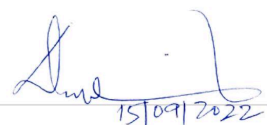


**Department of Political Science
Rajiv Gandhi University
Rono Hills, Doimukh – 791112
(Arunachal Pradesh)**

**Under Choice Based Credit System, UGC-Learning Outcomes based
Curriculum Framework (LOCF) for (Political Science) Undergraduate
Programme.**

Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.



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PROGRAMME STRUCTURE

FIRST SEMESTER

Core Paper		Ability Enhancement Compulsory Course (AECC)		Generic Elective(GE)	
C1	POL-C-112 Understanding Politics	AECC-1	ENGLISH-111	GE-1	POL-G-114 Globalization and Politics
C2	POL-C-113 Indian Constitution				

SECOND SEMESTER

Core Paper		Ability Enhancement Compulsory Course (AECC)		Generic Elective(GE)	
C3	POL-C-122 Ancient Indian Political Thought	AECC-121	ENVIRONMENT STUDIES	GE-2	POL-G-124 Feminism: Theory and Practice
C4	POL-C-123 Political Theory				

THIRD SEMESTER

Core Paper		Skill Enhancement Course (AECC)		Generic Elective(GE)	
C5	POL-C-211 Comparative Government and Politics	SEC-1	POL-S-214 Managing Elections and Election Campaign	GE-3	POL-G-215 Human Rights
C6	POL-C-212 Theories of International Relations				
C7	POL-C-213 Public Administration				

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FOURTH SEMESTER

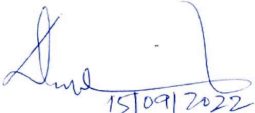
Core Paper		Skill Enhancement Course (AECC)		Generic Elective(GE)	
C8	POL-C-221 Public Policy	SEC-2	POL-S-224 Public Policy Management	GE-4	POL-G-225 Understanding Gandhi
C9	POL-C-222 Politics in India				
C10	POL-C-223 Western Political thinkers				

FIFTH SEMESTER

Core Paper		Discipline Specific Enhancement Course (DSE)	
C11	POL-C-311 Modern Indian Political Thinkers	DSE-1	POL-D-313 Colonialism and Nationalism in India
C12	POL-C-312 India's Foreign Policy	DSE-2	POL-D-314 Party Politics in India

SIXTH SEMESTER

Core Paper		Discipline Specific Enhancement Course (DSE)	
C13	POL-C-321 State Politics in India	DSE-3	POL-D-323 Comparative Constitutions
C14	POL-C-322 Research Methodology	DSE-4	POL-D-324 Government and Politics in Arunachal Pradesh.



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MARKING SCHEME

FIRST SEMESTER

Papers		Full Marks	End Semester Exam. Marks	Internal Assessment Marks	Credit Points
C1	POL-C-112 Understanding Politics	100	80	20	6
C2	POL-C-113 Indian Constitution	100	80	20	6
AECC-1	English-A-111	100	80	20	4
GE-1	POL-G-114 Globalization and Politics	100	80	20	6
Total		400	320	80	22

SECOND SEMESTER

Papers		Full Marks	End Semester Exam. Marks	Internal Assessment Marks	Credit Points
C3	POL-C-122 Ancient Indian Political Thought	100	80	20	6
C4	POL-C-12 Political Theory	100	80	20	6
AECC-2	POL-A-121 Environment Studies	100	80	20	4
GE-2	POL-G-124 Feminism: Theory and Practice	100	80	20	6
Total		400	320	80	22

THIRD SEMESTER

Papers		Full Marks	End Semester Exam. Marks	Internal Assessment Marks	Credit Points
C5	POL-C-211 Comparative Government and Politics	100	80	20	6
C6	POL-C-212 Theories of International Relations	100	80	20	6
C7	POL-C-213 Public Administration	100	80	20	6
SEC-1	POL-S-214 Managing Election and Election Campaign	100	80	20	4
GE-3	POL-G-215 Human Rights	100	80	20	6
Total		500	400	100	28

FOURTH SEMESTER

Papers		Full Marks	End Semester Exam. Marks	Internal Assessment Marks	Credit Points
C8	POL-C-221 Public Policy	100	80	20	6
C9	POL-C-222 Politics in India	100	80	20	6

C10	POL-C-223 Western Political Thinkers	100	80	20	6
SEC-2	POL-S-224 Public Policy Management	100	80	20	4
GE-4	POL-G-225 Understanding Gandhi	100	80	20	6
Total		500	400	100	28

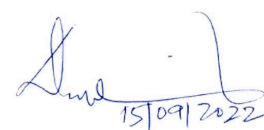
FIFTH SEMESTER

Papers		Full Marks	End Semester Exam. Marks	Internal Assessment Marks	Credit Points
C11	POL-C-311 Modern Indian Political Thinkers	100	80	20	6
C12	POL-C-312 India's Foreign Policy	100	80	20	6
DSE-1	POL-D-313 Colonialism and National in India	100	80	20	6
DSE-2	POL-D-314 Party Politics in India	100	80	20	6
Total		400	320	80	24

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SIXTH SEMESTER

Papers		Full Marks	End Semester Exam. Marks	Internal Assessment Marks	Credit Points
C13	POL-C-321 State Politics in India	100	80	20	6
C14	POL-C-322 Research Methodology	100	80	20	6
DSE-3	POL-D-323 Comparative Constitutions	100	80	20	6
DSE-4	POL-D-324 Government and Politics in Arunachal Pradesh.	100	80	20	6
Total		400	320	80	24



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COURSE CONTENTS

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

ENGLISH-111: COMMUNICATIVE ENGLISH (AECC-1)

Course Objective:

The course aims to imbibe the learners the fundamentals of communication and the art of persuasive speaking and writing which depends crucially on clarity of thought and contextual understanding expressed through appropriate vocabulary.

UNIT I: Poetry: William Shakespeare – All the World is a stage; William Wordsworth – I wondered lonely as a Cloud; Ralph Waldo Emerson – The Mountain and the Squirrel; Emily Dickinson – Success is Counted Sweetest; Robert Frost - Stopping by Woods on a Snowy Evening; Rabindranath Tagore – Where the Mind is without Fear; A. K. Meherotra – Songs of the Ganga.

UNIT II: Short Stories: R.K. Narayan – Lawly Road; Mulk Raj Anand –Barbar’s Trade Union; Somerset Mangham – The Luncheon; Guy De. Maupassant – The Necklace; Anton Chekhov – The Lament; O’ Henry– The Last Leaf; Manoj Das – The Submerged Valley.

UNIT III: One-Act Plays and Short Fiction: (a) Norman Mckinnell – The Bishop’s Candle Sticks; Anton Chekov – A Marriage Proposal; Eugene Lonesco – The Lesson; August Strandberg – Miss Jullie; Fritz Karinthy– Refund; (b) Harper Lee – To kill a Mocking Bird, (Or) R. K. Narayan – Vendor of Sweets.

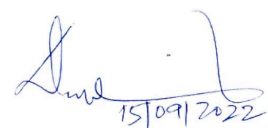
UNIT IV: Fundamentals of Grammar: Parts of speech, Articles and Intensifiers, use of tense forms, Use of Infinitives, Conditionals, Adjectives and Adverbs, Prepositions, Making Affirmative, Negative and Interrogative, Making Question Tag.

UNIT V: Composition Practice: (a) Comprehension, Précis Writing, Paragraph Writing (150 words), Letter writing – Personal, Official, Demi-official, Business, Public speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings and Academic) writing; (b) Communication Practice – Introducing yourself,

Introducing people to others, Meeting People, Exchanging Greetings, Taking Leave, Answering the Telephone, Asking Someone for Some Purpose, Taking and Leaving Messages, Call for help in emergency.

Basic Readings:

- Crystal, David (1985). *Rediscover Grammar with David Crystal*. Longman.
- Hewings, M. (1999). *Advanced English Grammar*. Cambridge University Press.
- Bakshi, R. N. (2000). *A Course in English Grammar*, Orient Longman.
- Krishnaswamy, N.(2000) *Modern English – A Book of Grammar, Usage and Composition*. MacMillan India Ltd.
- Bailey, Stephen (2003). *Academic Writing*. London and New York, Routledge.
- Grellet, F (1981). *Developing Reading Skills: A Practical Guide to Reading Skills*. New York, CUP
- Hedge, T. (2005). *Writing*. London, OUP.
- Kumar, S and Pushp Lata (2015). *Communication Skills*. New Delhi, OUP.
- Lazar, G. (2010). *Literature and Language Teaching*. Cambridge, OUP.
- Nuttall, C (1996). *Teaching Reading Skills in a Foreign Language*. London, Macmillan.
- Raman, Meenakshi and Sangeeta Sharma (2011). *Technical Communication: Principles and Practice*. New Delhi, OUP.



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CORE PAPERS

POL-C-112: UNDERSTANDING POLITICS (C-1)

Course Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics

Learning Outcomes:

- a. The students would be able to explain different approaches to politics and build their own understanding of politics.
- b. They will be able to answer why the state plays so much central place in the discourses on politics.
- c. They will be able to make a distinction between nation and state.
- d. They will come to know about different theories on nationalism.
- e. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: Introduction to Politics

- What is politics
- Different approaches to understand politics

UNIT II: State

- Meaning of State
- Changing role of state in the era of Globalization

UNIT III: State and Nations

- How state is different from nations?
- Concept of Nationalism

UNIT IV: Democracy

- Meaning
- Theories of Democracy

UNIT V: Political Communication and Mass Media

- Meaning of Political Communication
- Role of Mass Media

Basic Readings:

Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.

Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.

Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.

Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.

Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.

Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.

Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.

Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.

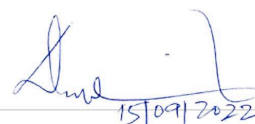
Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.

Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.

O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.

Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.

Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.



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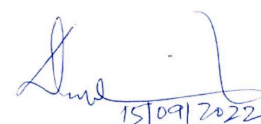
POL-C-113: INDIAN CONSTITUTION(C-2)

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Learning Outcomes:

- a. Students will be able to understand the terms of partition and how princely states were integrated.
- b. They will be able to answer how princely states of junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- c. They will come to know the importance of the preamble in the constitutional design of India.
- d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- e. They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.



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UNIT I: India at the Time of Independence

- Independence and integration of Indian states
- A case study of Goa, Kashmir and Hyderabad

UNIT II: Making of Indian Constitution and Constituent Assembly

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT III: Structure of the Central and State Governments.

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT IV: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions
- Judicial activism and Legal Aid.

UNIT V: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

Basic Readings:

Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.

Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

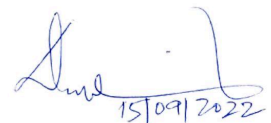
Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.

Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D.,

Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.

Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.

- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii-xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.



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GENERIC ELECTIVE (GE)

POL-G-114: GLOBALIZATION AND POLITICS (GE-1)

Course Objective:

The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Learning Outcomes:

Students will be able to explain

- a. Meaning of globalization and how different schools have understood this.
- b. About the global institutional drivers of the globalization.
- c. How the globalization has impacted the traditional notion of sovereignty of the state.
- d. How globalization has impacted the domestic market and culture of societies.

UNIT I: Introduction to Globalization

- Meaning of Globalization
- Debates on Globalization in India: School of Liberal, Swedish and Marxists.

