

**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	HINDI-111 ENGLISH-111	GE-1	POL-G-114 Globalization and Politics
C2	POL-C-113 Indian Constitution				

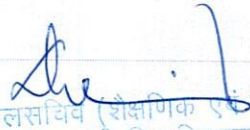
### SECOND SEMESTER

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 OR Legislative business, Research in Legislation and Legislative support	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 or Research in Public Opinions	GE-4	POL-G-225 Understanding Gandhi Or Understanding Ambedkar
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 National in India Or The Constitutional Assembly debates and the ideas of India
C12	POL-C-312 India's Foreign Policy	DSE-2	POL-D-314 Party Politics in India Or Global IR: Non-Western Perspective

**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.

## 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	Hindi-A-111 English-A-111	100	80	20	4
GE-1	POL-G-114 Globalization and Politics	100	80	20	6
<b>Total</b>		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	100	80	20	6

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	Feminism: Theory and Practice				
<b>Total</b>		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 Or Legislative business, Research in Legislation and Legislative support	100	80	20	4
GE-3	POL-G-215 Human Rights	100	80	20	6
<b>Total</b>		500	400	100	28

*N. K. Chandra*

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**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 Or Research in Public Opinions	100	80	20	4
GE-4	POL-G-225 Understanding Gandhi Or Understanding Ambedkar	100	80	20	6
<b>Total</b>		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 Or The	100	80	20	6

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	Constitutional Assembly debates and the ideas of India.				
DSE-2	POL-D-314 Party Politics in India Or Global IR: Non-Western Perspective	100	80	20	6
<b>Total</b>		400	320	80	24

### 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
<b>Total</b>		400	320	80	24

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## COURSE CONTENTS

### 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; Biogeographic 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.

*X. K. K. K.*

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**Basic Reading:**

- Basu, M., & Xavier, S. (2016). *Fundamentals of Environmental Studies*. Cambridge.
- Basu, R. N. (2000). *Environment*. University of Calcutta.
- 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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**POL-A-123: COMMUNICATIVE ENGLISH (AECC-1)**

**Course Objective:**

The course aims to imbibe the learners the imbibes 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

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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:

- The students would be able to explain different approaches to politics and build their own understanding of politics.
- They will be able to answer why the state plays so much central place in the discourses on politics.
- They will be able to make a distinction between nation and state.
- They will come to know about different theories on nationalism.
- 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

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- Theories of Democracy

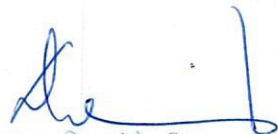
#### UNIT V: Political Communication and Mass Media

- 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-112: 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:

- Students will be able to understand the terms of partition and how princely states were integrated.
- They will be able to answer how princely states of junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- They will come to know the importance of the preamble in the constitutional design of India.
- 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.
- 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.

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- 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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## **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

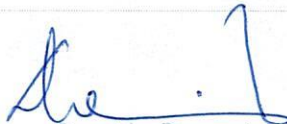
### **UNIT III: Conception of Monarchy**

- Manu
- Kautilya

### **UNIT IV: Dealing with friends and enemy states**

- Spy system of Kautilya
- Mandal theory of Kautilya

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## 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

**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.
- Byrne, S. (1986). Defenders of Inequality: Milton Friedman and Robert Nozick. *Studies: An Irish Quarterly Review*, 75(298), pp. 186-195.
- Barry, N. (1981). *An Introduction to Modern Political theory*. London: Macmillan.
- 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.
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- 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.
- Vincent, A. (2004). *The Nature of Political Theory*. New York: Oxford University, Press.

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## 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:

- The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- They will be able to compare democratic regimes and evaluate their functioning.
- 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.
- 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.
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- 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.

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## **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**

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## 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. Martin's, 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**

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- 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.
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- 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.

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## **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**

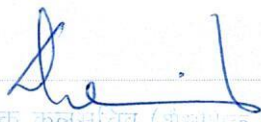
- Methods and techniques of evaluation
- Agencies of Policy evaluation

### **UNIT IV: Citizen Initiative and Accountability**

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

### **UNIT V: Evaluation of Public Policy in India**

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- 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.
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- 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

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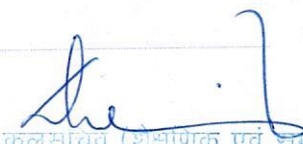
## UNIT V: Politics and Development Issues

- 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.
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- 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.
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- 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.

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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

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- 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.
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- Nelson, B. (2006). *Western Political Thought*. New Delhi: Pearson.
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- Sabine, G. H. (1973). *A History of Political Theory*. New Delhi: Oxford and I.B.H. Publishing.

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## **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

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## 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.
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- 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.
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- Pandey, S. K., & Yadav, A. (2016). Contextualizing India-Russia Relations. *International Studies*, 53(3-4), pp. 227-257.
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- 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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## **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

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**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.
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- Kumar, N. (1992). The Swami and the Mahatma: The Socio-Political Relevance. *The Indian Journal of Political Science*, 53(3), pp. 297-313.
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- 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.

