B.A. Political Science
(Choice Based Credit System)

Regulations & Syllabus

2017-18 onwards
Pondicherry University  
B. A (Political Science)  
REGULATIONS  
(Effective from the academic year 2017-2018)

Aim of the Course
The B.A (Political Science) course aims to impart the students with fundamental knowledge of Political Science.

Eligibility of Admission
Candidates for admission to B.A. (PS), shall be required to have passed 10 + 2 system of Examination or equivalent with all Science and Arts Subjects.

Duration of the course
The course shall be of three years’ duration spread over six consecutive semesters. The maximum duration to acquire prescribed number of credits in order to complete the Programme of Study shall be twelve consecutive semesters (six years).

Medium
The medium of instruction shall be English.

Course Structure

MIL, ENG, AECC
The crediting of MIL, ENG and AECC courses is as per Pondicherry University UG CBCS regulations.

Discipline Specific Core Course (DSC) and Discipline Specific Elective Course (DSE)
At least 60% (72 credits) of the total minimum credit requirement must be earned by the student from DSC and DSE courses as follows in order to obtain the degree: 60 credits from Discipline Specific Core and 12 credits from Discipline Specific Elective courses.

Discipline Specific Core Course (DSE)
The six 4 credit papers to be credited under DSE can be credited from Discipline Specific Elective specialization stream courses as follows:
I. Three of the 4 credit courses should be credited from one specialization stream courses or across the different specialization stream courses specified in the curriculum.

II. The remaining three of the 4 credit courses may be credited from
   a. Another specialization stream courses of the curriculum or across the different specialization stream courses specified in the curriculum without any overlap of courses credited in I above.
   or
   b. Another specialization stream courses or across the different specialization stream courses in the curriculum of other UG Computer Science Disciplines of study without any overlap of courses credited in I above.
   or
   c. An assortment of the above options in II a and IIb.

**Open Elective Courses**

Any 2 of the 3 credit Open Elective Courses specified in the curriculum (B.A. PS) could be credited to constitute the 6 credits or substituted with Open elective courses in the curriculum of other UG Political Science disciplines of study that add proficiency to the students - with the advice of the Faculty Advisor or an assortment of these without any overlap of courses.

1. **Faculty to Students Ratio**

The Faculty to Student Ratio in all the practical / laboratory classes shall be maintained at 1:25.

2. **Pattern of Examination**

   I. The End-Semester examination and internal assessments for MIL, ENG, AECC, DSC, GE and OE courses are as per Pondicherry University UG CBCS regulations.
   II. The marks for attendance (5 marks) applies to all courses and the awarding of attendance marks is as per Pondicherry University UG CBCS regulations.

**Passing Minimum**

Passing Eligibility and classification for the award of the Degree is as per Pondicherry University UG CBCS regulations.
Other aspects of CBCS not covered in this document by default conforms to the Pondicherry University UG CBCS regulations.
SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A./B.Sc./B.Com/BBA PROGRAMME
To be implemented from 2017-18 onwards

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Total Number of Credits 120
DSC-IA- Introduction to Political Theory

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

Course Contents

1. a. What is Politics?
   b. What is Political Theory and what is its relevance?


3. Debates in Political Theory:
   a. Is democracy compatible with economic growth?
   b. On what grounds is censorship justified and what are its limits?
   c. Does protective discrimination violate principles of fairness?
   d. Should the State intervene in the institution of the family?

Suggested Readings:


**DSC- 2A- Classical Political Philosophy**

**Course Rationale** This paper highlights the classical tradition in political theory in the ancient and medieval era. Through this course the students are expected to learn political theorizing done by eminent thinkers of western political thought during the ancient and medieval times.

**Course Contents.**

1. Foundations of Greek Political thought- Aspects of Greek Political Thought
2. Plato
3. Aristotle
4. Medieval political thought- St. Augustine and St. Thomas Aquinas
5. Transition from medieval to modern period – Position of Machiavelli.

**Suggested Readings**


**SEMESTER SECOND**

**DSC--IB - Indian Government and Politics**

1) Approaches to the Study of Indian Politics and Nature of the State in India


3) Institutional Functioning: Prime Minister, Parliament and Judiciary.


5) Religion and Politics: Debates on secularism and communalism.

6) Parties and Party systems in India.

7) Social Movements: Workers, Peasants, Environmental and Women’s Movements.

8) Strategies of Development in India since Independence: Planned Economy and Neo-liberalism.

**Suggested Readings**


**DSC-2B - Modern Political Philosophy**

**Course Rationale**

The study of this paper enables students at undergraduate level to obtain the classical political tradition in the modern era. The political ideas and thoughts of philosophers from Thomas Hobbes to Karl Marx have been included in the paper.