UNIT II: Economic and Technological Drivers of Globalization

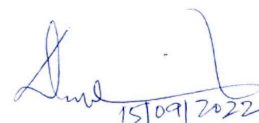
- World Trade Organization, World Bank, IMF
- Communication Technology

UNIT III: Globalization and Social Movements

- Environmental Movement
- Human Displacement
- Peasant Movements

UNIT IV: Globalization and Nation-State

- Globalization and the issues of National Security
- Notion of Citizenship in Globalizing world



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UNIT V: Globalization, Culture and Market

- Globalization and Domestic Market
- Globalization and its impact on Culture

Basic Readings:

Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc., pp. 1-46.

Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.), *The Globalization of International Society*. Oxford: Oxford University Press, pp. 304-322

Cabrera, L. (2010). *The Practice of Global Citizenship*. Cambridge: Cambridge University Press, pp. 1-10; 13-33, pp. 258-262.

Held, D. (1997). Democracy and Globalization. *Global Governance*, 3, pp. 251-267.

Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press. (Part I: Understanding Globalization, pp. 51-119).

Margaret, P. K., & Karen, A. M. (2010). Protecting the Environment. In *International Organizations: The Politics and Process of Global Governance*. (2nd edition), London: Lynne Rienner Publishers, pp. 497-534.

Mitra, D., & Ranjan, P. (2012). The Globalization Debate and India. In Ghate, C. (Ed.), *The Oxford Handbook of the Indian Economy*. Oxford: Oxford University Press, pp. 785-809.

Moghadam, V. M. (2013). Introduction and Overview: Social Movements and Contemporary Politics. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 1-30.

Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 171-202.

Nayyar, D. (2015). Globalization and Democracy. *Brazilian Journal of Political Economy*, 35 (3), pp. 388-402.

Robertson, R., & White, K. E. (2007). What Is Globalization? In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 54-66.

Robinson, W. I. (2007). Theories of Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 125-143.

Rodrik, D. (2011). Bretton Woods, GATT, and the WTO: Trade in a Politicized World. *The Globalization Paradox*. New York: Norton, pp. 67-88.

Sparks, C. (2007). *Development, Globalization and the Mass Media*. New Delhi: Sage. pp. 126-148.

Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.

Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 352-366.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

POL-A-121: ENVIRONMENTAL STUDIES (AECC– 1)

Course Objective:

The course aims to train learners to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages of ecology- society-economy trio.

UNIT I: Introduction: Environmental Studies: Meaning, Nature, Scope, Importance and Limitations; Ecosystems; Biodiversity and Natural Systems; Natural Cycles and flows—material and energy; Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic Zones of India; Biodiversity patterns and global biodiversity hotspots. Salient Features: Wildlife (Protection) Act, 1972; Water (Prevention and control of pollution) Act, 1974; Forest (Conservation) Act, 1980; Air (Prevention and control of pollution) Act, 1981; Environmental Protection Act, 1986.

UNIT II: Environmental Concerns: Human Systems and Human impact on natural systems, Climate Change, Air Issues: Ozone Depletion, Smog, Water issues: Water quality/access, Pollution, Land Use Changes, Soil degradation, Waste: Quantity generated, Treatment, ex: landfills v. incinerators, E-waste. Threats to biodiversity: Habitat loss, poaching of wildlife, man wild life conflicts, biological invasions.

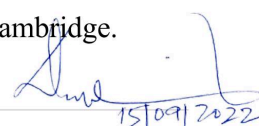
UNIT III: Measurement and Reporting: ISO Standard 14001: Environmental Management System; Life Cycle Assessment; Environmental Product Declaration; Carbon Foot printing and Ecological Handprints; Environmental Impact Analysis, Environmental Impact Assessment in India: procedure & practices.

UNIT IV: Green Business: Concept and Evolution of Green Business; Drivers and Motivations; Model of Corporate Greening; Green Business Strategies; Planning and Policy Initiatives for Green Business; Capturing Green Consumers; Preparing for the future. Green Tax Incentives and Rebates (to Green Projects and Companies). Green Reporting. National Green Tribunal: Structure, composition and functions.

UNIT V: Emerging Trends: Environmental Accounting: Concept, Significance, and Types. Environmental Economics, KYOTO Protocol: Aim, Vision, and Functioning; Carbon Trading; Green HRM, Green Marketing, Green Finance. Environmental Ethics. Corporate Environmental Responsibility, Green Entrepreneurship.

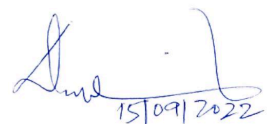
Basic Reading:

Basu, M., & Xavier, S. (2016). *Fundamentals of Environmental Studies*. Cambridge.
Basu, R. N. (2000). *Environment*. University of Calcutta.



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CSE India. (ND). *Understanding EIA*. <https://www.cseindia.org/understanding-eia-383>.
Enger, E., & Smith, B. (2010). *Environmental Science: A Study of Interrelationships*. McGraw.
Kumar, S., & Kumar, B. S. (2016). *Green Business Management*. Hyderabad: Thakur.
Mitra, A. K., & Chakraborty, R. (2016). *Introduction to Environmental Studies*. Kolkata: Book Syndicate.
Winston, A. (2009). *Energize Employees with Green Strategy*. Boston: Harvard Business School.



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CORE PAPERS

POL-C-122: ANCIENT INDIAN POLITICAL THOUGHT (C-3)

Course Objectives:

This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft has been in all the great civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Puranas and some of the texts written by some individual philosophers themselves.

Learning Outcomes:

- a. The student will be to know about the ideas of individual sages and philosophers on politics and functioning of government.
- b. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
- c. Student will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.

UNIT I: Introduction to the Ancient Indian Political Thought

- Features of Indian Political thought
- Sabha, Samiti, Janapada, Amatyas, purohita, Senapati, Mantri-(Manu and Kautilya)

UNIT II: The Idea of Statecraft

- ARTHASHASTRA Of Kautilya
- Saptang theory of Kautilya

UNIT III: Conception of Monarchy

- Manu
- Kautilya

UNIT IV: Dealing with friends and enemy states

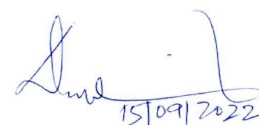
- Spy system of Kautilya
- Mandal theory of Kautilya

UNIT V: Conception of Justice and Jurisprudence

- Laws of Manu
- Judicial Administration in Arthashastra

Basic Readings:

- Altekar, A S. (1955). *State and Government in Ancient India*. Delhi: Motilal Banarasi Dass.
- Basham, A. L. (1981). *The wonder that was India*. Delhi: Rupa Paperback.
- Bhandarkar, D.R. (1929). *Some Aspects of Ancient Indian Hindu Polity*. Varanasi: Banaras Hindu University.
- Dhar, S. (1981). *Kautilya and the Arthashastra*. New Delhi: Marwah publication.
- Dutt, M. N. (2003). *Manusmriti*. New Delhi. Vedic Books.
- Ghoshal, U. N. (1959). *A History of Indian Political Ideas; the Ancient Period and the Period of Transition to Middle Ages*. Oxford University Press.
- Jayaswal, K. P. (1967). *Hindu Polity*. Bangalore: Bangalore Printing Press.
- Kosambi, D.D. (1980). *Culture and Civilization in Ancient India*. Vikas Publishing House. Delhi.
- Mazumdar, R. C. (2003). *Ancient India*. Delhi: Motilal Banarasi Dass.
- Mookerji, R. (2004). *The Fundamental Unity of India*, Orient Blackswan, Hyderabad.
- Mukherjee, B. (1976). *Kautilya's Concept of Diplomacy*. Calcutta: Minerva Associates Publications.
- Prasad, B. (1928). *The State in Ancient India: A Study in the Structure and Practical Working of Political Institutions*. Allahabad: Indian Press Limited.
- Prasad, B. (1927). *The Political Theory in Ancient India*. Allahabad: Indian Press.
- Rao, K. (2005). Manu's ideas on administration. *The Indian Journal of Political Science*, 66(3), pp. 489-502.
- Roy, H. & Singh, M. P. (2017). *Indian Political Thought*, Pearson, Delhi.
- Saletore, B. A. (1963). *Ancient Indian Political Thought and Institutions*. Bombay: Asia Publishing House.
- Sarkar, B. (1921). The Hindu Theory of the State. *Political Science Quarterly*, 36(1), pp. 79-90.



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POL-C-123: POLITICAL THEORY (C-4)

Course Objective:

The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning outcomes:

- a. Students will be able to learn key concepts needed to understand the political phenomenon.
- b. They will come to know about the role and functions of political theory.
- c. They will come to know how liberal and Marxist traditions look at and understand politics.
- d. They will learn what is power and how does it operate in society and politics.
- e. They will be able to explain the debates on the distributive theory of justice.
- f. They will come to understand and explain different theories and contemporary debates in democracy.

UNIT I: Political questions and Political theory

- What are Political questions?
- Nature of Political theory: Normative and Empirical.

UNIT II: How to understand politics?

- Liberal traditions
- Marxist traditions

UNIT III: Power

- Theories of power (Max Weber and Foucault)

UNIT IV: Theory of Justice

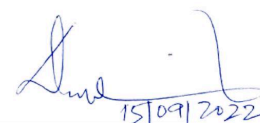
- Motion of Justice
- Distributive Justice (John Rawls)

UNIT V: Equality

- Notion of Equality
- Equality, Justice and Liberty - Correlation

Basic Readings:

- Acharya, A. & Bhargava, R. (Ed.). (2008). *Political Theory: An Introduction*. Pearson: New Delhi.
- Acharya, A. (2008). Affirmative Action. In Bhargava, R & Acharya, A. (Eds.), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Bhargava, R. (2010). *What is Political Theory and Why Do We Need It?* Oxford: Oxford.
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- Carlisle, R. P. (2005). *The Encyclopedia of Politics: The Left and the Right*. London: Sage.
- Casal, P. & William, A. (2008) Equality. In McKinnon, C. (Ed.), *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.
- Dahl, R. A. (1957). *The concept of power*. New York: Bobbs-Merrill.
- Farrelly, C. (2004). *An Introduction to Contemporary Political Theory: A Reader*. London: Sage.
- Heywood, A. (2004). *Political Ideologies: An Introduction* (3rd ed.), London: Palgrave.
- Mackinnon, C. (2008). *Issues in Political Theory*. New York: Oxford University Press.
- Miller, S. (1990). Foucault on Discourse and Power. *Theoria: A Journal of Social and Political Theory*, (76), pp. 115-125.
- Parsons, T. (1963). On the Concept of Political Power. *Proceedings of the American Philosophical Society*, 107(3), pp. 232-262.
- Rawls, J. (1971). *A Theory of Justice*. Cambridge: Harvard University Press.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.
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GENERIC ELECTIVE (GE)

POL-G-124: FEMINISM: THEORY AND PRACTICE (GE- 2)

Course Objective:

This course seeks to understand the theories of feminism, core issues of the feminist movement, and feminism in contemporary India.

Learning Outcome:

After reading this course the students will able to explain.

- a. How different schools have understood patriarchy and feminist questions differently.
- b. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
- c. The representation of the women in the political space of India.
- d. How the immense contribution that women make to the family are neglected in computation?

UNIT I: Understanding Patriarchy

- Meaning of Patriarchy
- Theories of Feminism(Liberal, Marxist and Feminist)

UNIT II: Feminism and Feminist Movement

- Origin and Phases of Feminist Movement
- Feminist Movement in India

UNIT III: Feminism in contemporary India

- Patrilineal and Matrilineal practices in Indian Family
- Gender Relations in family
- Computing women works at Home

UNIT IV: Women and Politics

- Women representation in Politics and Administration
- Women Representation at grass-roots level in politics.

