

# **Syllabus for B.A.(H) in Political Science**

PREPARED IN 2018: EFFECTIVE FROM THE ACADEMIC SESSION 2018-2019



**Department of Political Science**  
Raja Narendralal Khan Women's College

(Autonomous)

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Pin – 721102

**A. CORE COURSE (14)**

**SEMESTER-I**

- 1.1 Paper I- Understanding Political Theory
- 1.2 Paper II- Constitutional Government and Democracy in India

**SEMESTER-II**

- 2.1 Paper III – Political Theory-Concepts and Debates
- 2.2 Paper IV- Classical Political Philosophy

**SEMESTER-III**

- 3.1 Paper V- Political Process in India
- 3.2 Paper VI –Political Sociology
- 3.3 Paper VII- Modern Political Philosophy

**SEMESTER-IV**

- 4.1 Paper VIII- Introduction to Comparative Government and Politics
- 4.2 Paper IX- Perspectives on International Relations and World History
- 4.3 Paper X- Indian Political Thought-I

**SEMESTER-V**

- 5.1 Paper XI- Global Politics since 1945
- 5.2 Paper XII- Indian Political Thought-II

**SEMESTER-VI**

- 6.1 Paper XIII- Perspectives on Public Administration
- 6.2 Paper XIV- Public Policy and Administration in India

**B. Generic Elective-4 (Interdisciplinary)**

1. Nationalism in India
2. United Nations and Global Conflicts
3. Indian Nationalism and Social Movements

#### 4. United Nations and Major Global Conflicts

### **C. Discipline Specific Elective-4 (DSE)**

1. Introduction to Human Rights
2. Human Rights Protection Acts in India
3. Nationalism in India
4. Indian Foreign Policy

### **D. Ability Enhancement -2 (AE SKILL BASED)**

1. Parliamentary Procedures in India
2. Democratic Awareness and Recent Legislations

**Programme Objectives:** Political Science is “That part of Social Science which treats of the foundations of the State & the principals of Government”. Political Science was developed in its pure & Systematic form by the Greeks. But it is admitted that Political Science is not and never is an exact Science. It does not aim at absolute truth rather aims at relative truth. We cannot experiment with human society or the Political order in the way in which Scientist can experiment with physical or chemical substances. But all that is required to give a scientific character to the study of political phenomena is that inquiry shall be conducted in accordance with physical or chemical substances. But all that is required to give a scientific character to the study of political phenomena is that inquiry shall be conducted in accordance with a definite plan or system so far as they are ascertainable and in conformity with certain well organised rules of scientific investigation. 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.

## Division of Marks

**Total marks: 1050 (Core) + 300 (G E) + 150(AECC) + 100(SEC) + 300(DSE)**

<b>For U. G Honours Students</b>							
<b>Semesters</b>	<b>Core Course (14)</b>	<b>Theory</b>	<b>Elective: Generic (GE) – (4)</b>	<b>AECC: (MIL) /ENVS (2)</b>	<b>(SEC)- (2)</b>	<b>Elective: Discipline Specific (DSE)- (4)</b>	<b>Total</b>
Semester- I	CC-1, CC-2	150	75	50	-	-	275
Semester- II	CC-3, CC-4	150	75	100	-	-	325
Semester-III	CC-5, CC-6, CC-7	225	75	-	50	-	350
Semester-IV	CC-8, CC-9, CC-10	225	75	-	50	-	350
Semester- V	CC-11, CC-12	150	-	-	-	75+75	300
Semester- VI	CC-13, CC-14	150	-	-	-	75+75	300
<b>Total</b>		<b>1050</b>	<b>300</b>	<b>150</b>	<b>100</b>	<b>300</b>	<b>1900</b>

## Structure of Syllabus

### Semester-I

**(Duration: July – December)**

<b>Types</b>	<b>Paper Code</b>	<b>Paper Name</b>	<b>Marks</b>				<b>Credit</b>	<b>Total Class Hours</b>
			End- term Exam.	Internal Exam.	Attande nce	Paper Total		
<b>Theo.</b>	<b>CC1T</b>	Understanding Political Theory	<b>60</b>	<b>10</b>	<b>5</b>	75	<b>6</b>	90 hours
	<b>CC2T</b>	Constitutional Government and Democracy in India	<b>60</b>	<b>10</b>	<b>5</b>	75	<b>6</b>	90 hours

## Semester-II

**(Duration: January– June)**

Types	Paper Code	Paper Name	Marks				Credit	Total Class Hours
			End-term Exam.	Internal Exam.	Attendance	Paper Total		
Theo.	CC3T	Political Theory-Concepts and Debates	60	10	5	75	6	90 hours
	CC4T	Classical Political Philosophy	60	10	5	75	6	90 hours

## Semester-III

**(Duration: July – December)**

Types	Paper	Paper Name	Marks				Credit	Total Class Hours
			End-term Exam.	Internal Exam	Attendance	Paper Total		
Theo.	CC5T	Political Process in India	60	10	5	75	6	90 hours
	CC6T	Political Sociology	60	10	5	75	6	90 hours
	CC7T	Modern Political Philosophy	60	10	5	75	6	90 hours
	SEC-1	Parliamentary Procedures in India	40	5	5	50	2	30 hours

## Semester-IV

**(Duration: January – June)**

Types	Paper	Units	Marks				Credit	Total Class Hours
			End-term Exam	Internal Exam.	Attendance	Paper Total		
Theo.	CC8T	Introduction to Comparative Government and Politics	60	10	5	75	6	90 hours
	CC9T	Perspectives on International Relations and World History	60	10	5	75	6	90 hours
	CC10T	Indian Political Thought-I	60	10	5	75	6	90 hours
	SEC-2	Democratic Awareness and Recent Legislations	40	5	5	50	2	30 hours

## Semester-V

**(Duration: July – December)**

Types	Paper	Units	Marks				Credit	Total Class Hours
			End-term Exam.	Internal Exam.	Attendance	Paper Total		
Theo.	CC-11	Global Politics since 1945	60	10	5	75	6	90 hours
	CC-12	Indian Political Thought-II	60	10	5	75	6	90 hours
	DSE-1	Introduction to Human Rights	60	10	5	75	6	90 hours
	DSE-2	Human Rights Protection Acts in India	60	10	5	75	6	90 hours

