Movements in 19th century

Unit 3

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

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

Unit 4

Social Movements (8 lectures)

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

Unit 5

Partition and Independence (6 lectures)

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

References

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

II. Reformism and Anti-Reformism in the Nineteenth Century

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

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

III. Nationalist Politics and Expansion of its Social Base

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

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

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

IV. Social Movements

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

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

V. Partition and Independence

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

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Additional Resources:

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

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

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

GE2 - Contemporary Political Economy

(B.2)

Generic Elective - (GE) Credit:6

Course Objective

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

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

Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

Unit 1

Approaches to Political Economy (15 Lectures)

- a) Classical Liberalism
- b) Marxism
- c) Welfarism
- d) Neo-liberalism
- e) Gandhian approach

Unit 2

Capitalist Transformation (14 Lectures)

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

Unit 3

Issues in Development (15 Lectures)

- a) Culture
- b) Environment
- c) Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

- a) Artificial Intelligence
- b) Gender
- c) Racial and Ethnic Problems
- d) Migration

References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

- Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
- Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295
- Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D. *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563.
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- Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.
- Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.
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- Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.
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- Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge, pp. 47- 84.
- Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, pp. 303- 311.
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- Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
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- L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211- 244.
- Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell.

Glen, J. (2007) Globalization: North-South Perspectives. London: Routledge, ch.6.

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

Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, ch.31, pp. 251- 257.

Steans, J. (2000) 'The Gender Dimension' in Held, D. and McCreew, A. (eds.), The Global Transformations Reader. Cambridge: Polity Press, ch.35, pp. 366- 373.

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Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1.

Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 450- 462.

Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

Additional Resources:

Classic Readings

Robert Gilpin, (1987) The Political Economy of International Relations, Princeton: Princeton University Press.

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

Additional Readings

Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization.

Halifax, Fernwood. Available from: www.globalpolicy.org

Teaching Learning Process

The course aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

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

Keywords

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

Course Objective

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

Course Learning Outcomes

After completing this course, the students will be able to:

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

Unit 1

Groundings (6 weeks)

1. Patriarchy (2weeks)

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

2. Feminism (2 weeks)

3. Family, Community, State (2weeks)

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

Unit 2

Movements and Issues (6 weeks)

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

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

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

References

I. Groundings

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- U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7
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- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.
- N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.
- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
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- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.
- C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

II. Movements and Issues

- I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.
- R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165
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- N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Resources:

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- V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

Readings in Hindi:

- D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change
- G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi: Pearson

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R. Upadhyay and S. Upadhyay (eds.) (2004) Aaj ka Stree Andolan, Delhi: Shabd Sandhan.

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

GE4 - Gandhi and the Contemporary World

(B.4)

Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

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

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

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

Unit 3

Gandhi's Legacy (4 weeks)

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

Unit 4

Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

References

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

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

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

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp.202-228.

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

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

II. Gandhian Thought: Theory and Action

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

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

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

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

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D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

III. Gandhi's Legacy

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IV. Gandhi and the Idea of Political

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

Additional Resources:

Classics

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https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of My Dreams (Compiled R.K. Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66). Available at:

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Additional Readings:

A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.

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Teaching Learning Process

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

Activities

Topic 1

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

Topic 2

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

Topic 3

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

Topic 4

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

Assessment Methods

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

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

GE5 - Understanding Ambedkar
(B.5)
Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Introducing Ambedkar (1 week)

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

Unit 2

Caste and Religion (3 weeks)

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

Unit 3

Women's Question (2 weeks)

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

Unit 4

Political Vision (2 weeks)

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

Unit 5

Constitutionalism (2 weeks)

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

Unit 6

Economy and Class Question (2 weeks)

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

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V. Constitutionalism

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

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VI. Economy and Class Question

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B. Ambedkar, (2003) 'Trade Union must Enter Politics to Protect their Interests', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp.174-192.

B. Ambedkar, (1991) 'Why Indian Labour determined to War', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt, Government of Maharashtra, Mumbai, pp. 36-43.

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

Teaching Learning Process

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

Format for Student Presentations

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

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

Assessment Methods

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

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

GE6 - Governance: Issues and Challenges

(B.6)

Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Government and Governance: Concepts [12 lectures]

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

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

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

Unit 4

Local Governance [12 lectures]

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

Unit 5

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

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

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

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Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*, Johns Hopkins University, *The Georgetown Public Policy Review*, Volume VII, No.1, 2001

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

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

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

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

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

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Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

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

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A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

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Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization and Local Governments: The Indian Experience*, Readings on The Economy, Polity and Society, Orient Blackswan, 2013

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

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Reetika Khera, 'Rural Poverty and Public Distribution System', Economic and Political Weekly, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi, Women and Food Security: Role of Panchayats, Concept Publishing House, 2002

Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", Mainstream, Vol. LII, No. 42, October 11, 2014

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Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

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

Teaching Learning Process

The General Elective course titled, Governance: Issues and Challenges in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the 'essential question' which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

Assessment Methods

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

Keywords

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

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

- a) Liberal approach
- b) Radical approach

Unit 3

International Institutions/Regimes

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

Unit 4

Issues in Globalization:

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

Unit 5

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

Unit 6

Globalization and Politics in developing countries

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

Unit 7

The inevitability of globalization: Domestic and Global responses

References

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Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.