**Course Contents**

1. Thomas Hobbes, John Locke and Rousseau
2. Montesquieu and Edmund Burke
3. J.S. Mill and Jeremy Bentham
4. T.H Green and Hegel
5. Karl Marx.

**Suggested Readings**

2. William Ebenstein, *Great Political Thinkers (from Plato to Present)*
3. ----------------------, *Modern Political Thought, Great Issues*, Oxford & IBH, New Delhi, 1970


**SEMESTER THREE**

**DSC -1C- Comparative Government and Politics**

1. The nature, scope and methods of comparative political analysis

2. Comparing Regimes: Authoritarian and Democratic

3. Classifications of political systems:
   a) Parliamentary and Presidential: UK and USA
   b) Federal and Unitary: Canada and China.

4. Electoral Systems: First past the post, proportional representation, mixed systems


**Suggested Readings**


**DSC—2C -Major Modern Political Systems**

**Course Rationale**

The objective of this paper is to impart basic knowledge of the working major modern political systems. This paper includes the study of the governmental systems of U.K, USA, France, Switzerland and China.

**Course Contents**

1. **Constitution of U.K**

   Features of the Constitution

   Crown and the King, Prime Minister and the Cabinet

   British Parliament

   Judicial system

   Political parties

2. **Constitution of U.S.A**

   Features of the Constitution

   The Presidency

   The Congress

   The Judiciary

   Political parties
3. **Constitution of France**

- Features of the Constitution
- The President of France
- Legislature in France
- French Judiciary, administrative Law
- Multi - Party system in France

4. **Constitution of Switzerland**

- Features of the Constitution
- Direct Democracy in Switzerland
- The Federal Council
- The Federal Assembly
- The Federal Tribunal

5. **Constitution of China**

- Features of the Constitution
- Executive China
- Legislature in China
- Judiciary in China
- One –Party System

**Recommended Readings:**


5. V. D. Mahajan, *Select Modern Governments*, S, Chand and o, New Delhi, 1986


**SEC-1. Legislative Support**

**Aim of the course:** To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples’ representatives and provide elementary skills to be part of a legislative support team.

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

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

**Course outline:**

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

3. **Supporting the legislative committees:** Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.

4. **Reading the budget document:** Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

5. **Support in media monitoring and communication:** Types of media and their significance for legislators. Basics of communication in print and electronic media.

**Suggested Readings:**


Vanka, S. *Primer on MPLADS* Centre for Policy Research, New Delhi, 2008. can be accessed on: http://www.prsindia.org/parliamenttrack/primers/mplads-487/


Kapur, Devesh and PratapBanu Mehta, “The Indian Parliament as an Institution of Accountability,” *Democracy, Governance and Human Rights,*


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

Sanyal,K. Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on:

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

SEMESTER FOUR

DSC - 1D- Introduction to International Relations

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

1. Approaches to International Relations

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

2. Cold War & Post-Cold War Era
   - Second World War & Origins of Cold War,
   - Phases of Cold War: First Cold WarRise and fall of DetenteSecond Cold War
   - End of Cold War and Collapse of the Soviet Union
   - Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

3. India’s Foreign Policy
   - Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
   - India’s Policy of Non-alignment
   - India: An Emerging Power

4. Emerging Trends of Theory and Practice in International Relations

6. The Issue of Global terrorism

Suggested Readings


**DSC-2D Political Processes and Institutions in Comparative Perspective**

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

I. Approaches to Studying Comparative Politics Political Culture, New Institutionalism
II. Party System Historical contexts of emergence of the party system and types of parties

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

IV. Democratization Process of democratization in postcolonial, post-authoritarian and post-communist Countries

V. Federalism Historical context Federation and Confederation: debates around Territorial division of power.

Suggested Readings:


Controlled Comparison and Cross-national Analysis’, in Electoral Studies. 23, pp. 575-599.


SEC-2Public Opinion and Survey Research

Course Rationale: This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarise the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

I. Introduction to the course
   Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)
   a. What is sampling? Why do we need to sample? Sample design.
   b. Sampling error and non-response
   c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

III. Survey Research
   a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
   b. Questionnaire: Question wording; fairness and clarity.
IV. Quantitative Data Analysis

a. Introduction to quantitative data analysis

b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

V. Interpreting polls

a. Prediction in polling research: possibilities and pitfalls

b. Politics of interpreting polling

Suggested Readings


SEMESTER -FIVE

SEC-3-Democratic Awareness with Legal Literacy

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

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

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

Course Content:

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

2. Brief understanding of the laws applicable in India. Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

3. Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.