## Semester-VI

**(Duration: January – June)**

Types	Paper	Units	Marks				Credit	Total Class Hours
			End-term Exam	Internal Exam.	Attendance	Paper Total		
Theo.	CC-13	Perspectives on Public Administration	60	10	5	75	6	90 hours
	CC-14	Public Policy and Administration in India	60	10	5	75	6	90 hours
	DSE-3	Nationalism in India	60	10	5	75	6	90 hours
	DSE-4	Indian Foreign Policy	60	10	5	75	6	90 hours

### **Question Pattern**

#### **Group A (Short Answer Type)**

Any Ten out of Fifteen options 2 x 10

(Q .1-----Q15)

#### **Group B (Semi-long Answer Type)**

Any four out of Seven options 5 x 4

(Q .16-----Q22)

#### **Group C (Long Answer Type)**

Any two out of four options 2 x 2

(Q .23-----26)

## **U.G. Political Science (HONS.) under CBCS.**

### **Paper I- Understanding Political Theory**

#### **Course objectives and expected outcome:**

This course deals with the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. It is also designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

Analyzing what is politics and explaining the approaches to the study of Political science—normative, behavioral, post behavioral, feminist and post modern. Examine the empirical political theory, systems analysis, and the grammar of democracy.

#### **Topics:**

##### **I: Introducing Political Theory (30 Lectures)**

1. What is Politics: Theorizing the 'Political'
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

##### **II: Political Theory and Practice (30 Lectures)**



## The Grammar of Democracy

1. Democracy: The history of an idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

### **Reading Reference:**

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) Theories and Concepts of Politics. New York: Manchester University Press

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Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 94-114.

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Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

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## **1.1 Paper II- Constitutional Government and Democracy in India**

### **Course objectives and expected outcome:**

This course studies the Indian Constitution with a focus on the role of the Constituent Assembly and examines the essence of the Preamble. The course is designed to study the fundamental rights and duties of Indian citizens and directive principles of state policy. This course familiarizes students to the structure of Union Government as outlined in the Indian Constitution. The course describes the jurisdiction and composition of Supreme Court.

At the end of the course students will be able to understand the structure of union government, the importance of preamble of Indian Constitution, aware about the Fundamental Rights and Duties of Indian citizens with study of the significance and status of Directive Principles State Policies. And also acquire knowledge about the Indian Federation with Union State relations, functions of executive, legislature and judiciary of Indian government.

### **I. The Constituent Assembly and the Constitution (16 lectures)**

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (2 weeks or 8 lectures)

b. Fundamental Rights and Directive Principles (2 weeks or 8 lectures)

### **II. Organs of Government (20 lectures)**

a. The Legislature: Parliament (1.5 weeks or 6 lectures)

b. The Executive: President and Prime Minister (2 weeks or 8 lectures)

c. The Judiciary: Supreme Court (1.5 weeks or 6 lectures)

### **III. Federalism and Decentralization (12 lectures)**

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules (2 weeks or 8 lectures)

b. Panchayati Raj and Municipalities (1 week or 4 lectures)

## READING REFERENCE

- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
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- H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.
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V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective, Delhi: Konark, pp. 136-159.

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R. Manchanda, (2009) The No Nonsense Guide to Minority Rights in South Asia, Delhi: Sage Publications, pp. 105-109.

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M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi

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## **2.1 Paper III – Political Theory-Concepts and Debates**

### **Course objectives and expected outcome:**

This course is helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. It introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

The students will be able to learn core concepts of Freedom, Liberty, Equality, Justice and Rights, needed to understand the political phenomenon. They will come to know about the role and functions of Political theory. They will come to understand and explain different theories and contemporary debates such as political obligation and civil disobedience, cultural relativism, multiculturalism and toleration etc. in democracy.

### **Section A: Core Concepts**

#### **I. Importance of Freedom (10 Lectures)**

- a) Negative Freedom: Liberty
- b) Positive Freedom: Freedom as Emancipation and Development Important Issue: Freedom of belief, expression and dissent

#### **II. Significance of Equality (12 lectures)**

- a) Formal Equality: Equality of opportunity
- b) Political equality
- c) Egalitarianism: Background inequalities and differential treatment Important Issue: Affirmative action

#### **III. Indispensability of Justice (12 Lectures)**

- a) Procedural Justice
- b) Distributive Justice
- c) Global Justice Important Issue: Capital punishment

#### **IV. The Universality of Rights (13 Lectures)**

a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations Important Issue: Rights of the girl child Section

#### **B: Major Debates (13 Lectures)**

I. Why should we obey the state? Issues of political obligation and civil disobedience.

II. Are human rights universal? Issue of cultural relativism.

III. How do we accommodate diversity in plural society? Issues of multi-culturalism and toleration.

#### **Reading Reference**

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Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.

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- Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.
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- Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.
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- Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.
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- Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.
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## **2.2 Paper IV- Classical Political Philosophy**

### **Course objectives and expected outcome:**

This course looks back to the Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

Summarize the passage of political thought through the classical, medieval and modern periods based on the works of Plato, Aristotle, and Machiavelli. Compare and contrast the differences between Plato and Aristotle with regard to their understandings of the nature of the person, ethics, society, citizenship, and governance. Explain the historical and intellectual context in which the political thought that helped to develop the modern state came to be. Compare and contrast the concepts of freedom, equality, citizenship, obligation and sovereignty in the works of Machiavelli, Hobbes and Locke.