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

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

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Joseph E Stiglitz, (2002), *Globalisation and its Discontents*, US, W.W. Norton and Company.

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

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

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Additional Resources:

Classic Readings

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

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

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

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

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Readings in Hindi

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Teaching Learning Process

The Course aims to acquaint the students about various nuances of globalization. Therefor the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

Assessment Methods

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

Keywords

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

GE8 - United Nations and Global Conflicts

(B.8)

Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1

The United Nations (29 Lectures)

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

Unit 2

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

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

Unit 3

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

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

Additional Resources:

Classical Readings:

Hanhimäki, Jussi M. (2015) *The United Nations: A Very Short Introduction.*, New York: Oxford University Press

Weiss, Thomas G. and Daws, Sam ed. (2007) *The Oxford Handbook on the United Nations*, Oxford: : Oxford University Press.

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

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Additional Readings

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Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politic: security, economy, identity.* 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations.* 3rd edn. Delhi: Pearson Education, pp 43-51.

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Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21.* London: Earthscan.

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Anan, K. (1997) *Renewing the United Nations: A Programme for Survival.* General Assembly Document: A/51/950; 14 July 1997. Available at: <http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf>

Teaching Learning Process

The course aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

Assessment Methods

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

Keywords

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

AE1 - Your Laws, Your Rights (D.1) AECC (Electives) - (AECCE) Credit:4

Course Objective

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

Course Learning Outcomes

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

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these values.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons

- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents
- Show understanding of the structure and principles of the Indian legal system

Unit 1

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

Unit 2

Laws relating to criminal justice administration (2 weeks)

- a) How to file a complaint, First Information Report (FIR)
- b) Detention, arrest and bail

Unit 3

Equality and non-discrimination (4 weeks)

- a) Gender: the protection of women against domestic violence, rape and sexual harassment
- b) Caste: laws abolishing untouchability and providing protection against atrocities
- c) Class: laws concerning minimum wages
- d) Disability and equality of participation and opportunity

Unit 4

Empowerment (2 weeks)

- a) Access to information
- b) Rights of the consumer

Unit 5

Redistribution, recognition and livelihood (2 weeks)

- a) Traditional rights of forest dwellers and the issue of women's property rights
- b) Rural employment guarantee

Unit 6

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

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

References

I. Rule of law and the Criminal Justice System in India

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SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.

V. S. Deshpande, (2006), 'Nature of the Indian Legal System' in Joseph Minattur (ed.), Indian Legal System, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, available at <http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf>

II. Laws relating to criminal justice administration

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

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SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.

Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at <https://nyaaya.in/topic/first-information-report-fir>, <https://nyaaya.in/topic/bail>, <https://nyaaya.in/topic/arrest>

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

III. Equality and non-discrimination

V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.

S. Durrany, (2006) The Protection of Women from Domestic Violence Act 2005, New Delhi: Indian Social Institute.

M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, Economic and Political Weekly (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>

P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

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N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

IV. Empowerment

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

Vishnu Konoorayar, (2008), 'Consumer Law', In Towards Legal Literacy in India. K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.

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A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) Citizen Action and National Policy Reform, London: Zed

S. M. Laskar (2016), Importance of Right to Information for Good Governance in India, Bharati Law Review, Oct-Dec, available at <http://docs.manupatra.in/newslines/articles/Upload/AC9CD2C7-B8AD-4C5A-B910-3751BFE5CB28.pdf>

Nyaaya, India's Laws Explained, Request to Obtain Information, available at <https://nyaaya.in/topic/right-to-information/request-to-obtain-information>

V. Redistribution, Recognition and livelihood

M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at www.ippg.org.uk

J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

Additional Resources:

Bare Acts:

- o Consumer Protection Act, 1986, Available at http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf, Accessed: 10.04.2013.
- o Criminal law Amendment Act, 2013, Available at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf, Accessed: 10.04.2013.
- o Mahatma Gandhi National Rural Employment Guaranty Act, 2005, Available at <http://nrega.nic.in/rajaswa.pdf>, Accessed: 10.04.2013.
- o National Food Security Act 2011, Available at http://nac.nic.in/foodsecurity/nfsb_final.pdf, Accessed: 10.04.2013.
- o Protection of Women Against Domestic Violence Act, 2005, Available at <http://wcd.nic.in/wdvact.pdf>, Accessed: 10.04.2013.
- o Right to Information Act, 2005, Available at <http://righttoinformation.gov.in/rti-act.pdf>, Accessed: 10.04.2013.