UNIT V: Violence and Discrimination against Women

- Sexual Harassment
- Women Trafficking
- Domestic Violence
- Deserted Women

Basic Readings:

- Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science*, 69(3), pp. 661-672.
- Bannerji, H. (2016). Patriarchy in the Era of Neoliberalism: The Case of India. *Social Scientist*, 44(3/4), pp. 3-27.
- Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10), pp. 49-61.
- Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science*, 66(1), pp. 75-92.
- Ferguson, S. (1999). The Radical Ideas of Mary Wollstonecraft. *Canadian Journal of Political Science / Revue Canadienne De Science Politique*, 32(3), 427-450.
- Graham, G. (1994). Liberal Vs Radical Feminism Revisited. *Journal of Applied Philosophy*, 11(2), 155-170.
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- Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1), pp. 55-64.
- Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874.
- Matthews, J. (1986). Feminist History. *Labour History*, (50), pp. 147-153.
- Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. *Women's Studies Quarterly*, 22(3/4), pp. 42-54
- Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.
- Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.
- Sinopoli, R., & Hirschmann, N. (1991). Feminism and Liberal Theory. *The American Political Science Review*, 85(1), pp. 221-233.
- Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. *Indian Journal of Industrial Relations*, 39(3), pp. 364-390.

CORE PAPERS

POL-C-211: COMPARATIVE GOVERNMENT AND POLITICS (C-5)

Course Objective:

This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic, socio- political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms even within the broader category of democratic regimes. However, they differ each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

Learning outcomes:

- a. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- b. They will be able to compare democratic regimes and evaluate their functioning.
- c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.
- d. They will be able to explain how media has changed the contours of elections and electoral democracy.

UNIT I: Understanding Comparative Politics

- Meaning and Nature of comparative politics?
- Scope and Significance of comparative politics.

UNIT II: Approaches

- Traditional: Philosophical, Legal and institutional
- Modern: Behavioral, Post behavioral.

UNIT III: Forms of Government

- Parliamentary and Presidential
- Unitary and Federal.

UNIT IV: Rule Making

- UK and USA

UNIT V: Party System

- Meaning and Typologies of the Party system

- Comparing functioning of party system: India, USA

Basic Readings:

- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), *The Oxford Handbook of Political Institutions*. Oxford, pp. 577-594.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), *Comparative Politics*, (4th ed.). Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). *The Changing Face of Parties and Party Systems: A Study of Israel and India*. London: Palgrave Macmillan, pp. 3-22.
- Chhibber, P. K., & Torcal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. *Comparative Political Studies*, 30 (1): pp. 27-54.
- Chhibber, P. K., & Kollman, K. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press, pp. 9-21.
- Farrell, D. M. (2011). *Electoral Systems: A Comparative Introduction*. New York: Palgrave Macmillan, pp. 1-12.
- Hague, R., & Harrop, M. (2004). *Comparative Government and Politics: An Introduction*, (6th ed.). New York: Palgrave Macmillan, pp. 69-85.
- Huntington, S. P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman: University of Oklahoma Press, pp. 31-108.
- Huggins, R. (2008). Political Communication and the Media. In Axford, B., Browning, G.K., Huggins, R., & Rosamond, B. (Eds.), *Politics: An Introduction*, (2nd ed.). London.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, second edition. Cambridge: Cambridge University Press. pp. 1-15 & pp. 16-36.
- Lijphart, A. (1971). Comparative Politics and the Comparative Method. *The American Political Science Review*, 65, No. 3, pp. 682-693.
- Macridis, R. C. (1969). A Survey of the Field of Comparative Government. In Blondel, J. (Ed.), Welzel, C. et al. (2009). Mass Beliefs and Democratic Institutions. In Boixand, C., Stokes, S. C. (Eds.), *The Oxford Handbook of Comparative Politics*. Oxford University Press, Oxford, pp. 297-316.
- Newton, K., & Van D. J. W. (2009). *Foundations of Comparative Politics: Democracies of the Modern World*, (2nd ed.). Cambridge: Cambridge University Press, 224-244&268-288.
- Pitkin, H. F. (1967). *The Concept of Representation*. California: University of California Press, pp. 1-13, 209-240.
- Reeve, A., & Ware, A. (2001). *Electoral Systems: A Comparative and Theoretical Introduction*, pp. 1-16, 44-68.
- Thomassen, J. (2014). Representation and Accountability. In Thomassen, J. (Ed.), *Elections and Democracy Representation and Accountability*. Oxford: Oxford University Press, pp. 1-19.
- Tilly, C. (2007). *Democracy*. Cambridge: Cambridge University Press, pp. 25-50.

POL-C-212: THEORIES OF INTERNATIONAL RELATIONS (c-6)

Course Objective:

The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism and feminism.

Learning outcomes:

- a. Familiarization with the key concepts of the discipline of IR.
- b. Understanding of linkages between Classical Realism and Classical Geopolitics.
- c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.
- d. Appreciation of what is Global IR and why non-western perspectives are needed.
- e. Greater appreciation of the important role played by non-western countries in building post – war norms and institutions in key areas such as universal sovereignty, human rights, development and regionalism.
- f. Understanding the agency of the global south in these areas is key to countering IR's ethnocentrism and developing new concepts, theories and methods.

UNIT I: Understanding International Relations.

- Meaning, Nature and Scope

UNIT II: Mainstream I.R Theories

- Liberalism and Realism

UNIT III: Concepts in International Relations.

- National Power
- National Interest

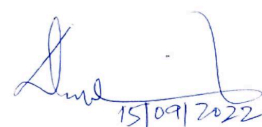
UNIT IV: World Order

- Uni polar
- Bipolar
- Multi Polar

UNIT V: Balance of power and collective security system

Basic Readings:

- Acharya, A., & Buzan, B. (2009). *Non-Western International Relations Theory: Perspectives On and Beyond Asia*. London: Routledge.
- Bajpai, K., & Mallavarapu, S. (2005). *International Relations in India: Bringing Theory Back Home*. New Delhi: Orient Blackswan.
- Burke, A. (2008). Postmodernism. In Reus-Smit, C., & Snidal, D. (Eds.), *The Oxford Handbook of IR*. Oxford: Oxford University Press.
- Diez, T., Bode, I., & Fernandes da Costa, A. (2011). *Key Concepts in International Relations*. London: Sage.
- Dunn, T., Kurki, M., & Smith, S. (2010). *International Relations Theories: Discipline and Diversity*, (2nd ed.). Oxford: Oxford University Press.
- Dunne, T. and Schmidt, B. (2008). Realism. In Baylis, John et al. (Eds.), *The Globalization of World Politics*, (3rd ed.), Oxford: Oxford University Press.
- Dunne, T. (2008). Liberalism. In Baylis, John et al. (Eds.), *The Globalisation of World Politics: An Introduction to IR*. Oxford: Oxford University Press.
- Hobson, J. (2012). *The Eurocentric Conception of World: Western International Theory, 1760-2010*. Cambridge: Cambridge University Press.
- Hurd, I. (2008). Constructivism. In Reus-Smit, C., & Snidal, D. (Eds.), *The Oxford Handbook of International Relations*. Oxford: Oxford University Press, pp. 298–316.
- Jackson, R. and Sørensen, G. (2007). *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press.
- Linklater, A. (1996). Marxism. In Burchill, S., & Linklater, A. (Eds.), *Theories of International Relations*. New York: St. Martinis, pp. 119-144.
- Smith, S., & Owens, P. (2008). Alternative Approaches to International Theory: Feminism. In Baylis, J. et al. (Eds.), *The Globalisation of World Politics: An Introduction to IR*. Oxford: Oxford University Press.



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POL-C-213: PUBLIC ADMINISTRATION (C-7)

Course Objective:

This course seeks to familiarize the students with meaning, key concepts, and schools of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration and how to make the functioning of their working far more economic and efficient which are common goals of all the organizations? Further, the dynamics of the functioning of organizations lead us to think about communication, motivation, leadership and conflict management in the organization. This course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

Learning outcomes:

- a. The students will be able to make a difference between the public administration and private administration.
- b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.

UNIT I: Introducing Public Administration

- Meaning of Public Administration
- Growth of Public Administration as a discipline
- Difference between Public and Private Administration
- New Public Administration, New Public Management and New Public Service.

UNIT II: Organisation

- Meaning
- Principles
- Basis

UNIT III: Theories of Organisation

- Scientific management: Taylor
- Human Relation: Elton Mayo
- Ecological approach: Frederick Riggs

UNIT IV: Citizen and good governance

- Meaning of Good Governance

- Importance of motivation

UNIT V: Motivation in the organization

- What is motivation?
- Theories of Motivation: Maslow and Herzberg

Basic Readings:

- AliAhmady, G. (2016). Organisational Structure. *Procedia - Social and Behavioral Sciences*, (230), pp. 455-462.
- Abulof, U. (2017). Introduction: Why We Need Maslow in the Twenty-First Century. *Society*,
- Barthwal, C. (2003). E-Governance for Good Governance. *The Indian Journal of Political Science*, 64(3/4), pp. 285-308.
- Bandyopadhyay, D. (1996). Administration, Decentralisation and Good Governance. *Economic and Political Weekly*, 31(48), pp. 3109-3114.
- Drucker, P. (1999). *Management challenges for the 21st century*. New York: Harper Business.
- Frederickson, H. G. et al. (2015). Decision Theory. *The Public Administration Theory Primer*, Boulder, CO: Westview Press, pp. 131-164.
- Frederickson, H. G. et al. (2015). Theories of Governance. *The Public Administration Theory Primer*, Boulder, CO: Westview Press, pp. 219-244.
- Lambright, W., & Quinn, M. (2011). Understanding Leadership in Public Administration: The Biographical Approach, *Public Administration Review*, 71(5), pp. 782-790.
- McKinley, C. (1952). Some "Principles" of Organization. *Public Administration Review*, 12(3), pp. 157-165.
- Maslow, A. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4), pp. 370-396.
- Riggs, F. W. (1961). *The Ecology of Public Administration*, London: Asia Publication.
- Rodrigues, C. A. (2001). Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively. *Management Decision*, 39 (10), pp. 880-889.
- Salancik, G., & Pfeffer, J. (1974). The Bases and Use of Power in Organizational Decision.
- Sarachek, B. (1968). Elton Mayo's Social Psychology and Human Relations. *The Academy of Management Journal*, 11(2), pp. 189-197.
- Taylor, F. W. (1911). *The Principles of Scientific Management*. New York: Harper & Brothers.
- Whelan, R. (1999). Public Administration--The State of the Discipline: A View from The Urban and Local Management Literature. *Public Administration Quarterly*, 23(1), pp. 46-64.
- Weber, M., Hans G., & Mills, C W. (1958). Bureaucracy. *From Max Weber: Essays in Sociology*. New York: Oxford University Press, pp.196-244.
- World Bank Report. (2017). World Development Report 2017: Governance and the Law. Washington.

SKILL ENHANCEMENT COURSE (AECC)

POL-S-214: MANAGING ELECTIONS AND ELECTION CAMPAIGN (SEC-1)

Course Objective:

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Learning Outcomes:

- a. They will learn about how to file election nominations and the technical issues involved in it.
- b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
- c. They will be made aware of the role of new media and technology involved in election campaign.
- d. They will get to know about the required skills for media management during the elections.
- e. They will be able to answer what are debates on state funding of political parties in elections.

Unit I: Electoral Democracy and Management of Elections

- f. Electoral Democracy: A Theoretical Perspective
- g. How Crucial is Management of Elections?

Readings:

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research*, 19(3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.

- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2). Pp. 93-106.
- Houser, W., & (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.