### **I. Text and Interpretation (2 weeks)**

#### **II. Antiquity**

##### **Plato (2 weeks)**

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism

Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

##### **Aristotle (2 weeks)**

Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon

#### **III. Interlude:**

##### **Machiavelli (2 weeks)**

Virtu, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue

##### **IV. Possessive Individualism Hobbes (2 weeks)**

Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

##### **Locke (2 weeks)**

Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property



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### **3.1 Paper V- Political Process in India**

#### **Course objectives and expected outcome:**

This course deal with various issues and conflict of society such as Social Asymmetries and Politics in India (Caste, Ethnicity), Gender and Politics in India, Changing nature of party system and voting behaviour in India, New Social Movements in India such as environmental movement, women's movement and Human Rights movement and Politics of Violence in India.

The main purpose of this course is to introduce the students the interaction between society and government in Indian context. The students become aware of different social issues in India. The students know how the Indian state responds to social problems in India.

#### **I. Political Parties and the Party System (1.5 weeks or 6 lectures)**

Trends in the Party System; From the Congress System to Multi-Party Coalitions

#### **II. Determinants of Voting Behaviour (2 weeks or 8 lectures)**

Caste, Class, Gender and Religion

#### **III. Regionalism in Indian Politics (1 weeks or 4 lectures)**

#### **IV. Religion and Politics (2 weeks or 8 lectures)**

Indian Secularism; factors leading to the rise of communalism

#### **V. Caste and Politics (1.5 weeks or 6 lectures)**

Caste in Politics and the Politicization of Caste

#### **VI. New Social Movements since 1970s: Environmental Movements, Women's Movement and Human Rights Movements. (3 weeks or 12 lectures)**

#### **READING REFERENCE**

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604-619.

R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in Seminar, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) Gender Equality in Asia, Japan: Tohoku University Press.

### **3.2 Paper VI – Political Sociology**

#### **Course objectives and expected outcome:**

This course provides conceptual understanding to students about Political Sociology. The key aim of this course is to explain various social bases of politics. Emergence of Political Sociology, state and civil society, political culture, political socialization: nature, types and agencies, political participation: concept and types, political development and social changes.

The purpose is to familiarize students with the basic concepts and approaches to the study of Political Sociology. More specifically the course will focus on examining social aspects of politics in different frameworks while engaging with various themes of political analysis. The students will get conceptual clarity about various concept related with various theme of Political Sociology

- 1. Emergence of Political Sociology, Sociology of Politics and Political Sociology.**
- 2. State and Civil Society: meaning and inter- relationship.**
- 3. Political Culture: meaning, components and types.**
- 4. Political Socialization: meaning, role and agencies**
- 5. Social Stratification and Politics: caste, tribe, class, elites.**
- 6. Gender and Politics: basic issues.**
- 7. Religion and Politics: various perspectives.**
- 8. Political Process: Political Participation, Political Mobilization and Political Communication.**
- 9. Electorate and Electoral Behavior (with spl. Reference to India)**
- 10. Political development and Social change.**

## READING LIST

Tom Bottomore : Political Sociology  
Amal Kumar Mukhopadhyay : : Political Sociology  
S. Chakraborty (ed) ; : Political Sociology  
Tom Bottomore : Class in Modern Society  
B. Lindenfeld (ed) : Reader in Political Sociology  
Pradip Basu (ed) : : Political Sociology  
J. Forbes : Women in Modern India  
Samuel Huntington : Political Order in Changing Society

### **3.3. Paper VII- Modern Political Philosophy**

#### **Course objectives and expected outcome:**

This course focuses upon modern political thought. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of modern political thought while encouraging a specific knowledge of individual thinkers and texts. This section will introduce students to the idea of modernity and the discourses around modernity. It's finished with Karl Marx's philosophy, non-Marxist socialism and post Marxian philosophy.

The main purpose of this course is to introduce modern political philosophy of various political thinkers such as philosophy of Rousseau, Bentham, J.S. Mill, Green, Hegel and Karl Marx. Explain Karl Marx's worldview, with particular regard to his critique of capitalism, and state. Analyse the various types of non Marxist socialism and post Marxist interpretation. Explain Bentham and J. S. Mill's theory on utilitarianism and how he applies it to society and the state. After finishing course, students will have conceptual clarity upon importance of state and its obligation.

#### **I. Modernity and its discourses (8 lectures)**

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

#### **II. Jean Jacques Rousseau (4 Lectures)**

General Will; local or direct democracy; self-government; origin of inequality.

**III. Bentham –Utilitarianism (1 week or 4 Lectures)**

**IV. John Stuart Mill (1 week or 4 Lectures)**

Liberty, suffrage and subjection of women, right of minorities; utility principle.

**V. Hegel- Civil Society and State (1 week or 4 Lectures)**

**VI. T.H. Green- Freedom and Obligation (1 week or 4 Lectures)**

**VII. Karl Marx- Alienation; difference with other kinds of materialism; class struggle  
(2week or 8 Lectures)**

**VIII. Varieties of Non- Marxist Socialism: Fabianism , Syndicalism ,Guild Socialism  
(2week or 8 Lectures )**

**IX. Post Marxism: Emergence and Basic Contentions (1week or 4 Lectures)**

**Reading Reference:**

A.Skoble and T. Machan: Political Philosophy: Essential Selections.

D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present

G. H. Sabine and T.I. Thorson: A History of Political Theory.

D. Boucher and P. Kelly: Political Thinkers: From Socrates to the Present.

S. Mukherjee and S. Ramaswamy: A history of political Thought: From Plato to Marx.

R.G. Gettell: History of Political Thought.

Q. Skinner: The Foundations of Modern Political Thought (2 Volumes).

A.K. Mukhopadhyay: Western Political Thought: from Plato to Marx.

C.E.M. Joad: Political Theory

L. Kolakowski: Main Currents of Marxism (3 Volumes).

D.K. Das and T. Chattopadhyay: Varieties of Socialism.

D. McLellan: The Thought of Karl Marx.

D. McLellan: Marxism after Marx.

S. Mukherjee and S. Ramaswamy: A History of Socialist Thought.

## **4.1 Paper VIII - Comparative Government and Politics**

### **Course objectives and expected outcome:**

This course will train students in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study, and introduces the students to a wide range of issues, literature, and methods related to comparative political aspects.