- o Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>, Accessed: 10.04.2013.
- o Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>, Accessed: 10.04.2013.
- o The Minimum Wages Act, 1948, Available at <http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf>, Accessed: 10.04.2013.
- o The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf, Accessed: 10.04.2013.
- o The Right of Children to Free and Compulsory Education Act, 2009, Available at <http://www.delta.org.in/form/rte.pdf> , Accessed: 10.04.2013.
- o The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available at http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf, Accessed: 10.04.2013.
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Additional Readings:

I. Rule of law and the Criminal Justice System in India

K. Sankaran and U. Singh, (2008) ‘Introduction’, in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.

III. Equality and non-discrimination

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

A. Kidwai, (2013), Sexual Harassment in the Workplace: the Verma Committee and After, Economic and Political Weekly, Vol. 48, Issue No. 06

D. Srivastva, (2007) ‘Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives’, in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

IV. Empowerment

Live Law, Highlights of Consumer Protection Bill-2018, available at <https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/>

A. Roberts, (2010) ‘A Great and Revolutionary Law? The First Four Years of India’s Right to Information Act’, Public Administration Review. Volume 70, Issue 6, pp. 925–933.

SAHRDC, (2006) ‘Consumer Rights’, in Introducing Human Rights, Oxford University Press, pp. 118-134.

Other suggested readings:

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rti-gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.
- M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at <http://www.rti-gateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>, Accessed: 10.04.2013.
- K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.
- A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file a FIR? In case there has been a theft in the neighbourhood how would you file the first-Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.

5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Assess the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva-voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

AE2 - Public Opinion and Survey Research

(D.2)

AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Learning Outcomes

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

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system.
- Learn about the methods used for conducting surveys and interpreting survey data.
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

Unit 1

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

Unit 2

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

Unit 3

Survey Research (2 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

Unit 4

Quantitative Data Analysis (4 lectures)

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

Unit 5

Interpreting polls (6 lectures)

Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

References

I. Introduction to the course

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

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)

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

III. Survey Research

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

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

IV. Quantitative Data Analysis

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

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) 'Horseshoe Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Resources:

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.

Teaching Learning Process

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data. Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

AE3 - Legislative Practices and Procedures

(D.3)

AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will acquaint the students with the legislative process in India at various levels, to impart them with the elementary skills required to part of a legislative support team and expose them to real life legislative work. The skills provided by this course will include the understanding of legislative procedures, comprehending policy concerns which serve as the objective for legislative practices, drafting new legislation, tracking and analysing feedback on ongoing bills, writing press releases, conducting meetings with various stakeholders, monitoring media and public opinion, managing constituent relations and handling inter-office communications. It will also deepen their understanding and appreciation of the legislative process and its importance for a robust democracy.

Course Learning Outcomes

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

- Understand the structure and functions of law-making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop beginners' skills to become a part of a support team engaged in different levels of the law-making functions

Unit 1

Powers and functions of people's representative at different tiers of governance (6 lectures)

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit 2

Supporting the Legislative Process (2 lectures)

How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit 3

Supporting the Legislative Committees (6 lectures)

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit 4

Reading the Budget Document (6 lectures)

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Unit 5

Support in media monitoring and communication (4 lectures)

Types of media and their significance for legislators; Basics of communication in print and electronic media.

References

I. Powers and functions of people's representative at different tiers of governance

M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at:

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

S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>

H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at:

https://www.prsindia.org/sites/default/files/parliament_or_policy_pdfs/1417684398--Parliament%20as%20a%20Law%20Making%20Body_0.pdf

Government of India (Lok Sabha Secretariat), (2009) Parliamentary Procedures (Abstract Series), Available at <http://164.100.47.132/LssNew/abstract/index.aspx>

II. Supporting the legislative process

Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm, Accessed: 19.04.2013

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D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: [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)

O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf

B. Debroy, (2001) 'Why we need law reform' Seminar January.

III. Supporting the Legislative Committees

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.

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

K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>, Accessed: 19.04.2013

IV. Reading the Budget Document

A. Celestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>, Accessed: 19.04.2013

V. Support in media monitoring and communication

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Additional Resources:

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Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

AE4 - Peace and Conflict Resolution

(D.4)

AECC (Electives) - (AECCE) Credit:4

Course Objective

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

What is Conflict: Introduction to International Conflict Resolution

Unit 3

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

Unit 4

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

Unit 5

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

Unit 6

Conflict Transformation: Is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts

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Additional Resources:

Classic Readings

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Teaching Learning Process

This course aims to familiarize students about the peace and conflict resolution around the world by engaging them in elaborate classroom lectures consisting debate and discussions. The lectures will include power point presentation and screening of short videos which will be followed by debate and discussion on the topic. The entire process is designed so as to enhance the cognitive ability of the students and encourage them to think critically. The students will also prepare skits simulating models used in the peace and conflict resolution and present them in the class. The regular seminars will further enhance students understanding of the course.

Assessment Methods

The students will be assessed on their performance in their internal examination as well as their end semester examination. However, the assessment would go beyond this conventional method and also would assess the students for performance in class in which the skit presentation, participation in debate and discussion will also be valued.

Keywords

Peace, Conflict, War, Conflict Resolution, Conflict Transformation