5. Brief understanding of the laws applicable in India – Visit to Local Court - Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

**Suggested Reading**

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

Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in


S.P. Sathe, *Towards Gender Justice*, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1993.


DSE-(Elective) Human Rights in a Comparative Perspective

Course Rationale: This course attempts to build an understanding of human rights amongst students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

I. Human Rights: Theory and Institutionalization
   a. Understanding Human Rights: Three Generations of Rights
   b. Institutionalization: Universal Declaration of Human Rights
   c. Rights in National Constitutions: South Africa and India

II. Issues
   a. Torture: USA and India
   b. Surveillance and Censorship: China and India
   c. Terrorism and Insecurity of Minorities: USA and India

III. Structural Violence
   a. Caste and Race: South Africa and India
   b. Gender and Violence: India and Pakistan
   c. Adivasis/Aboriginals and the Land Question: Australia and India

Suggested Readings


The Constitution of India, Chapter 3: Fundamental Rights


DSE-1A--Themes in Comparative Political Theory

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

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

2. Western Thought: Thinkers and Themes
   a. Aristotle on Citizenship
   b. Locke on Rights
   c. Rousseau on inequality
   d. J. S. Mill on liberty and democracy
   e. Marx and Bakunin on State

3. Indian Thought: Thinkers and Themes
   a. Kautilya on State
   b. Tilak and Gandhi on Swaraj
   c. Ambedkar and Lohia on Social Justice
   d. Nehru and Jayaprakash Narayan on Democracy
   e. Pandita Ramabai on Patriarchy

Suggested Readings:


**DSE-2 A--Administration and Public Policy: Concepts and Theories**

**Topics:**

1. Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration.

2. Administrative theories: the classical theory, scientific management, the human-relations theory, and rational decision-making.

3. Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation.

4. From Development Administration to New Public Management. Elements and politics of development administration, the New Public Management paradigm—a critical perspective in the post globalized era.


**Suggested Readings:**


University of Wisconsin Press.


**DSE- 3A--Ancient Indian Political Thought**

**Course Rationale**

This is an introductory paper to study the concepts and ideas that developed in ancient India. It highlights main sources of political tradition in ancient India.

**Course Contents**

1. Nature and characteristics of ancient Indian political thought,
2. Political philosophy of Vedanta- evolution and basic concepts.
3. Buddhist political thought-evolution and basic concepts
4. Socio- Political ideas in Ramayana, Mahabharata and Bhagavat Gita.
5. Political ideas of Manuśmriti and Kautilya’s*Arthaśastra*
Suggested Readings

V.P. Verma, Study in Hindu Political Thought and Metaphysical Foundations, Motilal Banarsidas, Delhi, 1974.


A. Appadurai, Indian Political Thought in the Twentieth Century, South Asia Publishers, New Delhi, 1987.

-------------, Indian Political Thinking Through Ages, Khanna Publishers, Delhi, 1992.

DSE- 2A--Governance: Issues and Challenges

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

1. Government and Governance: Concepts
   Role of State In The Era of Globalisation State, Market and Civil Society

2. Governance and Development Changing Dimensions of Development
   Strengthening Democracy through Good Governance

3. Environmental Governance
   Human-Environment Interaction
   Green Governance: Sustainable Human Development

4. Local Governance
   Democratic Decentralisation
   People's Participation In Governance
5. Good Governance Initiatives in India: Best Practices

Public Service Guarantee Acts

Electronic Governance

Citizens Charter & Right to Information

Corporate Social Responsibility

**Suggested Readings**


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


B. C. Smith, Good Governance and Development, Palgrave, 2007

World Bank Report, Governance and Development, 1992


J.P. Evans, Environmental Governance, Routledge, 2012


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


General Elective -- [Reading Gandhi]

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

A). Ways to read a text:
   a. textual
   b. contextual
   c. Terence Ball, Reappraising Political Theory, Ch. 1, OUP, 1995
   d. “Meaning and Interpretation in the History of Ideas” in Visions of Politics,
   f. Hind Swaraj:
   g. Gandhi in his own words: A close reading of Hind Swaraj.