At the end of the course Students will be able to understand different political aspects prevailing in different countries like UK, USA, Switzerland and PRC. Have the capacity to compare and analyse political systems operating in different countries. Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.

### **I. Distinction between Comparative Government and Comparative Politics**

Majors Approaches to the study of Comparative Politics – Institutional Approach (Dominant Schools: Systems Approach and Structural Functional Approach) Limitations

### **II. Classification of Political System;** a) Nature of Liberal and Socialist Political Systems

Distinguish features – Conventions, Rule of Law(U.K); Separation of Power, Check and Balances, Judicial Review(U.S.A); Democratic Centralism (PRC); Referendum, Initiative(Switzerland)

b) Political Parties: Typology, Features and Roles (UK, USA, PRC, Switzerland)

c) Interest Groups: Roles (UK & USA)

### **III. Unitary System:** UK, PRC; Federal System: USA, Switzerland

**IV. Organs of Government:** a) Legislature in UK, USA, Switzerland and PRC (Composition & Functions); Committee System in UK & USA

b) Executive in UK, USA, Switzerland and PRC

c) Judiciary in UK, USA, Switzerland and PRC (with focus on the Procuratorate) : Comparative Study

### **V. Rights of the Citizens** of UK, USA, Switzerland and PRC: A Comparative Study

### **Reading Reference:**

Gabriel Almond et al eds.: Comparative Politics Today: A World View (latest edition).

J. Kopstein and M. Lichbach (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order.



Subrata Mukherjee and S. Ramaswamy: Theoretical Foundations of Comparative Politics.  
 J. Bara and M Pennington eds.: Comparative Politics  
 J. Kopstein and H. Lichbach eds. : Comparative Politics.  
 J. Harvey and S. Bather: The British Constitution.  
 J. Wilson: American Government  
 S.E. Finer: Comparative Government.  
 J. Blondel: An Introduction to Comparative Politics. The Constitution of People's Republic of China.  
 J. Gittings: China Changes Face: The Road from Revolution 1949-89.  
 S. Boyron: The Constitution of France: A Contextual Analysis.  
 M. Burgess: Comparative Federalism: Theory and Practice.  
 J. McCormick, Jr.: Comparative Politics in Transition.  
 R. Chatterjee: Introduction to Comparative Political Analysis.  
 N.K. Singh: Bangladesh--- Constitution, Law and Justice.  
 J. Henderson: Constitution of the Russian Federation: A Contextual Analysis.  
 S. P. Huntington: The Third Wave: Democratization in the Late Twentieth Century.  
 M. Duverger: Political Parties. 10

#### **4.2 Paper-IX -Perspectives on International Relations and World History**

##### **Course objectives and expected outcome:**

This course provides the conceptual understanding to students about International Relations and World History. The key aim of this course is to explain the meaning, and scope of International Relations, Westphalia Peace Treaty and emergence of Nation State concept. Discuss about the idea of major theories of International Relations. It is also designed to understand the causes and consequences of First World War, Second World War, Fascism and Nazism. It is gives ideas about cold war and focuses on the post cold war developments and emergence of other power centers of power.

The students are given fundamental clarity about the idea of major theories in International Relations, basic ideas in International Relations. The students are come to know the core concepts of the discipline of International Relations. This course will provide conceptual understanding a clear overview major events happen after First World War, Second World War,

Cold War and emergence of other power centers of power.

**A. Studying International Relations (15 Lectures)**

- i. How do you understand International Relations: Levels of Analysis (3 lectures)
- ii. History and IR: Emergence of the International State System (2 Lectures)
- iii. Pre-Westphalia and Westphalia (5 lectures)
- iv. Post-Westphalia (5 lectures)

**B. Theoretical Perspectives (25 Lectures)**

- i. Classical Realism & Neo-Realism (6 lectures)
- ii. Liberalism & Neo liberalism (5 lectures)
- iii. Marxist Approaches (5 lectures)
- iv. Feminist Perspectives (4 lectures)
- v. Eurocentricism and Perspectives from the Global South (5 Lectures)

**C. An Overview of Twentieth Century IR History (20 Lectures)**

- i. World War I: Causes and Consequences (1 Lecture)
- ii. Significance of the Bolshevik Revolution (1 Lecture)
- iii. Rise of Fascism / Nazism (2 Lectures)
- iv. World War II: Causes and Consequences (3 Lectures)
- v. Cold War: Different Phases (4 Lectures)
- vi. Emergence of the Third World (3 Lectures)
- vii. Collapse of the USSR and the End of the Cold War (2 Lectures)
- viii. Post Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

**Reading Reference:**

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave.

Jackson and G. Sorensen, *Introduction to International Relations: Theories and Approaches*, 3rd Edition.

Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*.

C. Brown and K. Ainley, (2009) Understanding International Relations  
 H.J. Morgenthau: Politics among Nations.  
 K. Booth and S. Smith, (eds), International Relations Theory Today  
 S.H. Hoffman: Essays in Theory and Politics of International Relations.  
 K.J. Holsti: International Politics: A Framework for Analysis.  
 J. Frankel: The Making of Foreign Policy.  
 J. Frankel: Contemporary International Theory and Behaviour of States.  
 J. Bennett: International Organizations.  
 J. Bandopadhyay: The Making of India's Foreign Policy.  
 D.A. Baldwin ed.: Neo-realism and Neo-liberalism.  
 M. Smith and R. Little: Perspectives on World Politics.  
 P.R. Viotti and M.V. Kauppi: International Relations and World Politics.  
 Muchkund Dubey: India's Foreign Policy: Coping with the Changing World.  
 Peu Ghosh: International Relations.  
 S.D. Muni: Indian Foreign Policy: The Democracy Dimension.  
 K.P. Bajpai and H.V. Panth: India's Foreign Policy--- A Reader.  
 Sumit Ganguly: India's Foreign Policy: Retrospect and Prospect.  
 V. P. Dutt: India's Foreign Policy since Independence.  
 V.P. Dutt: Indian Foreign Policy in a Changing World.