Unit II: Elections and Model Code of Conducts

- a. Model Code of Conducts: What it is?
- b. Filling Election Nominations and Election Affidavits
- c. Knowing your Candidates

Readings:

- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1449.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp.135-157.

Unit III: Management of Election Campaign

- a. Traditional methods of Electoral Campaign; Poster, Pamphlets
- b. Use of New Techniques and Methods in Election Campaign
- c. Ethics in Electoral Campaign, Studies in use and abuse of communication

Readings:

- Herrnson, P. (1988). The Importance of Party Campaigning. *Policy*, 20(4), pp. 714-719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.

- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaign Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review*, 93(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly*, 64(4), pp. 481-506.

Unit IV: Media Management

- a. Role of Print, Electronics and Social Media in Elections
- b. Electoral Campaign and the Issue of Fake News

Readings:

- Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. *Foreign Affairs*, 90(1), pp. 28-41.
- Newton, K. (1999). Mass Media Effects: Mobilization or Media Malaise? *British Journal of Political Science*, 29(4)pp. 577-599.
- Carlisle, J., & Patton, R. (2013). Is Social Media Changing How We Understand Political Engagement? An Analysis of Facebook and the 2008 Presidential Election. *Political Research Quarterly*, 66(4), pp. 883-895.
- Simpson, D., O'Shaughnessy, B., & Schakowsky, J. (2016). *Winning Elections in the 21st Century*. University Press of Kansas.
- Allcott, H., & Gentzkow, M. (2017). Social Media and Fake News in the 2016 Election. *The Journal of Economic Perspectives*, 32(2), pp. 211-235.

Unit V: Fund Management for the Party

- a. Traditional and New Ways of Generating Funds
- b. Issue of Unaccounted Expenditure in Elections
- c. State Funding of Elections

Readings:

- Samuels, D. (2001). Does Money Matter? Credible Commitments and Campaign Finance in New Democracies: Theory and Evidence from Brazil. *Comparative Politics*, 34(1), pp. 23-42.
- George, H. (1883). Money in Elections. *The North American Review*, 136(316), pp. 201-211.

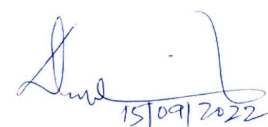
- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511.
- Dolly, A. (2000). State Funding of Elections: Some Posers. *Economic and Political Weekly*, 35(37), pp. 3283-3286.
- Kumar, B. V. (1999). Funding of Elections: Case for Institutionalised Financing. *Economic and Political Weekly*, 34(28), pp. 1884-1888.
- Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. *The Journal of Policy Reform*, 3:3, pp. 229-254.

Unit VI: Organization and Human Resource Management

- a. Membership Drive
- b. Responsibility management
- c. Booth Management

Readings:

- Rosenblum, N. (2000). Political Parties as Membership Groups. *Columbia Law Review*, 100(3), pp. 813-844.
- Bowman, L., & Boynton, G. (1966). Recruitment Patterns among Local Party Officials: A Model and some Preliminary Findings in Selected Locales. *The American Political Science Review*, 60(3), pp. 667-676.
- Part, I. The Need for Greater Party Responsibility. (1950). *The American Political Science Review*, 44(3), pp. 15-36.
- Ackerman, B., & Ayres, I. (2006). The Secret Refund Booth. *The University of Chicago Law Review*, 73(4), pp. 1107-1129.
- Ayres, I., & Bulow, J. (1998). The Donation Booth: Mandating Donor Anonymity to Disrupt the Market for Political Influence. *Stanford Law Review*, 50(3), pp. 837-891.



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GENERIC ELECTIVE(GE)

POL-G-215: HUMAN RIGHTS (GE-3)

Course Objective:

The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses.

Learning Outcome:

- a. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
- b. The students will be able to relate human rights with other rights of individuals.
- c. They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of Individuals.
- d. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.
- e. They will come to know about the human rights of the armed forces.

UNIT I: Introduction to Human Rights

- Meaning of Human Rights
- Universal Declaration of Human Rights
- Expanding Horizons of Human Rights

UNIT II: Ideology, Hegemony and Human Rights

- Political Ideologies of Homogenization and the principles of Human Rights
- Religious Homogenization and Human Rights

UNIT III: Conflict Zones, Violence and the issues in Human Rights

- Terrorism, Police Encounter and Human Rights
- Human Rights of the Armed forces

UNIT IV: State and Human Rights

- Issue of Surveillance and Censorship

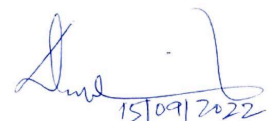
- Police Custody, Torture and Human Rights

UNIT V: Human Rights Discourse in India

- Gender, Caste and Untouchability
- Industrialization, Displacement and Land Questions

Basic Readings:

- Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.
- Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37(1), pp. 31-35.
- D. O'Byrne. (2007). Torture. In *Human Rights: An Introduction*. Delhi: Pearson, pp. 164-197.
- Forsythe, D. (2006). Human Rights and the Military: Legal Rules. *International Studies Review*, 8(3), pp. 504-506.
- Gready, P. (2003). The Politics of Human Rights. *Third World Quarterly*, 24(4), pp. 745-757.
- Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*, 44(28), pp. 76-85.
- Hoffman, J., & Graham, P. (2006). 'Human Rights', *Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.
- Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.
- Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.
- Mitchell, N., Howard, R., & Donnelly, J. (1987). Liberalism, Human Rights, and Human Dignity. *The American Political Science Review*, 81(3), pp. 921-927.
- SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.
- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32(4), pp. 315-356.
- Sen, S. (2014). Right to Free Speech and Censorship: A jurisprudential Analysis. *Journal of the Indian Law Institute*, 56(2), pp. 175-201.



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CORE PAPERS

POL-C-221: PUBLIC POLICY(C-8)

Course Objective:

This course provides thorough understanding of the public policy to the students. This module exposes the students to the world of kind of literatures which represent different theories and approaches to these issues. It also explains how citizen's participation is so important for effective implementation of the public policy.

Learning outcome:

- a. Students will be able to explain about different theories on Public Policy.
- b. They will be able to explain how to design a good public policy.
- c. They will be able to answer what is needed to ensure the successful implementation of public policy.
- d. They will be able to critically examine and answer questions pertaining to some of the key public policies in India in respect of food, sanitation health, education, poverty and environment.
- e. They will come to know how citizens can effectively participate in Public Policy implementation.

UNIT I: Introduction to Public Policy

- Meaning of the public policy
- Theories of public policy: Elite theory, incremental theory

UNIT II: Public Policy Design and Implementation

- Policy Monitoring : tools and Techniques
- Policy Implementation, Decentralization and Local Government in public policy implementation.

UNIT III: Public Policy Evaluation

- Methods and techniques of evaluation
- Agencies of Policy evaluation

UNIT IV: Citizen Initiative and Accountability

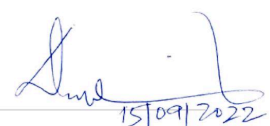
- Social Audit
- RTI and Citizen Charter
- Consumer protection Act

UNIT V: Evaluation of Public Policy in India

- Food Policy : Food Security Programme
- Education Policy : Sarva Siksha Abhiyan
- Environment Policy

Basic Readings:

- Anderson, C. (1979). The Place of Principles in Policy Analysis. *The American Political Science Review*, 73(3), pp. 711-723.
- Bandyopadhyay, D. (1996). Administration, Decentralisation and Good Governance. *Economic and Political Weekly*, 31(48), pp. 3109-3114.
- Barua, M. (2014). India's Environmental Strategy in the Global Climate Negotiations. *International Studies*, 51(1-4), pp. 195-211.
- Gopalam, K. et al. (2015). Affordable housing: Policy and practice in India. *IIMB Management Review*, 27(2), pp. 129-140.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli, I., Allison, C.R. (Eds.), *Comparative Policy Studies. Research Methods Series*. London: Palgrave Macmillan.
- Jain, A. (2012). Good Governance and Right to Information: A Perspective. *Journal of the Indian Law Institute*, 54(4), pp. 506-519.
- Karuna, V. A., & Kidambi, S. (2007). Challenging Corruption with Social Audits. *Economic and Political Weekly*, 42(5), pp. 345-347.
- Kitschelt, H. (1986). Four Theories of Public Policy Making and Fast Breeder Reactor Development. *International Organization*, 40(1), pp. 65-104.
- Lewin, K. M. (2011). Expanding access to secondary education: Can India catch up? *International Journal of Educational Development*, 31(4), pp. 382-393.
- Mead, L. M. (2013). Teaching public policy: Linking policy and politics. *Journal of Public Affairs Education*, (19), pp. 389-403.
- Paul, S. (2008). India's Citizen's Charters: In Search of a Champion. *Economic and Political Weekly*, 43(7), pp. 67-73.
- Provus, M. (1971). Evaluation as Public Policy. *Curriculum Theory Network*, (8/9), pp. 33-44.
- Purdon, S. et al. (2001). *Research Methods for Policy Evaluation*. Department for Work and Pensions, Research Working Paper No 2.
- Ranjan, R. (2014). Mission Swachh Bharat: Stage is Set for Getting into Basics. *Environment and Urbanization ASIA*, 5(2), pp. 269-284.
- Sandhu, A. (2014). National Food Security Act, 2013 and Food Security Outcomes in India. *Vision*, 18(4), pp. 365-370.
- Ward, M. (2011). Aid to education: The case of Sarva Shiksha Abhiyan in India and the role of development partners. *Journal of Education Policy*, 26(4), pp. 543-556.
- Waterman, R., & Wood, B. (1993). Policy Monitoring and Policy Analysis. *Journal of Policy Analysis and Management*, 12(4), pp. 685-699.



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POL-C-222: POLITICS IN INDIA (C-9)

Course Objective:

This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country.

Learning Outcomes:

- a. Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- b. They will be able to explain the ideology, Social base and function of key political parties such as Indian the national Congress and the Bhartiya Janata Party.
- c. They will be able to critically examine and explain the development issues in India, especially in the farm and industrial sectors.
- d. They will be able to know what ails our electoral and their public funding

UNIT I: Drives of Indian Politics

- Ecology of Indian Politics: Constitutional Ecology
- Economic factors
- Regionalism
- Media and Civil Society

UNIT II: Parties and Party System

- Features of Indian party System
- BJP, Indian national Congress
- Changing nature of Regional Political Parties.