B). Commentaries on Hind Swaraj and Gandhian thought:
   b. B.Parekh, Gandhi (1997), chs. 4 (“Satyagraha”) and 5 (“The critique of modernity”).
   c. D.Hardiman, Gandhi in his time and ours (2003), ch.4 (“An alternative modernity”)

C. Gandhi and modern India.
   a. Nationalism.
   b. Communal unity
   c. Women’s Question
d. Untouchability.

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

SEMESTER VI

SEC-4- Conflict and Peace Building

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

Unit I. Concepts (6 Lectures)

a. Understanding Conflict (Week 1)

b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)

c. Peace Building (Week 3)

Unit II: Dimensions of Conflict (6 Lectures)

a. Ideology (Week 4)

b. Economic/Resource Sharing Conflicts (Week 5)

c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)
Unit III: Sites of Conflict (6 Lectures)

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

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

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

Unit I. Concepts

a. Understanding Conflict

Suggested Readings:


DSE (Elective) Development Process and Social Movements in Contemporary India

Course Rationale: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

I. Development Process since Independence (2 weeks)

b. State and planning

c. Liberalization and reforms

II. Industrial Development Strategy and its Impact on the Social Structure (2 weeks)
a. Mixed economy, privatization, the impact on organized and unorganized labour
b. Emergence of the new middle class

III. Agrarian Development Strategy and its Impact on the Social Structure
   (2weeks)
a. Land Reforms, Green Revolution
b. Agrarian crisis since the 1990s and its impact on farmers

IV. Social Movements (6 weeks)
a. Tribal, Peasant, Dalit and Women's movements
b. Maoist challenge
c. Civil rights movements

Suggested Readings


DSE—1B*Democracy and Governance*

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

1. **Structure and Process of Governance:** Indian Model of Democracy, Parliament, Party


2. **Ideas, Interests and Institutions in Public Policy:**

   a. Contextual Orientation of Policy Design

   b. Institutions of Policy Making

   a. **Regulatory Institutions** – SEBI, TRAI, Competition Commission of India,

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

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

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

Suggested Readings


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


Saima Saeed, Screening the Public Sphere: Media and Democracy in India, 2013.

Nick Stevenson, Understanding Media Cultures, 2002.


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

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


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


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

**DSE 2B-Understanding Globalization**

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

1. Globalization  
   a) What is it?
   b) Economic, Political, Technological and Cultural Dimensions

2. Contemporary World Actors  
   a) United Nations
   b) World Trade Organisation (WTO)
   c) Group of 77 Countries (G-77)

3. Contemporary World Issues  
   a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
   b) Poverty and Inequality
   c) International Terrorism

**Suggested Readings**


**DSE---3B-Modern Indian Political Thought**

**Course Rationale**: Based on the study of individual thinkers, the course introduces a widespan of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from
original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

I. Introduction to Modern Indian Political Thought (4 lectures)

II. Rammohan Roy: Rights

III. Pandita Ramabai: Gender

IV. Vivekananda: Ideal Society

V. Gandhi: Swaraj

VI. Ambedkar: Social Justice

VII. Tagore: Critique of Nationalism

VIII. Iqbal: Community

IX. Savarkar: Hindutva

X. Nehru: Secularism

XI. Lohia: Socialism

**Suggested Readings**


**DSE- Society and Polity of Andaman and Nicobar Islands**

**Course Rationale:** This paper has been specifically included in the Syllabus to acquaint the students with the social, economic and political framework of the UT of Andaman and Nicobar Islands.

1. Historical Background of the Andaman and Nicobar Islands
2. Demography of the Islands and Economic scenario and Social Structure
3. Political Anthropology- Tribes of the islands and their orientation towards politics
4. Political and Administrative setup, administration of UT, - The Lieutenant Governor as Administrator of UT - political scenario decentralized Governance and civil Society organizations
5. Development Challenges – Issues of Administrative Corruption – Vigilance and Anti-corruption machineries

**Suggested Readings**

4. S.K. Biswas, Colonialism and Rehabilitation in Andaman and Nicobar islands.


8. Port man, M.V., The History our Relations with Andamanese (two Vol.), Asian Educational Services, Delhi, 1990.


GE-2--Human Rights, Gender and Environment

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

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

I Understanding Social Inequality

1. Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.

2. Globalisation and its impact on workers, peasants, dalits, adivasis and women.
II Human Rights
1. Human Rights: Various Meanings
2. UN Declarations and Covenants
3. Human Rights and Citizenship Rights
4. Human Rights and the Indian Constitution
5. Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
6. Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers
8. Human Rights Movement in India.

III Gender
1. Analysing Structures of Patriarchy
2. Gender, Culture and History
3. Economic Development and Women
4. The issue of Women’s Political Participation and Representation in India
5. Laws, Institutions and Women’s Rights in India
6. Women’s Movements in India

IV Environment
1. Environmental and Sustainable Development
2. UN Environment Programme: Rio, Johannesburg and after.
3. Issues of Industrial Pollution, Global Warming and threats to Bio – diversit
4. Environment Policy in India
5. Environmental Movement in India
Suggested Readings

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


Sen, Amartya, Development as Freedom (1999) New Delhi, OUP.