### **4.3 Paper X- Indian Political Thought-I**

#### **Course objectives and expected outcome:**

This course introduces the specific elements of Indian Political Thought. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

The student will come to know about the ideas of individual sages and philosophers on politics and functioning of government. 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. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.

**I. Traditions of Pre-colonial Indian Political Thought (8 lectures)**

a. Brahmanic and Shramanic

b. Islamic and Syncretic.

**II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)**

**III. Manu: Social Laws (6 lectures)**

**IV. Kautilya: Theory of State (7 lectures)**

**V. Barani: Ideal Polity (6 lectures)**

**VI. Abul Fazal: Monarchy (6 lectures)**

**VII. Kabir: Syncretism (5 lectures)**

**Reading Reference:**

R.S. Sharma: Aspects of Political Ideas and Institutions in Ancient India.

Saiyid Athar Abbas Rizvi – A History of Sufism in India (Vol.2)

Amit Dey – Sufism in India V.R. Mehta: Foundation of Indian Political Thought.

T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India.

A. Altekar, (1958) ‘The Kingship’, in State and Government in Ancient India, 3rd edition

Advaita Ashram: Complete Works of Swami Vivekananda.

U.N. Ghosal: The History of Hindu Political Theories.

J. Bandopadhyay: Social and Political Thought of Gandhi

D.D. Kosambi: Ancient India. Romila Thapar: From Lineages to State.

K.A. Nizami ed.: Politics and Society during the Early Medieval Period.

B. Bhattacharya: Evolution of the Political Philosophy of Gandhi.

B.R. Nanda: Gandhi and His Critics.

Partha Chatterjee: Nationalist Thought and the Colonial World.

Rabindranath Tagore: Nationalism.

Sudipta Kaviraj: The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse in India.

Bidyut Chakrabarty and R.K. Pandey: Modern Indian Political Thought--- Text and Context.

## 5.1 Paper XI- Global Politics since 1945

### Course objectives and expected outcome:

The main objective of this course is to explain the concept of Globalization and changing scenario of Europe after post cold war. It gives the idea of major institutions of Global Governance and major regional organizations. Discuss the bilateral relations between India and her neighbor's country. It's also focuses on UNO & its major organs.

The students are given clarity about globalization. This course will provide conceptual understanding about global governance, international and major regional organizations After completion of course students will able to understand the bi lateral relations between India and her neighbor's country.

**I. Post Cold War World:** An Overview; Globalization: Conceptions and Perspective

II. Europe in Transition: European Union, BREXIT (overview)

III. Major Institutions of Global Governance: World Bank, IMF, WTO – Overview

Major Regional Organizations: ASEAN, OPEC, SAFTA, SAARC & BRICS. West Asia and the Palestine Question

IV. India and her Neighbors (a). Pakistan; Bangladesh

India and her Neighbors (b). Nepal, Bhutan , Srilanka

V. UNO : Background ; Major Organs – General Assembly, Security Council & Secretariat ( with Focus on Secretary General)

Role of UNO in Peace Keeping, Human Rights and Development (Millennium Development Goals and Sustainable Development Goals).

### Reading Reference:

P. Calvocoressi: World Politics since 1945 (latest edition).

R. Mansbach and K. Taylor, (2012) Introduction to Global Politics

J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations

G. Ritzer: Globalization--- A Basic Text.

J.A. Moore, Jr. and J. Pubantz: The New United Nations.

S. Juyal and B. Ramesh Babu: The United Nations and World Peace.

K. Bajpai and H.C. Shukul eds.: Interpreting World Politics.

J. Baylis and S. Smith: The Globalization of World Politics.

L.M. Goodrich: The UN in Changing World.  
M.S. Rajan: Essays in Non-Alignment and UN.  
Alvin Y. So: Development and Social Change.  
J. Haynes: Third World Politics.  
Ankie Hoogvelt: Globalization and the Postcolonial World  
N.O. Sullivan ed.: Terrorism, Ideology and Revolution.  
D. Nayyar: Governing Globalization.  
G. Ritzer: Globalization--- A Basic Text.  
S.D. Muni: Responding to Terrorism in South Asia.  
Peter Burnel: Politics in the Developing World.  
B.C. Smith: Understanding Third World Politics.  
Björn Hettne: Development Theory and the Three Worlds.

## **5.2 Paper XII- Indian Political Thought-II**

### **Course objectives and expected outcome:**

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.

They will come to know the different rights as explain by Raja Ramohan Roy. The students will be able to explain Vivekanand's criticism of the West and taking pride in the ideal society. They will be able to explain the key ideas of Gandhi. The students are able to evaluate the views of Savarkar on Hindutva, Nehru concept on secularism and Lohia concept on socialism.

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

#### **II. Rammohan Roy: Rights (4 lectures)**

#### **III. Pandita Ramabai: Gender (4 lectures)**

#### **IV. Vivekananda: Ideal Society (5 lectures)**

#### **V. Gandhi: Swaraj (5 lectures)**

#### **VI. Ambedkar: Social Justice (5 lectures)**

**VII. Tagore: Critique of Nationalism (4 lectures)**

**VIII. Iqbal: Community (5 lectures)**

**IX. Savarkar: Hindutva (4 lectures)**

**X. Nehru: Secularism (4 lectures)**

**XI. Lohia: Socialism (4 lectures)**

**Readings Reference:**

R.S. Sharma: Aspects of Political Ideas and Institutions in Ancient India.

Saiyid Athar Abbas Rizvi – A History of Sufism in India (Vol.2)

Amit Dey – Sufism in India

V.R. Mehta: Foundation of Indian Political Thought.

T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India.

A. Altekar, (1958) ‘The Kingship’, in State and Government in Ancient India, 3rd edition

Advaita Ashram: Complete Works of Swami Vivekananda.

U.N. Ghosal: The History of Hindu Political Theories.

J. Bandopadhyay: Social and Political Thought of Gandhi

D.D. Kosambi: Ancient India. Romila Thapar: From Lineages to State.

K.A. Nizami ed.: Politics and Society during the Early Medieval Period.

B. Bhattacharya: Evolution of the Political Philosophy of Gandhi.

B.R. Nanda: Gandhi and His Critics.