UNIT III: Electoral Politics and Indian Democracy

- Election Commission
- Free and fair election
- Electoral Reforms

UNIT IV: Identity Politics

- Caste Mobilization
- Linguistic Politics
- Demands for Statehood

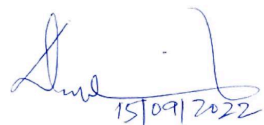
UNIT V: Politics and Development Issues

- Effect of Green Revolution on peasant
- Issue of Black Money
- Digital Economy

Basic Readings:

- Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory for Narendra Modi. In Wallace, P. (Ed.), *India's 2014 Elections: A Modi-led BJP Sweep*. Sage.
- Austin, G. (1999). *Working A Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.
- Bhambhri, C. (2005). Reservations and Casteism. *Economic and Political Weekly*, 40(9), pp. 806-808.
- Bhargava, R. (Ed.). (1998). *Secularism and Its Critics*. New Delhi: OUP.
- Chandra, K. (2004). *Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India*. Cambridge: Cambridge University Press.
- Chandra, K. (2016). *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge University Press.
- Hasan, Z. (2012). *Congress after Indira: Policy, Power, Political Change (1984-2009)*. Oxford University Press.
- Jafferlot, C. (Ed.). (2016). *Hindu Nationalism: A Reader*, (5th ed.). Permanent Black.
- Kailash, K. K. (2014). Regional Parties in the 16th Lok Sabha Elections: Who Survived and Why? *Economic and Political Weekly*, 49(39), pp. 64-71.
- Kanungo, P. (2002). *RSS Tryst with Politics: From Hedgewar to Sudarshan*. New Delhi: Manohar.
- Katju, M. (2006). Election Commission and Functioning of Democracy. *Economic and Political Weekly*, 41(17), pp. 1635-1640.
- Kothari, R. (1974). The Congress System Revisited: A Decennial Review. *Asian Survey*, XIV (12).
- Ladejinsky, W. (1973). How Green Is the Indian Green Revolution? *Economic and Political Weekly*, 8(52), pp. A133-A144.
- Nataraj, G. (2017). *Demonetisation and its Impact*. New Delhi: Indian Institute of Public Administration.
- Oommen, T. (1971). Green Revolution and Agrarian Conflict. *Economic and Political Weekly*, 6(26), pp. A99-A103.
- Pai, S. (2000). *State Politics, New Dimension: Party System Liberalization and Politics of Identity*. New Delhi: Shipra.
- Paul, R. B. (1974). *Language, Religion and Politics in North India*. London: Oxford.
- Roy, A. N., & Mathew, G. (Eds.). (2015). *Development, Decentralisation and Democracy*. Orient BlackSwan.
- Singh, A. P., & Murari, K. (Eds.). (2019). *Constitutional Government and Democracy in India*. New Delhi: Pearson.
- Shastri, S et al. (2009). *Electoral Politics in Indian States*. New Delhi: OUP.

Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. *The Journal of Policy Reform*, 3(3), pp. 229-254.



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POL-C-223: WESTERN POLITICAL THINKER (C-10)

Course Objective:

The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo-American tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to trace that ideas and tradition and examine them critically.

Learning Outcomes:

- a. The students will know the key ideas of all the political philosophers given in the course.
- b. They will be able to explain what was the ideas state according to Plato and how was it linked to his scheme of education and theory of justice.
- c. They will be able to answers how Aristotle differed from his master Plato on the conception of justice.
- d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature and from of contract and the emergence of state from the contract.
- e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
- f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.
- g. Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

UNIT I: Plato and Aristotle

- Views on state

UNIT II: Machiavelli

- Religion and Politics
- Republicanism

UNIT III: Hobbes, Locke and Rousseau

- State and Nature
- Social contract

UNIT IV: Bentham and J.S. Mill

- Utilitarianism
- Liberty, Representative Government

UNIT V: Karl Marx

- Historical Materialism
- Class Struggle

Basic Readings:

- Annas, J. (1981). *An Introduction to Plato's Republic*. Clarendon Press, Oxford.
- Ashcraft, R. (1999). Locke's Political Philosophy. In Chappell, V. (Ed.). *The Cambridge Companion to Locke*. Cambridge. Cambridge University Press, pp. 226-251.
- Barker, E. (1959). *The Political Thought of Plato and Aristotle*. New York: Dover Publications.
- Elster, J. (Ed.). (1977) *Karl Marx: A Reader*. New York: OUP.
- Hobbes, T., & Macpherson, C. B. (1968). *Leviathan*. Baltimore: Penguin Books.
- Kelly, P. (2009). J. S. Mill on Liberty. In: *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 381-399.
- Laslett, P. (Ed.). (1960). *Locke - Two Treatises of Government*. Cambridge: Cambridge University Press.
- Machiavelli, N. (1961). *The Prince*. Harmondsworth: Penguin. (Translated by George Bull).
- McClelland, J. S. (1996). *A History of Western Political Thought*. Routledge.
- Morrow, J. (2005). *History of Western Political Thought: A Thematic Introduction*. Palgrave.
- Mukherjee, S., & Ramaswami, S. (2004). *A History of Political Thought*. Delhi: Prentice Hall of India.
- Nelson, B. (2006). *Western Political Thought*. New Delhi: Pearson.
- Skoble, A.J., & Machan, T. (2007). *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130
- Sabine, G. H. (1973). *A History of Political Theory*. New Delhi: Oxford and I.B.H. Publishing.

SKILL ENHANCEMENT COURSE (AECC)

POL-S-224: PUBLIC POLICY MANAGEMENT (SEC-2)

Course Objective:

The purpose of paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools to empirically evaluate the success and failures of the policies. This course makes a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

Learning Outcomes:

The student will be able to

- a. To understand the processes and complexities involved in the decision making
- b. Students will learn the skill of project monitoring and project evaluation
- c. They will have skills to manage policy implementation.

Unit I: Introduction to Public Policy Management

- a. What is Public Policy?
- b. Public Policy making

Readings:

- Hill, M. (Ed). (2014). *Studying public policy: An international approach*. Clifton, Bristol, UK; Chicago, IL, USA: Bristol University Press.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli I., Allison C.R. (Eds.), *Comparative Policy Studies. Research Methods Series*. Palgrave Macmillan, London.
- Keeney, R. L. (2004). Framing public policy decisions. *International Journal of Technology Policy and Management*, 4(4), pp. 95-115.

- Knoepfel, P., Larrue, C., Varone, F., & Hill, M. (2007). *Public policy analysis*. Bristol: Bristol University Press.
- Maheshwari, S., & Maheshwari, S. (1987). Public Policy Making in India. *The Indian Journal of Political Science*, 48(3), pp. 336-353.
- Stout, M. (2011). In Search of a Holistic Public Policy Theory Primer. *Public Administration Review*, 71(2), pp. 322-326.

Unit II: Public Policy Implementation

- a. Policy Implementation and Bureaucracy
- b. Legal and Regulatory and shared Governance
- c. Special Care in implementation of Public Policy

Readings:

- Attewell, P., & Gerstein, D. (1979). Government Policy and Local Practice. *American Sociological Review*, 44(2), pp.311-327.
- Barthwal, C., & Sah, B. (2008). Role of Governmental Agencies in Policy Implementation. *The Indian Journal of Political Science*, 69(3), pp. 457-472
- Benjamin, B. R. (1984). *Strong Democracy*. Berkley: University of California Press.
- Hays, R. A. (1985). Perceptions of Success or Failure in Program Implementation: The 'Feedback Loop' in Public Policy Decisions. *Policy Studies Review*, 5.
- Larson, J. S. (1980). *Why Government Programs Fail: Improving Policy Implementation*. New York: Praeger.
- Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation.
- Regens, J., & Rycroft, R. (1986). Measuring Equity in Regulatory Policy Implementation. *Public Administration Review*, 46(5), pp. 423-431.
- Seigler, D. (2011). Renewing Democracy by Engaging Citizens in Shared Governance. *Public Administration Review*, 71(6), pp. 968-970.

Unit III: Public Policy Monitoring

- a. Meaning and Significance of Policy Monitoring
- b. Monitoring of Public Policies and Good Governance
- c. Approaches to Policy monitoring
- d. Limitations in Policy Monitoring

Readings:

- Kresnaliyska, G. (2015). Public Policies – A Modern Tool of Good Governance, *American International Journal of Contemporary Research*, (5)5, pp. 43-47.
- Monitoring government policies: A toolkit for civil society organizations in Africa. Available at <https://www.internationalbudget.org/wp-content/uploads/Monitoring-Government-Policies.pdf>.

Unit IV: Methods of Policy Evaluation

- a. Some Basics in Applied Economics and Statistics
- b. Cost-Benefit Analysis
- c. Cost-Effectiveness Analysis
- d. Policy Alternative

Readings:

- Blum, J., Damsgaard, A., & Sullivan, P. (1980). Cost-Benefit Analysis, *Proceedings of the Academy of Political Science*, 33(4), pp. 137-147.
- Gregory, R., & Keeney, R. (1994). Creating Policy Alternatives Using Stakeholder Values. *Management Science*, 40(8), pp. 1035-1048.
- Hummel-Rossi, B., & Ashdown, J. (2002). The State of Cost-Benefit and Cost-Effectiveness Analyses in Education. *Review of Educational Research*, 72(1), pp. 1-30.
- Kornhauser, L. (2000). On Justifying Cost-Benefit Analysis. *The Journal of Legal Studies*, 29(S2), pp. 1037-1057.
- Patton, C. V., & Sawicki, D. S. (1986). The Need for simple Methods of Policy Analysis and Planning. In Patton, C. V. *Basic Methods of Policy Analysis and Planning*. Prentice-Hall.
- Schoenefeld, J., & Jordan, A. (2017). Governing policy evaluation? Towards a new typology. *Evaluation*, 23(3), pp. 274 – 293.
- Sunstein, C. (2014). The Real World of Cost-Benefit Analysis: Thirty-Six Questions (and almost as many answers). *Columbia Law Review*, 114(1), pp. 167-211.

GENERIC ELECTIVE (GE)

POL-G-225: UNDERSTANDING GANDHI (GE-4)

Course Objective:

This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also matter of contestations before independence.

Learning Outcome:

- a. Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
- b. They will come to know Ambedkar's views on Islam and partition of India.
- c. Students will be able to explain why and how Ambedkar opposed Shariate Laws and spoke in favour of the Uniform Civil code.
- d. Students will learn his view on democracy, Citizenship, freedom and justice.
- e. Students will be able to explain his views on the language question and organization of states in India.

UNIT I: Core of Gandhian Philosophy

- Truth and Non- Violence
- Satyagrah

UNIT II: Man, Machine development and Modern Human Civilization

- Gandhi's criticize of Modern civilization
- Gandhi on Nation and Nationalism
- Swadeshi and Swaraj
- Nature and Environment

UNIT III: Issues in Indian Politics

- Hindu- Muslim Relation
- Untouchability and Caste Question
- Gandhi on Women

UNIT IV: Evaluation Gandhi

- Gandhi as a Political thinker
- Contradictions in Gandhi

UNIT V: Gandhi on Religion

- Gandhi Views on Religion and Politics
- Religious Conversions

Basic Readings:

- Chandra, B. (2004). Gandhiji, Secularism and Communalism. *Social Scientist*, 32(1/2), pp. 3-29.
- Coward, H. (2003). Gandhi, Ambedkar, and Untouchability. In Coward, H. (Ed.), *Indian Critiques of Gandhi*. New York: State University of New York Press, pp. 41-66.
- Gandhi, M. K. (1939). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- Heredia, R. (1999). Interpreting Gandhi's Hind Swaraj. *Economic and Political Weekly*, 34(24), pp. 1497-1502.
- Kishwar, M. (1985). Gandhi on Women. *Economic and Political Weekly*, 20(41), pp.1753-1758.
- Parel, A. J. (Ed.). (2002). Introduction. In: *Gandhi, freedom and Self Rule*. Delhi: Vistaar Publication.
- Parel, A. J. (2008). Gandhi and the Emergence of the Modern Indian Political Canon. *The Review of Politics*, 70(1), pp. 40-63.
- Parekh, B. (1997). The Critique of Modernity. In: *Gandhi: A Brief Insight*. Delhi: Sterling Publishing Company, pp. 63-74.
- Pathak, R. (2004). Environmental Challenges and Gandhian Solution. *The Indian Journal of Political Science*, 65(3), pp. 367-376.
- Rao, P. (2009). Gandhi, Untouchability and the Postcolonial Predicament: A Note. *Social Scientist*. 37 (1/2). pp. 64-70.
- Srinivas, M. (1995). Gandhi's Religion. *Economic and Political Weekly*, 30(25), pp.1489-1491.
- Tucker, W. (1931). Religious and Political Concepts of Gandhi. *Social Science*, 6(3), pp. 294-298.
- Veeravalli, A. (2011). Swaraj and Sovereignty. *Economic and Political Weekly*, 46(5), pp. 65-69.

