PONDICHERRY UNIVERSITY
(A CENTRAL UNIVERSITY)

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

Regulations & Syllabus 2017-18 onwards
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. (Political Science), 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 II b.
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. POLITICAL SCIENCE
To be implemented from 2017 -18 onwards

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PONDICHERRY UNIVERSITY

B.A. POLITICAL SCIENCE SYLLABUS

AS PER CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER-I

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 masters of western political thought during the ancient and medieval times.

**Course Contents**.

1. Greek Political thought- features
2. Plato
3. Aristotle
4. Medieval political thought- St. Augustine and St. Thomas Aquinas
5. Transition from medieval to modern period, Machiavelli.

**Suggested Readings**

5. J. Hampton, Political Philosophy, West View, USA,1997.

**SEMESTER-II**

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

**Course Rationale**

The study of social and economic processes that underlie the functioning of the political system in India is the focus of the paper. One needs to understand that the Constitution of India has been intended to provide framework for a modern secular and democratic society.

**Course Contents**

1) Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian.
3) Institutional Functioning: Prime Minister, Parliament and Judiciary.
4) Power Structure in India: Caste, class and patriarchy.
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 Movement.
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 the 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-III

DSC -- 1C—- Comparative Government and Politics

Course Rationale

This paper deals with theoretical evolution and approaches to the study of Comparative Politics. It helps to have a fundamental grasp over the various theories and explanations regarding political development in various nations.

Course Contents

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

**Suggested Readings:**

SEC-1. Legislative Support

Rationale:

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. The aim of this course is 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 teams.

Course Contents:

1. **Powers and functions of people’s representatives at different tiers of governance:** Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self-government from Zilla Parishads /Municipal Corporation to Panchayat.

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. **Budgetary Process:** 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.

Kalra, H. *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, 2011.


SEMESTER-IV

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 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

Course Contents

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

2. Cold War & Post-Cold War Era
   (a) Second World War & Origins of Cold War
   (b) Phases of Cold War: First Cold War Rise and Fall of Détente Second Cold War End of Cold War and Collapse of the Soviet Union.
   (c) Post-Cold War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

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

Suggested Readings


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

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

**Course Contents**

I. Approaches to Studying Comparative Politics  
   a. Political Culture  
   b. New Institutionalism  

II. Party System: Historical contexts of emergence of the party system and types of parties.


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:


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

SEC-2 Public 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.

Course Contents

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

Suggested Readings


G. Gallup, (1948) A guide to public opinion polls Princeton, Princeton University Press,


   published online November 21, 2012)

   Know, Washington DC: Congressional Quarterly Press.


   saddle river, NJ: Pearson-Prentice Hall,

   Sage.

SEMESTER-V

SEC—3-Democratic Awareness with Legal Literacy

Course Rationale: The student should be aware of the institutions that comprise the legal
   system - the courts, police, jails and the system of criminal justice administration. They should
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. The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

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

**Course Contents:**

1. Outline of the Legal system in Indian 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. Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bails 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.


**Practical application:** Visit to either a (i) court or (ii) a legal aid centre set up by the Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.

**Suggested Readings**


**DSE-(Elective) Human Rights in a Comparative Perspective**

**Course Rationale:** This course attempts to build an understanding of human rights among 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.

**Course Contents**

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**


M. Cranston, (1973) *What are Human Rights?* New York: Taplinger
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.

Course Contents
1. Distinctive features of Indian and Western political thought
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**

**Course Rationale**

This paper is an introductory course in public administration. The essence of public administration lies in its effectiveness in translating government philosophy into policies and programmes. This course highlights the above mentioned aspect and related matters.

**Course Contents**

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 relation 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 of development administration, the New Public Management paradigm – a critical perspective in the post globalized era.

**Suggested Readings:**


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 Manusmriti and Kautilya’s Arthasastra

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.
Course Contents


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


4. Local Governance Democratic Decentralisation People's Participation in Governance.


Suggested Readings


General Elective - I 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 socio historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

**Course Contents**

A). Ways to read a text:
   a. textual
   b. contextual

Terence Ball, Reappraising Political Theory, Ch. 1, OUP, 1995
B) Hind Swaraj:
1. Gandhi in his own words: A close reading of Hind Swaraj.

B. Parekh, Gandhi (1997), chs. 4 (“Satyagraha”) and 5 (“The critique of modernity”).

D. Hardiman, Gandhi in his time and ours (2003), ch.4 (“An alternative modernity”)

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

This component will contain the following selections from Gandhi’s India of my Dreams (compiled R.K.Prabhu): “The meaning of Swaraj” (no.2); “In defence of Nationalism” (no.3); “India’s cultural heritage” (no.45); “Regeneration of Indian women” (no.54);

“Women’s education” (no.55); “Communal unity” (no.59); “The curse of untouchability” (no.61);

“Religious tolerance in India” (no.62); “The problem of minorities” (no.66)

**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 is 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.

**Course Contents**

**Unit I:** Concepts
a. Understanding Conflict
b. Conflict Management, Conflict Resolution and Conflict Transformation
c. Peace Building

**Unit II:** Dimensions of Conflict
a. Ideology
b. Economic/Resource Sharing Conflicts
c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based)

**Unit III: Sites of Conflict**

a. Local  

b. Sub-National  

c. International  

**Unit IV: Conflict Responses: Skills And Techniques**

a. Negotiations: Trust Building  

b. Mediation: Skill Building; Active Listening  

c. Track I, Track II & Multi Track Diplomacy  

d. Gandhian Methods  

**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. 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.

Course Contents
I. Development Process since Independence
   a. State and planning
   b. Liberalization and reforms

II. Industrial Development Strategy and its Impact on the Social Structure
   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
   a. Land Reforms, Green Revolution
   b. Agrarian crisis since the 1990s and its impact on farmers

IV. Social Movements
   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.

**Course Contents**


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**


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

Nick Stevenson, *Understanding Media Cultures*, 2002


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


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.

Course Contents

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 wide span 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.

**Course Contents**

I. Introduction to Modern Indian Political Thought  
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.

**Course Contents**

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 political objects.
4. Political and Administrative setup, administration of UT, political scenario, decentralized Governance and civil Society organizations.
5. Development Challenges - geographical remoteness, inadequate political representation, influx of population and related issues.
Provision for Study Tour: The students to acquaint with the socio-political and economic conditions of the people of the Island Territory, a Study Tour has been recommended during fifth/sixth semester in any part of the Island territory.

Suggested Readings


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. 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.
Course Contents

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

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

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

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

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


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