Partha Chatterjee: Nationalist Thought and the Colonial World.

Rabindranath Tagore: Nationalism.

Sudipta Kaviraj: The Unhappy Consciousness: Bankimchandra Chattopadhyay and the  
Formation of Nationalist Discourse in India.

Bidyut Chakrabarty and R.K. Pandey: Modern Indian Political Thought--- Text and Context.

**6.1 Paper XIII- PERSPECTIVES ON PUBLIC ADMINISTRATION**

**Course objectives and expected outcome:**

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent

trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

At the end of the course students will be able to understand the fundamental and key concepts in public administration and how these concepts can be used to explain the working of modern public organizations. Have the better grounding in the discipline which they further can use to understand issues in public policy and governance..

**I. Nature , Scope and Evolution of Public Administration - Public and Private Administration – Principle of Socialist Management**

**II. Challenges to Discipline of Public Administration and Responses : New Public Administration, Comparative Public Administration, Development Public Administration**

**III. Major Concepts of Administration : a). Hierarchy b). Unity of Command c) Span of Control d) Authority e) Centralization, Decentralization & Delegation f) Line & Staff**

**IV. Administrative Processes : a) Decision Making b) Communication & Control c) Leadership d) Coordination**

**V. Bureaucracy : Views of Marx and Maxweber**

**VI. Ecological Approach to Public Administration : Riggsian Model**

**VII. Public Administration in the era of Globalization, Liberalization and Privatisation Governance : Conceptual Emergence , Distinction with Government. E-Governance : Features & Significance**

**VIII. Public Policy : Definition, Characteristics, Models, Policy Implementation.**

**Reading Reference:**

Nicholas Henry: Public Administration and the State.

W. Wilson, (2004) 'The Study of Administration', in

B. Chakrabarty and M. Bhattacharya (eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101

Mohit Bhattacharya: Public Administration: Structure, Process and Behaviour.

M. Bhattacharya, Public Administration: Issues and Perspectives.

A. Avasthi and S. Avasthi: Pubic Administration.



M. Bhattacharya: Restructuring Public Administration.

B. Chakrabarty: Public Administration: From Government to Governance.

B. Chakrabarty and M. Bhattacharya eds.: Public Administration: A Reader.

B. Chakrabarty and M. Bhattacharya eds.: The Governance Discourse.

Shivani Singh: Governance: Issues and Challenges.

M.P. Sharma: Public Administration in Theory and Practice.

Rumki Basu: Public Administration: Concepts and Theories.

G.H. Frederickson: New Public Administration.

R. Prasad et al. eds.: Administrative Thinkers. 16

S.R. Maheswari: Administrative Theory.

Ramesh Arora: Comparative Public Administration.

R.K. Saprú: Development Administration.

M. Bhattacharya: New Horizons of Public Administration.

T. Dye, (1984) Understanding Public Policy, 5th Edition. Xun Wu,

M.Ramesh, Michael Howlett and Scott Fritzen, The Public Policy Primer: Managing The Policy Process.

Prabir Kumar De, Public Policy and Systems,

B. Chakrabarty and P. Chand: Public Administration in a Globalizing World: Theories and Practices.

U. Medury, Public administration in the Globalisation Era.

Additional Reading: The Oxford Handbook of Public Policy.

## **6.2 Paper XIV- ADMINISTRATION & PUBLIC POLICY IN INDIA**

### **Course objectives and expected outcome:**

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

At the end of the course students will be able to understand the theory, structure, functioning, rules and processes of Indian administration. This is a paper devoted specially to discuss the

continuity, changes and the challenges of administration of the today's India. The students will recognize the basic principles and concepts of financial administration. They will come to know the concepts of planning, budgeting, auditing and the role of the finance ministry in formulating the budget. The students will become familiar with details of administrative organisation and welfare policy of India. .

### **I. Continuity and Change in Indian Administration: Brief Historical Overview**

- a). Civil Service in India (Bureaucracy) : Recruitment and Training
- b). Organization of Union Government : Secretariat Administration, PMO, Cabinet Secretariat
- c). Organization of State Government: Chief Secretary
- d). District Administration: Role of District Magistrate, SDO, BDO

### **II.**

- a). Local Self Government : Corporations , Municipalities & Panchayats in West Bengal ( Structure & Functions) : 73<sup>rd</sup> and 74<sup>th</sup> amendment Overview
- b). Planning: Planning Commission; National Development Council; District Planning ; Changing nature of Planning : NITI Aayog
- c). Budget – Concept & Significance
- d). Financial Administration : Public Accounts Committee, Estimate Committee; Role of CAG
- e) **Citizen and Administration:** Functions of Lokpal & lokayukt. Right to Information – Citizen Charter
- f). **Citizen and Social Welfare Policies** : MGNREGA, Sarba Shiksha Abhiyan (SSA); National Health Mission.

### **Readings:**

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience.

S. R. Maheswari: Indian Administration.

R.B. Jain: Contemporary Issues in Indian Administration.

B. Chakrabarty and P. Chand: Indian Administration.

Noorjahan Bava, Development Policies and Administration in India.

Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions and Politics in

Rural India.

Basu Rumki: Public Administration in India Mandates, Performance and Future Perspectives.

A.Celestine: How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/> Primer on the Budget Process published by PRS, Available at <http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/>

R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson. 17

B. Chakrabarty and P. Chand: Public Policy: Concepts, Theory and Practice.

S. Singh and P. Sharma: Decentralization: Institutions and Politics in Rural India.

Anil Jana ed.: Decentralizing Rural Governance and Development.

P. Datta: Panchayats, Rural Development and Local Autonomy: the West Bengal Experience.

A. Mukhopadhyay: Panchayat Administration in West Bengal

Guidelines:

- i) For very contemporary topics, such as, NITI Ayog and MGNREGA, the respective official websites may be consulted.
- ii) For supplementary readings, relevant reputed websites of recognized academic credential may be legally accessed.
- iii) Bengali books cited in a particular course may be used in another related course, if found relevant

### **SKILL ENHANCEMENT COURSES (SEC) ( for HONS Students)**

#### **SEC-1 Title: Parliamentary Procedures in India**

##### **Course objectives and expected outcome:**

The purpose of the course is to build conceptual understanding in students about Parliamentary Procedures in India. Apart from the paper also engages with the various motions of Indian parliamentary system.