CORE PAPERS

POL-C-311: MODERN INDIAN POLITICAL THINKER (C-11)

Course Objective:

This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly.

Learning Outcome:

- a. They will come to understand how Bankim Chandra Chattopadhyay conceptualizes the idea of 'we' and 'they' in his writings.
- b. How Swami Dayanand Saraswati criticized the superstitious in religious texts and practice of the same by the followers and in what ways an understanding of Vedanta brings one to the supreme and real truth and wisdom?
- c. Students will be able to explain Vivekanand's criticism of the West and taking pride in the Indian religion on the one hand and critiquing Christianity and Islam on the issue of religious conversion.
- d. They will be able to explain Vivekanand's criticism of the West and taking pride in the Indian religion on the one hand and critiquing Christianity and Islam on the issue of religious conversion.
- e. They will be able to explain the key ideas of Gandhi.
- f. Students will be able to evaluate the ideas of Savarkar on Hindutva.
- g. They will be able to explain how Aurobindo understood and explain Indian nationalism. They will also come to know why Aurobindo equated Indian nationalism with Sanatan Dharma.
- h. They will come to know about the socialist ideas of Lohia and Jay Prakash Narayan and integral Humanism of Deendayal Upadhyay.

UNIT I: Vivekananda and Aurobindo

- Concept of Naturalism

UNIT II: Ram Mahohar Lolia and J.P. Narayan

- Socialist thought and total revolution

UNIT III: Gandhi

- Truth and Non-violence and Swadeshi

UNIT IV: Ambedkar

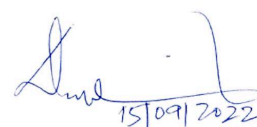
- Issues of Social Justice and empowerment of Dalits

UNIT V: B.D. Savarkar

- Hindutva and Social Reforms

Basic Readings:

- Doctor, A. (1988). Lohia's Quest for an Autonomous Socialism. *The Indian Journal of Political Science*, 49(3), pp. 312-327.
- Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. *The Indian Journal of Political Science*, 66(3), pp. 661-666.
- Gandhi, M.K. (1948). *Hinduism, Collected Works of Mahatma Gandhi*. Delhi: National Book Trust.
- Gandhi, M.K. (1948). *An Autobiography or the Story of My Experiments with Truth*. Ahmedabad: Navajivan.
- Gandhi, M.K. (1938). *The Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan.
- Ghosh, A. (1996). *On Nationalism*. Pondicherry: Sri Aurobindo Ashram.
- Godbole, V.S. (2004) *Rationalism of Veer Savarkar*. Thane: Itihas Patrika Prakashan.
- Gokhale, B. (1964). Swami Vivekananda and Indian Nationalism. *Journal of Bible and Religion*, 32(1), pp. 35-42.
- Gore, M.S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*. Delhi: Sage Publication.
- Keer, D. (1966). *Veer Savarkar*. Bombay: Popular Prakashan.
- Kumar, N. (1992). The Swami and the Mahatma: The Socio-Political Relevance. *The Indian Journal of Political Science*, 53(3), pp. 297-313.
- Lohia, R. M. (1952). *Aspects of Socialist Policy*. Bombay: Tulloch Road.
- Narendra, J. (1991). Neglected Economic Thought of Babasaheb Ambedkar. *Economic and Political Weekly*, 26(15), pp. 980-982.
- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House.
- Ragi, Sangit K (2017) in Roy, Himanshu and Singh M.P. *Indian Political Thought*, Pearson, Delhi.
- Samaddar, R. (2008). Jayaprakash Narayan and the Problem of Representative Democracy. *Economic and Political Weekly*, 43(31), pp. 49-58.
- Savarkar, V.D. (1969). *Hindutva*. Bombay: Veer Savarkar Prakashan.
- Singh, K. (1963). *Prophet of Indian Nationalism: Study of the Political Thought of Sri Aurobindo Ghosh 1893-1910*. London: Allen and Unwin.
- Tolpadi, R. (2010). Context, Discourse and Vision of Lohia's Socialism. *Economic and Political Weekly*, 45(40), pp. 71-77.
- Varma, V. (1957). Sri Aurobindo's Philosophy of Political Vedantism. *The Indian Journal of Political Science*, 18(1), pp. 24-35.



15/09/2022

POL-C-312: INDIA'S FOREIGN POLICY (C-12)

Course Objective:

The course intends to acquaint the students on India's world view, geopolitical vision, and key principles and foundations of India's Foreign Policy.

Learning Outcome: At the end of the course students would have acquired a comprehensive understanding of the following:

- a. India's world view, geopolitical vision, and key principles
- b. New Frontiers of Indian Foreign Policy and Diplomacy
- c. India's Nuclear Policy and Strategy
- d. India's connectivity challenge both on land and at sea
- e. India's Look East and Act East Policy
- f. India's engagement with the Indian Ocean and Indo- Pacific

UNIT I: Continuity and Change in India's Foreign Policy: Principles, Interest & Strategies

- Beyond Panchsheel and Non-alignment
- India's Geo-economic strategy
- India's Diaspora and diplomacy
- India's Nuclear doctrine

UNIT II: India as a Leading Power

- India's quest for a Multi polar world order
- New Frontiers of India's foreign policy (outer space and climate change)

UNIT III: India Relations with Major Powers

- Relations with USA
- Relations with Russia
- India-china Relations

UNIT IV: India: East and West Asia

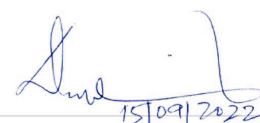
- India's Look East Policy
- India and the Indian ocean
- India in East Asia : Iran and Israel

UNIT V: India in South-Asia

- India's relation with Afghanistan and Pakistan
- India's relations with Bangladesh

Basic Readings:

- Ahuja, A., & Kapur, D. (2018). India's geo-economic strategy. *India Review*, 17:1, pp. 76-99.
- Bajpai, K. (2015). Five Approaches to the Study of Indian Foreign Policy. In Malone, M.D., Mohan, R.C., & Raghavan, S. (Eds.), *The Oxford Handbook of Indian Foreign Policy*. Oxford University Press.
- Brewster, D. (2018). *India & China at Sea: Competition for Naval Domination in the Indian Ocean*. New Delhi: Oxford University Press.
- Chaco, P. (2012). *Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004*. London: Routledge.
- Ganguly, S., & Pardesi, M. (2009). Explaining Sixty Years of India's Foreign Policy. *India Review* 8 (1), pp. 4–19.
- Jayaprakash, N. D. (2000). Nuclear Disarmament and India. *Economic and Political Weekly*, 35(7), pp. 525-533.
- Kumar, R. (2017). India and the BRICS. A Cautious and Limited Engagement. *International Studies*, 54(1-4), pp. 162-179.
- Karnad, B. (2015) *Why India is not a Great Power (Yet)*. New Delhi: Oxford University Press. (Chapter 1).
- Kumar, S., & Ramana, M. V. (2018). India and the Policy of No First Use of Nuclear Weapons. *Journal for Peace and Nuclear Disarmament*, 1(1), pp. 152-168.
- Kanwal, G. (2016). *India's Nuclear Doctrine: Time for a Review?* New Delhi: Institute of Peace and Conflict Studies.
- Inside the Making of India's Foreign Policy*. Washington, DC: Brookings Institution.
- Nag, R. M. (2016). Looking East: Security through Greater Cross Border Connectivity. In Goswami, N. (Ed.), *India's Approach to Asia: Strategy, Geopolitics and Responsibility*, New Delhi: Institute of Defence and Strategic Studies & Pentagon Press, pp. 143-163.
- Panda, J. P. (2017). *India-China Relations: Politics of Resources, Identity and Authority in a Multipolar World Order*. London, New York: Routledge.
- Pandey, S. K., & Yadav, A. (2016). Contextualizing India–Russia Relations. *International Studies*, 53(3-4), pp. 227-257.
- Pant, H.V. (2011). India's Relations with China. In D. Scott. (Ed.), *Handbook of India's International Relations*. London: Routledge, pp. 233-242.
- Pant, H.V. (2017). Rising India and Its Global Governance Imperatives. *Rising Powers Quarterly*. 2(3), pp. 7-17.
- Pant, H.V. (2016). *Indian Foreign Policy: An Overview*. Manchester: Manchester University Press.
- Rajgopalan, R. & Sahni, V. (2008). India and the Great Powers: Strategic Imperatives, Normative Necessities. *South Asian Survey*, 15 (1), pp. 5–32.
- Singh, B. (2016). India's Neighbourhood Policy: Geopolitical Fault Line of Its Nepal Policy in the Post-2015 Constitution. *Journal of International and Area Studies*, 23(1), pp. 59-75.
- Stobdan, P. (2016). The Geostrategic Context of the India-Russia Partnership. In Goswami, N.



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DISCIPLINE SPECIFIC ENHANCEMENT COURSE (DSE)

POL-D-313: COLONIALISM AND NATIONALISM IN INDIA (DSE-1)

Course Objective:

This course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India. This includes why India was partitioned and what were the ideological premises of partition of the country and demarcation of boundaries of two separate nations-states.

Learning Outcomes:

- a. The student will be able to examine and explain the impacts of British colonialism in India.
- b. They will know how Indian nationalism is interpreted differently by different schools of thought.
- c. They will be able to understand the role of different cultural and political organizations and ideologies which contributed to the freedom movement of India significantly.
- d. They will be able to understand why and on what basis the country was partitioned.

UNIT I: Colonialism and Nationalism

- a. Approaches to understand Colonialism: Liberals, Marxists and Post-colonial Theorists.
- b. Approaches to understand Indian Nationalism: Imperialists, Nationalists, Marxists and Subaltern School

Readings:

- Chandra, B. (1999). *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 1-22.
- Bandyopadhyay, S. (2004). *From Plassey to Partition and After*. Hyderabad: Orient Black Swan.
- Guha, R. 1982. *Subaltern Studies*, I. Delhi: Oxford University Press, pp. 1-8.
- Chibber, V. (2013). *Postcolonial Theory and the Specter of Capital*. Navayana: New Delhi, pp. 1-27.
- Desai, A. R. (1987). *Social Background of Indian Nationalism*. Bombay: Popular.

UNIT II: Impact of Colonial Rule in India

- a. Economic Impacts: Theory of Drain of Wealth, Impact on Agriculture, Industry, Land and Forest.
- b. Cultural Impacts: English Education and Colonial Narratives on India, Arguments of Civilizing Mission by Utilitarians and the Missionaries.
- c. Religious Reforms and Identity Consolidation, Arya Samaj, Brahmo Samaj, Prarthna Samaj, Indian Muslim League, Hindu Maha Sabha, Rastriya Swayam Sevak Sangh.

Readings:

- Kochhar, R. (2008). Seductive Orientalism: English Education and Modern Science in Colonial India. *Social Scientist*, 36, pp. 45-63.
- Mukherjee, A. (2008). The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India. *Social Scientist*, 36-pp. 3-44.
- Kalpagam, U. (2015). *Rule by Numbers*, New Delhi: Orient Blackswan, pp. 137-174.
- Tharoor, S. (2016). *An Era of Darkness: The British Empire in India*. New Delhi: Aleph, pp. 1-42.
- Mann, M. (2004). Torchbearers upon the Path of Progress: Britain's Ideology of a Moral and Material Progress in India. In Mann, M., & Fischer-Tine, H. (Eds.), *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.

