UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science
PAPERS FOR SEMSTER - I

(Academic Year 2019-20)

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

Paper for SEMESTER - I

A. Discipline Specific Core Course

1. Paper I - Introduction to Political Theory

STRUCTURE FOR SEMESTER - I

S. NO.	Course		Paper	
1.1	Subject - I Political Science - 1	Discipline Specific Core	Introduction to Political Theory	DSC IA
1.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIA
1.3	English	Core (Compulsory)		CC
1.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC

Courses for B.A. (Programme) Political Science SEMESTER - I

Paper I - Introduction to Political Theory
(62321101)
Core Course - (CC) Credit:6

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

Course Learning Outcomes
After completing this course students will be able to:
- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

Unit 1
What is Political Theory and what is its relevance?

Unit 2
Concepts: Liberty, Equality, Justice, Rights

Unit 3
Debates in Political Theory:
a. Protective discrimination and principles of fairness?
b. The Public vs private debate: Feminist Perspective Censorship and its limits

References
Unit I
Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 2-17.
Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A.(eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 18-37.
Unit 2
Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 40-57.
Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 58-73.
Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 74-82.
Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 88-105.
Unit 3
Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.
Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 308-319.

Additional Resources:
Berlin, I. "Two Concepts of Liberty"
Rawls, John, *A Theory of Justice*
Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*
Kukathas, Chandran, "The Demise and Rise of Political Theory"
Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.
Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 172-193.
Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 241-288.
Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians.* Cambridge: Polity Press.
Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers,* New Delhi: Pearson.
Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 224-235.

Hindi Reading
भार्गव, र. और अशोक आचार्या (एड.), *राजनीतिक सिधांत: एक परिचय,* दिल्ली: पिएर्सन, 2008.
कुमार, संजीव, "राजनीति क्या है : "राजनीतिक" का सिधान्तीकरण", संजीव कुमार (एड.), *राजनीति सिधांत की समझ,* दिल्ली: ओरिएंट ब्लैकस्वान, 2019, pp. 1-26.
संजीव कुमार (एड.), *राजनीति सिधांत की समझ,* दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process
The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods
Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords
Political Theory, Liberty, Equality, Justice, Rights, Protective Discrimination, Censorship

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)
PAPERS FOR SEMESTER - II

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses

A. Discipline Specific Core Course (4)

2. Paper II - Indian Government and Politics

Structure for Semester-II wise Distribution of Courses

S. NO.	Course		Paper	
2.1	Subject - I Political Science - 2	Discipline Specific Core	Indian Government and Politics	DSC IB
2.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIB
2.3	MIL	Core (Compulsory)		CC
2.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC

Courses for B.A. (Programme) Political Science SEMESTER II

Paper II - Indian Government and Politics
(62321201)
Core Course - (CC) Credit:6

Course Objective
The course aims to give students a thorough understanding of the structures of Indian government and politics. It equips the students with the different perspectives on studying Indian politics and the state in India, the constitutional principles on which the institutions of the state are founded and function, the social structures of power and salient features of the political process in India. Its lays emphasis on understanding the inter-relationship between formal institutional structures, social movements, and political development to focus on the complex ways on which social and political power interact and have impact on political institutions and processes.

Course Learning Outcomes
On successful completion of the course, students would be able to:
- Demonstrate an understanding of the different viewpoints on Indian politics and the nature of Indian state
- Show knowledge of the text of the Indian Constitution and an awareness of constitutional and legal rights
- Understand the structure of society in India and how social inequalities have an impact on political institutions and processes
- Show awareness of the party system in India and the development policies adopted by various governments so far
- Understand how social movements are formed and how they impact the political processes

Unit 1
Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

Unit 2
Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

Unit 3
Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

Unit 4
Power Structure in India: Caste, class and patriarchy (07 lectures)

Religion and Politics: debates on secularism and communalism (06 lectures)

Unit 6
Parties and Party systems in India (05 lectures)

Unit 7
Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

Unit 8
Social Movements: Workers, Peasants, Environmental and Women's Movement (10 lectures)

References:

S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust (Chapter V: 'The Rights of the Indians', pp.33-61)

A. Thiruvengadam, (2017), The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)

P. Chatterjee (2011), The State, in N G Jayal and P Mehta (eds) The Oxford Companion to Politics in India, OUP, New Delhi. pp. 3-14.

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.

G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)

Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.