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## **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**

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- 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. They 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.
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- 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.
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- Krathwohl, D. R. (1988). *How to prepare a research proposal: Guidelines for funding* Press.
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- Rao, K. (2008). Plagiarism, a scourge. *Current Science*, 94(5), pp. 581-586.
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- 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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## 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

- Meaning of globalization and how different schools have understood this.
- About the global institutional drivers of the globalization.
- How the globalization has impacted the traditional notion of sovereignty of the state.
- 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

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- Notion of Citizenship in Globalizing world

#### 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.

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## **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

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## 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.

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**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

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## 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.
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- Hoffman, J., & Graham, P. (2006). 'Human Rights', *Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.
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- 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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**POL-G-225: UNDERSTANDING GANDHI OR UNDERSTANDING AMBEDKAR (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**


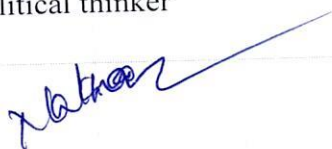
- Gandhi's criticize of Modern civilization
- Gandhi on Nation and Nationalism
- Swadeshi and Swaraj
- Nature and Environment

**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



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- Contradictions in Gandhi

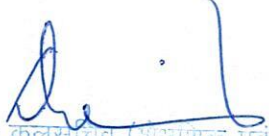
## UNIT V: Gandhi on Religion

- 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.
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- 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.

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## DISCIPLINE SPECIFIC ENHANCEMENT COURSE (DSE)

**POL-D-313: COLONIALISM AND NATIONAL IN INDIA**

**OR**

**THE CONSTITUTIONAL ASSEMBLY DEBATES AND THE IDEAS OF INDIA**

### **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, Japan and China.

### **Learning outcome:**

- The student will be able to examine and explain the impacts of British colonialism in India.
- They will know how Indian nationalism is interpreted differently by different schools of thought.
- 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.
- They will be able to understand why and on what basis the country was partitioned.

### **UNIT I: American Constitutions**

- American President: Election, Powers, and Functions
- American Judiciary: supreme Court and Judicial Review

### **UNIT II: British Constitution**

- Monarchy
- Prime Minister

### **UNIT III: Swiss Constitution**

- Federalism
- Methods of direct democracy

### **UNIT IV: Constitution of Japan**

- Rule Execution
- Rule Making

### **UNIT V: Constitution of China**

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- Features of Chinese Constitution
- National People's Congress of China

### Basic Readings:

- 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.
- Bradley, C., & Morrison, T. (2013). Presidential Power, Historical Practice, and Legal Constraint. *Columbia Law Review*, 113(4), pp. 1097-1161.
- Braun, D. (2009). Constitutional Change in Switzerland. *Publius*, 39(2), pp. 314-340.
- Cain, B. (1980). Challenges and Responses in British Party Politics. *Comparative Politics*, 12(3), pp. 335-348.
- Cohen, J. (1978). China's Changing Constitution. *The China Quarterly*, (76), pp. 794-841.
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- 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.
- Fleiner, T. (2002). Recent Developments of Swiss Federalism. *Publius*, 32(2), pp. 97-123.
- Frey, B. (1994). Direct Democracy: Politico-Economic Lessons from Swiss Experience. *The American Economic Review*, 84(2), pp. 338-342.
- Kerr, H. (1978). The Structure of Opposition in the Swiss Parliament. *Legislative Studies Quarterly*, 3(1), pp. 51-62.
- Keyuan, Z. (2002). Judicial Reform in China: Recent Developments and Future Prospects. *The International Lawyer*, 36(3), pp. 1039-1062.
- Lin, C., Shen, W., & Su, D. (2011). Executive Pay at Publicly Listed Firms in China. *Economic Development and Cultural Change*, 59(2), pp. 417-436.
- Meador, D. (1979). The Federal Judiciary and Its Future Administration. *Virginia Law Review*, 65(6), pp. 1031-1061.
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- 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.
- Rappard, W. (1912). The Initiative, Referendum and Recall in Switzerland. *The Annals of the American Academy of Political and Social Science*, 43, pp. 110-145.
- Steiner, H. (1951). The Role of the Chinese Communist Party. *The Annals of the American Academy of Political and Social Science*, (277), pp. 56-66.

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## **POL-D-314: PARTY POLITICS IN INDIA**

**OR**

## **GLOBAL IR: NON-WESTERN PERSPECTIVE**

### **Course Objective:**

The course intends to acquaint the students about the eventful developments— economic, social and political- in the course of India's struggle for independence.

### **Learning outcome:**

- 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.
- 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.
- The students will be able to explain the transformation in the nature of the regional parties in India.
- 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.
- They will be able to explain how politics and issues can be studied through slogans.