The student will be able to understand the basic ideas of different motions of Parliamentary procedures in India.

1. Presidents Address,
2. Parliamentary Procedure when the House is in session: Role of the Speaker – Speaker in Action, Voting, Division, Speaker Rulling ; Question Hour, Zero Hour, Stared and Unstarred question.
3. Various Motions: Adjournment motion, Calling Attention motion, Mentions, Casting vote, No-confidence motion, Resolutions, Cut motion, well of the House, Treasury and Opposition Benches, Lobbies.

**Reading Reference:** Teachers will recommend any relevant books/articles/e-resource when need.

## **SEC-2 (HONS)**

### **Title: Democratic Awareness and Recent Legislations**

#### **Course objectives and expected outcome:**

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. Apart from state actors and institutions, agencies and Act associated with them, which occupy the central place is discussion.

The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts. The students will be able to relate human rights with other rights of individuals.

1. National Human Rights Commission: Objectives and compliant procedures.
2. National Commission for Women: Objectives and functions.
3. Right to Information Act, 2005& Right to Free and Compulsory Education Act, 2009.
4. Consumer Court with Spl. Ref. to Consumer Protection Act, 1986.

**Reading Reference:** Teachers will recommend any relevant books/articles/e-resource when need

**B) Generic Elective-1**  
**(Interdisciplinary):**  
**COURSES FOR 1<sup>st</sup> SEMESTER**  
**Nationalism in India**

**Course objectives and expected outcome:**

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

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 know why and on what basis the country was partitioned.

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

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

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

Major Social and Religious Movements in 19th century

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

a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals;

Beginning of Constitutionalism in India

b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement

c. Socialist Alternatives: Congress Socialists, Communists

**IV. Social Movements (8 lectures)**

a. The Women's Question: Participation in the National Movement and its Impact

- b. The Caste Question: Anti-Brahminical Politics
- c. Peasant, Tribals and Workers Movements

## **V. Partition and Independence (6 lectures)**

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

### **Reading List**

#### **I. Approaches to the Study of Nationalism in India-**

Essential Readings:

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp. 184-191.

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

#### **II. Reformism and Anti-Reformism in the Nineteenth Century**

**Essential Readings:**

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

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

#### **III. Nationalist Politics and Expansion of its Social Base**

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

S. Sarkar, (1983) Modern India (1885-1947), New Delh

#### **IV. Social Movements**

**Essential Readings:**

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

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

#### **V. Partition and Independence**

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

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)

**Additional Readings:**

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

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

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi). S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

**(Generic-2)**

**COURSES FOR 2<sup>ND</sup> SEMESTER**

**UNITED NATIONS AND GLOBAL CONFLICTS**

**Course objectives and expected outcome:**

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

The student will be able to understand the historical evolution of UNO & its major organs. It gives the idea of major global conflict since the World War-II. At the end of the course they are able to Assessment of the success and failure of the United Nations as an International Organization.

**I. The United Nations (29 Lectures)**

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialized agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation

[UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

(e) Millennium Development Goals

## **II. Major Global Conflicts since the Second World War (20 Lectures)**

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

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

### **Reading Reference**

1. The United Nations (a) An Historical Overview of the United Nations Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 39-62.
2. Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson, pp. 265-282.
3. Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 1-20.
4. Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave, pp. 1-40.
5. Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twentyfirst century. London: Verso, pp. 47-71.
6. Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press, pp. 405-422.
7. Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Fifty. London: Macmillan, pp. 1-14.
8. Basu, Rumki (2014) United Nations: Structure and Functions of an international



organization, New Delhi, Sterling Publishers

### **B) Generic Elective-3**

**(Interdisciplinary):**

#### **COURSES FOR 3<sup>RD</sup> SEMESTER**

### **Indian Nationalism and Social Movements**

#### **Course objectives and expected outcome:**

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

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 know why and on what basis the country was partitioned.

#### **I. Approaches to the Study of Nationalism in India (8 lectures)**

Liberal and Marxist

#### **II. Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)**

Major Social and Religious Movements in 19th century

#### **III. Nationalist Politics and Expansion of its Social Base (18 lectures)**

- a. Awakening of Indian Nationalism : Birth of Indian National Congress ; Moderates and Extremist ; Swadeshi and the Radicals; Formation of Muslim League
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists

#### **IV. Social Movements (8 lectures)**

- a. The Women's Question: Participation in the National Movement and its Impact
- b. Peasant, Tribals, Workers Movements and Dalit's Movement

#### **V. Partition and Independence (6 lectures)**

- a. Communalism in Indian Politics
- b. Azad Hind Fauz, INA Trial and RIN uprising
- c). The Two-Nation Theory, Negotiations over Partition

**(Generic-4)**

### **COURSES FOR 4th SEMESTER**

#### **UNITED NATIONS AND GLOBAL CONFLICTS**

##### **Course objectives and expected outcome:**

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

The student will be able to understand the historical evolution of UNO & its major organs. It gives the idea of major Global conflict since the World War-II. At the end of the course they are able to Assessment of the success and failure of the United Nations as an International Organization.

##### **I. The United Nations (29 Lectures)**

- (a) An Historical Overview of the United Nations
- (b) Principles and Objectives
- (c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialized agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees

[UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

(e) Millennium Development Goals

## **II. Major Global Conflicts since the Second World War (20 Lectures)**

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

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

### **Reading Reference**

The United Nations (a) An Historical Overview of the United Nations Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twentyfirst century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Fifty. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) United Nations: Structure and Functions of an international organization, New Delhi, Sterling Publishers

## **Discipline Specific Electives (DSE)**

### **DSE-1**

#### **Introduction to Human Rights**

##### **Course objectives and expected outcome:**

This course attempts to build an understanding of human rights among students in the light of different human rights theories. It is important for students to know the various covenants of human rights and the role of United Nations in promoting human rights.