UNIT III: Resistance against the Colonial State

- a. The 1857 Rebellion
- b. Peasant and Tribal resistance
- c. Sanyasi Rebellion

Readings:

- Bandopadhyay, S. (2015). *From Passey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.
- Elst, K. (2001). *Decolonizing the Hindu Mind: Ideological Development of Hindu Revivalism*. New Delhi: Rupa, pp. 439-504.
- Sen, A. P. (2007). The Idea of Social reform and its critique among Hindus of Nineteenth Century India. In Bhattacharya, S. (Ed.), *Development of Modern Indian Thought and the Social Sciences*. Vol X, New Delhi: Oxford University Press.
- Bandopadhyay, S. (2008). Eighteen-Fifty-Seven and its Many Histories, in *1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan, pp. 1-22.

UNIT IV: The National Movement against the British Rule

- a. Indian National Congress and the Liberal Constitutionalists
- b. Swadeshi, Revolutionaries,
- c. Gandhian Era: Non-Cooperation, Civil Disobedience, Quit India Movement
- d. Role of the Socialists and the Communists
- e. Role of the AzAD Hind Fauz in the Freedom Movement

Readings:

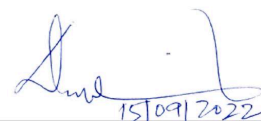
- Roy, A. (2013). *Gendered Citizenship: Historical and Conceptual Explorations*. New Delhi: Orient BlackSwan, pp. 126-180.
- Jayal, N. G. (2013). *Citizenship and Its Discountents*. New Delhi: Permanent Black, pp. 27-50.
- Dalmia, V. (2015). *Hindu Pasts: Women, Religion, Histories*. New Delhi: Permanent Black, pp. 335-366.
- Dirks, N. B. (2002). *Castes of Mind: Colonialism and the Making of Modern India*. New Delhi: Permanent Black, pp. 255-274.
- Bandopadhyaya, S. 920150. *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 334-381.

UNIT V: Partition of the Country

- a. Politics of the Indian Muslim League and the two Nation Theory
- b. Basis of Partition and Negotiation for Demarcation of Territories

Readings:

- rajurkar, N. G. (1982). The Partition of India in Perspective, *Indian Journal of Political Science*, 43(2), pp. 34-53.
- Frykenberg, R. E. (1972). The Partion of India: A Quarter Century After: *The American Historical Review*, 77(2), pp. 463-472.
- Davis, K. (1949). India and Pakistan: The Demography of Partition, *Pacific Affairs*, 22(3), pp254-264.
- Pradhan, R. (2008). *Raj to Swaraj*. New Delhi: Macmillan.
- Metcalf, T. (1995). *Ideologies of the Raj*. Cambridge: University Press, pp. 132-148.



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POL-D-314: PARTY POLITICS IN INDIA (DSE-2)

Course Objective:

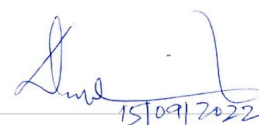
This Course focuses on the study of political parties in India both at center and state levels. The study comprises of their organization, ideology and political support base. The in-depth understanding of parties would enable the students also to examine the questions of inner party democracy and transfer of power within the party. Further, it engages the students on the questions of government funding of elections and elections campaign in the country. With the application of new technologies and new mass media, it is important to understand how the nature and magnitude of elections campaigns have changed in India. the course allows the students to make a comparative study of elections manifestos of major political parties which will give them insight into their commitments to the issues and how and in what ways they converge as well as differ from each other.

Learning outcome:

- a. The students will be able to explain the origin and ideologies of main national parties of India especially the BJP, the CPM, and the Indian National Congress.
- b. The students will come to know how the regional parties emerged and how their emergence challenged the hegemony of the national party like Indian the national congress.
- c. The students will be able to explain the transformation in the nature of the regional parties in India.
- d. They will be able to decode the election manifestoes of political parties and explain in what ways they converge and diverge on policy issues and programs.
- e. They will be able to explain how politics and issues can be studied through slogans.

UNIT I: National Parties, their Organization, Ideology and Support Base

- a. Bharatiya Janata Party, Indian National Congress, and the Communist Party of India (M): Their Origin and Evolution, Organizational Structure, Social Base and Ideologies.
- b. Debates on Democracy within Party
- c. Dynasty politics and Family Succession in Parties



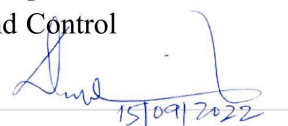
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Readings:

- Farooqui, A., & Sridharan, E. (2016). Can umbrella parties survive? The Decline of the Indian National Congress. *Commonwealth & Comparative Politics*, 54:3, Routledge Publication, pp. 331-361
- Jaffrelot, C. (1996). *The Hindu Nationalist Movement and Indian Politics, 1932 to the 1990s*. New Delhi: Penguin.
- Bhattacharyya, H. (2015). *Political parties and Democracy in South Asia: The CPI-M in India's Liberal Democracy*, In Wolf S. et al. (Eds), *Politics in South Asia*. Cham: Springer.
- Khare, H. (2004). *The Indian National Congress: Problems of Survival and Reinvention* In Metra, S. K. et al. (Eds), *Political Parties in South Asia*, New York: Praeger, pp. 31-54.
- Zavos, J. et al. (Eds). (2004). *Hindu Nationalism and Indian Politics: An Omnibus*, New Delhi: Oxford University Press.
- Heath, O. (1999). Anatomy of BJP's Rise to Power: Social, Regional and Political Expansion in 1990s. *Economic and Political Weekly*, 34(34/35), 2511-2517.
- Kothari, R. (1974). The Congress 'System' in India. *Asian Survey*, 4(12), University of California Press, pp. 1161-1173.
- Kothari, R. (1974). The Congress System Revisited: A Decennial Review. *Asian Survey* 14(12), University of California Press, pp. 1035-1054.
- Hassan, T., & Jafferlot, C. (Eds). (1998). *The BJP and the Compulsions of Politics in India*, New Delhi: Oxford University Press.
- Hassan, Z. (2012). *Congress after Indira: Policy, Power and Political Change 1984-2009*. Oxford University Press.
- Varshney, A. (2000). Is India Becoming More Democratic? *The Journal of Asian Studies*, 59(1), pp. 3-25.
- Chhibber, P. (1999). *Democracy without Associations: Transformation of the Party System and Social Cleavages in India*. Ann Arbor: University of Michigan Press.
- Bo, E. Bo, P., & Synder, J. (2009). Political Dynasties. *The Review of Economic Studies*, 76(1), pp. 115-142.
- Deo, N., & Chawla, A. (2017), The paradox of Dynastic Politics in India. In Munshi, S. (Eds), *Democracy under Threat*. Oxford University Press.

UNIT II: Regional Parties:

- a. Phenomenon of Rise of Regional Parties: Regional or Individual Aspirations?
- b. Nature of Regional Parties: Dynasty and Family Proprietorship and Control


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Readings:

- Jaffrelot, C., & Verniers, G. (2011). Re-nationalization of India's Political Party System or Continued Prevalence of Regionalism and Ethnicity? *Asian Survey*, 51(6), pp. 1090-1112.
- Pai, S. (1990). Regional Parties and the Emerging Pattern of Politics in India. *The Indian Journal of Political Science*, 51(3), pp. 393-415.
- Vaishnav, M. (2013). The Complicated rise of Regional Parties. *Carnegie endowment for international peace*.

UNIT III: Understanding Issues in Indian Politics

- a. Comparing Manifestos of the Political Parties
- b. Studies in Slogans.

Readings:

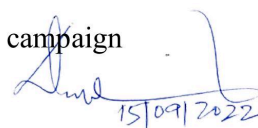
- Roy, D. (2004). From Promises to Performance: Political Manifestos and Budget 2004-05. *Economic and Political Weekly*, 39(32), pp. 3583-3585.
- Singh, S. (2012). Where Do Parties Live? Electoral Institutions, Party Incentives, and the Dimensionality of Politics. *Social Science Quarterly*, 93(4), pp. 950-967.

UNIT IV: Election Studies

- a. Election Campaign, Changing Nature of Political Campaign
- b. Understanding Voting Behaviour

Readings:

- Katju, M. (2001). Changing Times: Visual Media and Indian Politics. *Economic and Political Weekly*, 36(39), pp. 3759-3761.
- Kumar, R. (2017). Padayatras and the Changing Nature of Political Communication in India. *Studies in Indian Politics*, 5(5), pp. 32-41.
- Zhirnov, A. (2016). Electoral coordination in India: The role of costly campaign communication, *Indian Review*, 15:4, pp. 359-378.



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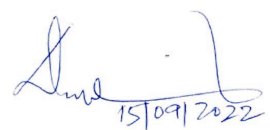
- Bharucha, A. (2003). Impact of Identity Politics on Differential Voter Outcomes: What Determines India's Behavior? *Economic and Political Weekly*, 38(6), pp. 550-560.
- Vaishnav, M. 2015). Understanding the India Voter. *Carnegie endowment for international peace*.

UNIT V: Electoral Funding

- a. Expenditure studies in Elections
- b. Impact of High Election Expenditure
- c. Debate on Public Funding of Elections

Readings:

- Chhibber, P. (1995). Political Parties, Electoral Competition, Government Expenditures and Economic Reform in India. *The Journal of Development Studies*, 32(1), pp. 74-96.
- Thachil, T., Teitelbaum, E. 2015). Ethnic Parties and Public Spending: New Theory and Evidence from the Indian States. *Comparative Political Studies*, 48(11), pp.1389-1420.
- Sahoo, N. (2017). Towards public financing of elections and political parties in India: Lessons from global experiences. *ORF Occasional Paper No. 127*.
- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511.



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CORE PAPERS

POL-C-321: STATE POLITICS IN INDIA (C-13)

Course Objective:

This course deals with the politics in states in India. Besides understanding the different social, demographic, gender, ethnic, linguistics and other variations, which shape their politics, the common issues of the states that influence the dynamics of political questions, shall be made to understand.

Learning Outcome:

- a. The students will know how different states have been formed in India.
- b. They will know the approach to understand and explain the state politics in India.
- c. They will be able to explain what the key issues are in state politics.
- d. They will know about the state – specific issues as well as social ethnic forces influence it.
- e. Students would be able to reflect on the farm crisis in India.