### **UNIT I: Social, Economic and Political impacts of British Rule in India**

- Socio-Religious Reforms Movement
- Economic Critique of British Colonialism
- INC, Moderates and Extremist

### **UNIT II: Indian National Movement: Early Phase**

- Early Constitutional Reforms Indian Council Acts of 1861, 1892. 1909
- Home Rule Movement and the Montague Chelmsford reforms of 1919

### **UNIT III: Indian National Movement: Phase-I**

- Khilafat and Non Cooperation Movement
- Civil Disobedience Movement
- Govt. of India Act 1935.

### **UNIT IV: Indian National Movement: Phase-II**

- Quit India Movement
- Cabinet Mission

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**UNIT V: Indian National Movement: Phase-III**

- Interim Government and Constituent Assembly
- Mountbatten Plan and the Indian Independence Act.

**Basic Readings:**

- Chand, Tara, *History of Freedom Movement in India*, Asia publishing house New Delhi, 2005.
- Chandra, Bipin, *Freedom Struggle*, National Book Trust, New Delhi, 1999.
- Chandra, Bipin, *Rise and Growth of Economic Nationalism in India's Struggle for Independence*, Penguin books, New Delhi, 1989.
- Choudary, S.B *Civil Disturbances During the British Rule in India (1765-1857)*, World press Ltd, Calcutta, 1999.
- Dessia, A.R, *Social Background of Indian Nationalism*, Popular Prakashan Ltd New Delhi, 2008.
- Majumdar, R.C, *The Sepoy Mutiny and the Revolt of 1857*, Calcutta Oriental Press Pvt. Ltd, Calcutta, 1988.
- Sarkar, Sumit, *Modern India 1885 – 1947*, Macmillan, New Delhi, 2000.

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## **POL-D-323: COMPARATIVE CONSTITUTIONS**

### **Course Objective:**

The course seeks to familiarize the students to understand the working of political institutions and their dynamics in the state of Arunachal Pradesh.

### **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: Indigenous Governance System**

- Characteristics and Relevance
- Assam Frontier (Administration of Justice) Regulation, 1945
- Indigenous Institution of Select Communities (Adi, Monpa, Nyishi and Wanchoo)

### **UNIT II: Constitutional and Administrative Evolution**

- Bengal Eastern Frontier Regulation- 1873
- North East Frontier Agency (Administration) Regulation, 1954
- The State of Arunachal Pradesh Act, 1986.

### **UNIT III: Evolution of Panchayati Raj**

- Dying Ering Committee Report, 1965
- NEFA- Panchayati Raj Regulation, 1967
- Arunachal Pradesh Panchayati Raj Act, 1997.

### **UNIT IV: Party and Electoral Politics**

- Determinants of Electoral Politics
- INC
- PPA

### **UNIT VI: Issues and Challenges**

- Politics of Defection
- Autonomy Movement

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## Basic Readings

- Bath, N. (2016). *Party politics in Arunachal Pradesh*. New Delhi: Himalayan.
- Pandey, B.B., Duarah, D. K., & Sarkar, N. (Eds.). (1999). *Tribal village councils of Arunachal Pradesh*. Itanagar: Directorate of Research Government of Arunachal Pradesh.
- Bose, M.L. (1979). *Historical and constitutional documents of North Eastern India (1824-1975)*. Delhi: Osmons.
- \_\_\_\_\_ (1997). *History of Arunachal Pradesh*. New Delhi: Concept.
- Elwin Verrier. (1969). *A philosophy for NEFA*. Shillong: Directorate of Research, Government of Arunachal Pradesh.
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- Hina, N.N. (2013). *The Customary Laws of Tribes of Arunachal Pradesh*. New Delhi: Authors Press.
- Luthura, P.N. (1993). *Constitutional and administrative growth of the Arunachal Pradesh*. Itanagar: Directorate of Research Government of Arunachal Pradesh.
- Mahanta, B. (1983). *Administrative development of Arunachal Pradesh, 1875-1975*. Delhi: Uppal.
- Talukdar, A.C. (1987). *Political Transition in the Grassroots in Tribal India*. Guwahati: Omsons.

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## **POL-D-324: GOVERNMENT AND POLITICS IN ARUNACHAL PRADESH**

### **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

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## Basic 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, 1925 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 Mitra, 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. (1964). 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.
- Hansen, T., & Jaffrelot, 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.
- Deo, N., & Chawla, A. (2017). The paradox of Dynastic Politics in India. In Munshi, S. (Eds.), *Democracy under Threat*. Oxford University Press.
- Pai, S. (1990). Regional Parties and The Emerging Pattern of Politics in India. *The Indian Journal of Political Science*, 51(3), pp. 393-415.
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- Zhirnov, A. (2016). Electoral coordination in India: The role of costly campaign communication, *India Review*, 15:4, pp. 359-378.
- Bharucha, A. (2003). Impact of Identity Politics on Differential Voter Outcomes: What Determines India's Voting Behaviour? *Economic and Political Weekly*, 38(6), pp. 550-560.
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- 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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