The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts. They will come to know about the role of UNO in Promoting Human Right.

##### **1. Conceptual Background of Human Rights and Duties**

- a. Concepts of Human Rights
- b. Classifications of Human Rights
- c. Historical and Philosophical Development of Human Rights.

##### **2. Theories of Human Rights(Different theories of human rights)**

- a. Natural Rights Theory
- b. Social Contract Theory
- c. Legal/Positivist Theory
- d. Utilitarian Theory

##### **3. International Bill of Human Rights**

- a. Universal Declaration on Human Rights (UDHR)
- b. International Covenant on the Civil and Political Rights (ICCPR)
- c. International Covenant on Economic, Social and Cultural Rights (ICESCR)

##### **4.Role of United Nation in Promoting Human Rights**

- a. Role of United Nation Charter in Promoting Human Rights
- b. Role of UN bodies in Promoting Human Rights.

##### **Reading References:**

Chakravarti, Raghubir. (2002). Human Rights and the United Nations: Kolkata: Progressive Publishers.

Sen, A. N. and Bhawa, Siddharth. (2005). Human Rights, Faridabad: Sri Sai Law Publications

Sharma, Gopal. (2015). Theory and Practice of Human Rights: The Indian Context. Kolkata: Rupali Publishers.

Singh Sehgal, B.P. (1999). Human Rights in India: Problems and Prospects. New Delhi: Deep and Deep Publications.

.O'Byrne, Daren J. (2005). Human Rights: An Introduction. New Delhi: India Social Institute.

Rai Chowdhuri, Payel. (2015). Manabodhikar O Manab-unnoyon. Kolkata: Progressive.

## **DSE-2**

### **Human Rights Protection Acts in India**

#### **Course objectives and expected outcome:**

The purpose of the course is to build conceptual understanding in students about human rights and enable them to empirically examine key issues and areas often talked about in human rights discourses. Apart from state actors and institutions, agencies and various law associated with them, which occupy the central place is discussion.

The student will be able to explain the meaning of human rights and know the various human rights act through the several landmark judgments of Hon'ble Supreme Court.

#### **1. Various Human Rights Protection Act in India**

- a. Protection of Human Rights Act
- b. Right to Education Act
- c. Protection of Environmental Rights Act
- d. Consumer Protection Act
- e. Juvenile Justice Act
- f. Domestic Violence against Women Act
- g. Dowry Prohibition Act,
- h. Child Marriage (Prohibition) Act

#### **2. Landmark Judgment of the Supreme Court of India**

- a. Sexual Harassment of Women in Workplace
- b. Violence against Women
- c. Trafficking
- d. Child Abuse

### **3. Important Case Studies on**

a. Misuse of Women Laws

b. Violence against men

### **Reading References**

1. Mehta, P. L. Verma, Neena. (1999). Human Rights under The Indian Constitution: The Philosophy and Judicial Gerrymandering. New Delhi: Deep and Deep Publications.

2. Nirmal, Chiranjivi J. (2002). Human Rights in India: Historical, Social and Political Perspective. Madras: Oxford University Press.

3. Singh, Ajay Kumar. (2014). Human Rights and Social Justice. New Delhi: V L Media Solution

## **DSE-3**

### **Nationalism in India**

#### **Course objectives and expected outcome:**

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

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 come to know why and on what basis the country was partitioned.

#### **I. Approaches to the Study of Nationalism in India (8 lectures)**

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

#### **II. Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)**

Major Social and Religious Movements in 19th century

### **III. Nationalist Politics and Expansion of its Social Base (18 lectures)**

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

### **IV. Social Movements (8 lectures)**

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

### **V. Partition and Independence (6 lectures)**

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

#### **Reading List**

- I. Approaches to the Study of Nationalism in India Essential Readings: S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp. 184-191.
- R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, pp. 25-36.
- Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp.139-158, 234-276.
- A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) Development of Modern Indian Thought and the Social Sciences, Vol. X. New Delhi: Oxford University Press.
- : S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 279-311.
- S. Sarkar, (1983) Modern India (1885-1947), New Delh
- S. Bandopadhyay, (2004) From Plassey to Partition: A history of Modern India. New Delhi: Orient Longman, pp. 342-357, 369-381.
- G. Shah, (2002) Social Movements and the State, New Delhi: Sage, pp. 13-31
- A. Jalal, and S. Bose, (1997) Modern South Asia: History, Culture, and Political Economy. New

Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

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

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi). S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakasha

### **Discipline Specific Electives (DSE) for HONS**

#### **DSE-4**

#### **Indian Foreign Policy**

##### **Course objectives and expected outcome:**

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

The students will be able to understand the salient features of India's foreign policy and explain how, why and to what extent India's foreign policy has changed in the new global and regional contexts. They will be able to understand India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve



its identity as an 'aspiring power'. India's evolving relations with the neighbours and super powers since independence.

1. Foreign Policy: meaning and determinants.
2. National Interest as key concept in foreign policy.
3. Instruments of foreign policy: diplomacy; propaganda; military.
4. Evolution of Indian foreign policy.
5. Basic principles of Indian foreign policy.
6. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power
7. India's Relations with the USA and USSR/Russia
8. India's Engagements with China

**Reference:-**

K.K Ghai, *International Relations: Theory and Practice of International Politics*

Vinay Kumar Malhotra, *International Relations*, Fourth edition, Vikas Publications.

Peu Ghosh, *International Relations*, Prentice Hall Publishers.

Pushpesh Pant, *International Relations in the Twenty-first Century*, Tata McGraw Hill Publishers.

Prakash Chander and Prem Arora, *International Relations and Comparative Politics*, Cosmos Bookhive Publications.

Aneek Chatterjee, *Neighbours, Major Powers and Indian Foreign Policy*, Orient Blackswan.

Prem Arora, *Foreign Policy of India*, Cosmos Bookhive Publishers.