UNIT I: Understanding State Politics

- Economic perspective
- Socio-cultural perspective
- Political perspective

UNIT II: States Formation in India

- Colonial administrative units
- Language, identity Formations
- Development issues

UNIT III: Issues in State Politics

- Regional Identity, Interests and Aspirations
- Caste and Community Polarization
- State Politics responding to national issues

UNIT IV: States and the Centre

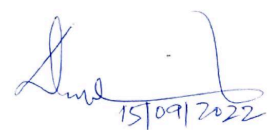
- Emerging trends in centre-state relations
- Sub nationalism

UNIT V: Inter-State Conflicts

- Inter-State water disputes
- Inter-State territory conflicts

Basic Readings:

- Carroll, L. (1978). Colonial Perceptions of Indian Society and the Emergence of Caste(s) Associations. *The Journal of Asian Studies*, 37(2), pp. 233-250.
- Dutt, S. (1998). Identities and the Indian State: An Overview. *Third World Quarterly*, 19(3), pp. 411-434.
- Mishra, A. (2011). *Rethinking State Politics in India: Regions within Regions*. New Delhi: Routledge.
- Mukerjee, R. (1937). Caste and Social Change in India. *American Journal of Sociology*, 43(3), pp. 377-390.
- Nag, S. (1993). Multiplication of Nations? Political Economy of Sub-Nationalism in India. *Economic and Political Weekly*, 28(29/30), pp. 1521-1532.
- Patnaik, P. (2018). Trends of centre–state relations in India under the neo-liberal regime. *Studies in People’s History*, 5(1), pp. 83–91.
- Ramaswamy R. I. (2002). Inter-State Water Disputes Act 1956: Difficulties and Solutions. *Economic and Political Weekly*, 37(28), pp. 2907-2910
- Roy, H., Singh, M. P., & Chauhan, A.P.S. (2017). *State Politics in India*. New Delhi: Primus Book.
- Rudolph, L. I., & Susanne, H. R. (1987). *The Political Economy of the Indian State, In Pursuit of Lakshmi*, New Delhi: Orient Longman.
- Smitha, K. C. (2018). Agrarian Movements in Neoliberal India: A Case Study of Andhra Pradesh Vyvasaya Vruthidarula Union. *Agrarian South: Journal of Political Economy*, 7(2), pp. 123–144.
- Sridharan, E. (Ed.). (2014). *Coalition Politics in India: Selected Issues at the Centre and the States*. Academic Foundation.
- Sathyamurthy, T. (1989). Impact of Centre-State Relations on Indian Politics: An Interpretative Reckoning, 1947-87. *Economic and Political Weekly*, 24(38), pp. 2133-2147.
- Sankaran S., Sekerdej M. & Von Hecker U. (2017). The role of Indian caste identity and caste inconsistent norms on status representation. *Frontiers in Psychology*.
- Varshney, A. (1995). *Democracy development and the countryside*. U.K: Cambridge.
- World Development Report. (2000/2001). *Attacking poverty: Opportunity, Empowerment and Security*.



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POL-C-322: RESEARCH METHODOLOGY (C-14)

Course Objective:

The purpose of the course is to expose the students to the world of research in the social sciences and equip them with skills of data collection, data interpretation and use of different methods and techniques of qualitative and quantitative researches.

Learning outcome:

- a. The student will be able to use different quantitative and qualitative tools and techniques in their research.
- b. They will learn different tools and techniques of data collection and analysis.
- c. The student will be able to design their research proposal.
- d. The student will be equipped with an understanding of ethics in research.
- e. They will learn the ways of accessing data from different sources.

UNIT I: Introduction to research in Social Sciences

- What is research in social sciences?
- Case Study

UNIT II: Research Design

- What is Research Design
- Designing research proposal

UNIT III: Techniques and tools of data collection

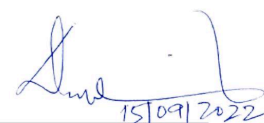
- Sample : Techniques and kinds of sampling
- Questionnaire method
- Interview
- Observation method

UNIT IV: Writing Dissertation

- Writing Dissertation
- Referencing style
- Plagiarism

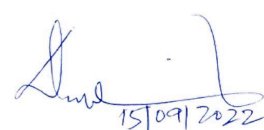
UNIT V: Project Report

Basic Readings:



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- Alavi, M. (2016). A Manual for Selecting Sampling Techniques in Research. *MPRA Paper No.* 70218.
- Abdulai, R. T., & Owusu-Ansah, A. (2014). *Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences*. Sage Open.
- Bryman, A. (2012). *Social Research Methods*, (4th edition). London: Oxford University Press.
- Bruyn, S. (1963). The Methodology of Participant Observation. *Human Organization*, 22(3), pp. 224-235
- Cooley, L., & Lewkowicz, J. (2003). *Dissertation Writing in Practice: Turning Ideas into Text*. Aberdeen: Hong Kong University Press.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Cannell, C., Miller, P., & Oksenberg, L. (1981). Research on Interviewing Techniques. *Sociological Methodology*, 12, pp. 389-437.
- Gideon, L. (Ed.). (2012). *Handbook of Survey Methodology for the Social Sciences*. Springer.
- Hubbard, F. (1942). Questionnaires, Interviews, Personality Schedules. *Review of Educational Research*, 12(5), pp. 534-541.
- Krathwohl, D. R. (1988). *How to prepare a research proposal: Guidelines for funding* Press.
- Knopf, J. (2006). Doing a Literature Review. *PS: Political Science and Politics*, 39(1), pp. 127-132.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. London: Sage Publication.
- Rao, K. (2008). Plagiarism, a scourge. *Current Science*, 94(5), pp. 581-586.
- Stacey, M. (1980). *Methods of Social Research*. Pergamon: OUP.
- Sieber, S. (1973). The Integration of Fieldwork and Survey Methods. *American Journal of Sociology*, 78(6), pp. 1335-1359.
- Timasheff, N. (1948). Observation in the Social Sciences. *The American Catholic Sociological Review*, 9(4), pp. 259-271.
- Townsend, B. (1986). Academic Writing: Advice on How to Do It. *Higher Education*, 15(3/4), pp. 373-378.
- Wilhoit, S. (1994). Helping Students Avoid Plagiarism. *College Teaching*, 42(4), pp.161-164.
- Yin, R. N. (2009). *Case Study Research - Design and Methods*, Fourth Edition. *Applied Social Research Methods Series*, (5). Sage Publication.



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DISCIPLINE SPECIFIC ENGAGEMENT COURSE (DSE)

POL-D-323: COMPARATIVE CONSTITUTIONS (DSE-3)

Course Objective:

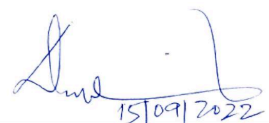
This course gives insights into the structures and institutions of government and working of constitutions of some selected countries like USA, UK, Switzerland, and China. These all today are placed in the category of developed countries but they represent a different set of structures and institutions of governance. While the USA represents the working of a federal government, the UK is an example of unitary government within the framework of liberal democracy. Further, Switzerland continues to experiment with ideas and elements of direct democracy though in limited ways. Insights into the Chinese constitution provide understanding about the functioning of a regime which talks about communism but how antithetical it is to the idea of democracy.

Learning Outcome:

- a. Students would be able to explain how legislatures, executive and judiciary work in these countries. And how they interact with each other in their respective political systems.
- b. They will be able to explain the ways in which the executive, legislature and judiciary of one country differs from the rest of the other.

Unit I: Introduction to American Constitution

- a. Framing of American Constitution, Salient Features
- b. President of America: Election, Power and Function
- c. The Congress: Composition, Election to the Congress, Power and Functions
- d. American Judiciary: Composition and function
- e. American Bureaucracy
- f. Party System



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Unit II: Introduction to the British Constitution

- a. Journey of Parliamentary Democracy and evolving of Constitution
- b. British Prime Minister
- c. Parliament
- d. Judiciary
- e. Bureaucracy
- f. Party System

Unit III: Introduction to Swiss Constitution

- a. Framing of Constitution, Salient features
- b. Executive
- c. Legislature
- d. Judiciary
- e. Bureaucracy
- f. Party System

Unit IV: Introduction to Chinese Constitution

- a. Salient Features, Objective of the Constitution
- b. Executive
- c. Legislature
- d. Judiciary
- e. Bureaucracy
- f. Communist Party of China

Basic Readings

- Adams, A. (1984). The Role of the Federal Judiciary. *Proceedings of the American Philosophical Society*, 128(3), pp. 231-237.
- Abramson, P., Aldrich, J., Paolino, P., & Rohde, D. (2000). Challenges to the American Two-Party System: Evidence from the 1968, 1980, 1992,

- and 1996 Presidential Elections. *Political Research Quarterly*, 53(3), pp. 495-522.
- Bradley, C., & Morrison, T. (2013). Presidential Power, Historical Practice, and Legal Constraint. *Columbia Law Review*, 113(4), pp. 1097-1161.
 - Hazeltine, H. (1917). The Influence of Magna Carta on American Constitutional Development. *Columbia Law Review*, 17(1), pp. 1-33.
 - Hesseltine, W. (1959). The Phenomenon of American Political Parties. *Pakistan Horizon*, 12(3), pp. 215-220.
 - Howell, W., & Pevehouse, J. (2005). Presidents, Congress, and the Use of Force. *International Organization*, 59(1), pp. 209-232.
 - Jacobsohn, G. (2011). Rights and American Constitutional Identity. *Polity*, 43(4), pp. 409-431.
 - Meador, D. (1979). The Federal Judiciary and Its Future Administration, *Virginia Law Review*, 65(6), pp. 1031-1061.
 - Pious, R. (1981). Congressional Power. *Proceedings of the Academy of Political Science*, 34(2), pp. 45-61.
 - Rabinowitz, G., & MacDonald, S. (1986). The Power of the States in U.S. Presidential Elections. *The American Political Science Review*, 80(1), pp. 65-87.
 - Rourke, F. (1987). Bureaucracy in the American Constitutional Order, *Political Science Quarterly*, 102(2), pp. 217-232.

 - Aikin, C. (1939). The British Bureaucracy and the Origins of Parliamentary Policy, III. *The American Political Science Review*, 33(2), pp. 219-233.
 - Anson, W. (1912). The Parliament Act and the British Constitution. *Columbia Law Review*, 12(8), pp. 673-684.
 - Borrie, G. (1970). Judicial Conflicts of Interest in Britain. *The American Journal of Comparative Law*, 18(4), pp. 697-709.
 - Cain, B. (1980). Challenges and Responses in British Party Politics. *Comparative Politics*, 12(3), pp. 335-348.

- Dunham, W. (1971). The Spirit of the British Constitution: Form and Substance. *The University of Toronto Law Journal*, 21(1), pp. 44-66.
- Evershed, L. (1961). The Judicial Process in Twentieth Century England. *Columbia Law Review*, 61(5), pp. 761-791.
- Greenaway, J. (1992). British Conservatism and Bureaucracy. *History of Political Thought*, 13(1), pp. 129-160.
- King, A., & Allen, N. (2010). 'Off With Their Heads': British Prime Ministers and the Power to Dismiss. *British Journal of Political Science*, 40(2), pp. 249-278.
- Lipson, L. (1953). The Two-Party System in British Politics. *The American Political Science Review*, 47(2), pp. 337-358.
- Saunders, R. (2008). Parliament and People: The British Constitution in the Long Nineteenth Century. *Journal of Modern European History*, 6(1), pp. 72-87.
- Thompson, F. (1953). *A Short History of Parliament: 1295-1642*. University of Minnesota Press.
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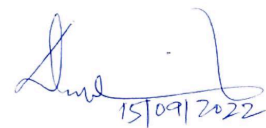
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POL-D-324: GOVERNMENT AND POLITICS IN ARUNACHAL PRADESH (DSE-4)

Course Objective:

This Course focuses on the study of political parties in India both at center and state levels, and understands their organization, ideology and political support base.

Learning Outcome:

The students will be familiar with Government and Politics of Arunachal Pradesh and Nature and dynamic of Arunachal Politics.

Unit I: National Parties, their Organization, Ideology and Support Base

- **Bharatiya Janata Party**
- Indian National Congress
- Communist Party of India (M)

Unit II: Regional Parties

- Phenomenon of Rise of Regional Parties: Regional or Individual Aspirations?
- Nature, Role and relevance of Regional Parties.

Unit III: Understanding Issues in Indian Politics

- Comparing Manifestos of the Political Parties
- Studies in Slogans.

Unit IV: Election Studies

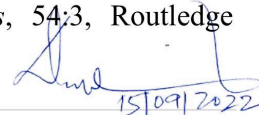
- Election Campaign
- Changing Nature of Political Campaign

Unit V: Electoral Funding

- Expenditure studies in Elections
- Impact of High Election Expenditure
- Debate on Public Funding of Elections

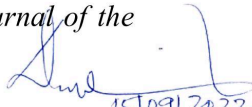
Basic Readings:

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