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.R. DeSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

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

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.

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.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.

G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press.

Additional Resources:

Readings in Hindi

अभय कुमार दुबे (सं०) राजनीति की किताबः रजनी कोठारी का कृतित्व, नई दिल्लीः वाणी प्रकाशन

रजनी कोठारी एवं अभय कुमार दुबे, भारत में राजनीतिः कल और आज, नई दिल्लीः वाणी प्रकाशन

ग्रेनविल ऑस्टिन, भारतीय संविधानः राष्ट्र की आधारशिला, अनुवादकः नरेश गोस्वामी, नई दिल्लीः वाणी प्रकाशन, 2017

माधव खोसला, भारत का संविधान, नई दिल्लीः ऑक्सफ़र्ड यूनिवर्सिटी प्रेस, 2018

सुभाष काश्यप, संवैधानिक-राजनीतिक व्यवस्थाः शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्लीः राजकमल प्रकाशन, 2016

सुभाष काश्यप, भारतीय राजनीति और संसदः विपक्ष की भूमिका, नई दिल्लीः राजकमल प्रकाशन, 2016

सुभाष काश्यप, भारतीय राजनीति और संविधानः विकास, विवाद और निदान, नई दिल्लीः राजकमल प्रकाशन, 2016

माधव गोडबोले, धर्मनिरपेक्षताः दोराहे पर भारत, नई दिल्लीः सेज भाषा, 2017

शम्सुल इस्लाम, भारत में अलगाववाद और धर्म, नई दिल्लीः वाणी प्रकाशन

जावीद आलम, लोकतंत्र के तलबगार?, अनुवादकः अभय कुमार दुबे, नई दिल्लीः वाणी प्रकाशन

आशुतोष वार्ष्णेय, अधूरी जीतः भारत का अप्रत्याशित लोकतंत्र, अनुवादकः जितेन्द्र कुमार, नई दिल्ली: ऑक्सफ़र्ड यूनिवर्सिटी प्रेस, 2018

गेल ओमवेट, दलित और प्रजातांत्रिक क्रांतिः उपनिवेशीय भारत में डॉ० अम्बेडकर एवं दलित आंदोलन, नई दिल्ली: सेज भाषा, 2015

फ़िलिप कॉटलर, लोकतंत्र का पतनः भविष्य का पुनर्निर्माण, नई दिल्ली: सेज भाषा, 2017

घनश्याम शाह, भारत में सामाजिक आंदोलनः संबंधित साहित्य की एक समीक्षा, नई दिल्ली: सेज भाषा, 2015

अजय गुडावर्थी, भारत में राजनीतिक आंदोलनों का समकानील इतिहासः नागरिक समाज के बाद की राजनीति, नई दिल्ली: सेज भाषा, 2017

ज्याँ द्रेज़ एवं कमल नयन चौबे (सं०), भारतीय नीतियों का सामाजिक पक्ष, लोकचेतना प्रकाशन, ई०पी०डब्लू० रीडर, 2017

ज्याँ द्रेज़ एवं अमर्त्य सेन, भारत और उसके विरोधाभास, अनुवादकः अशोक कुमार, नई दिल्ली: राजकमल प्रकाशन, 2018

बद्री नारायण, खंडित आख्यानः भारतीय जनतंत्र में अदृश्य लोग, नई दिल्ली: ऑक्सफ़र्ड यूनिवर्सिटी प्रेस, 2018

Teaching Learning Process

There will be interactive lectures on varied approaches to the study of Indian politics and Indian state. They will engage in detailed discussion on basic features of Indian constitution, particularly on the relationship between fundamental rights and directive principles enshrined in the Indian constitution. It provides them with basic understanding on the working of institutions in Indian polity and powers structures in Indian shaping society and politics. It also exposes students to the debates on secularism and communalism. It familiarizes the students with the evolution of party system in India. It enables students to analyse the strategies of development adopted by the state in post-colonial India and the impact of neo- liberal reforms on Indian economy. It also provides understanding on the dynamics of social movements in India and their significance as an alternative site of politics beyond the institutions.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include written assignments, class presentations and participation inclass discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. Students will be assessed on the basis of their reflexive thinking and engagement with peers and group discussion. Students will be evaluated on the basis of their participation in extra and co-curricular activities such as quiz. Before the end term examination, students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus.

Keywords

Approaches, Constitution, Development, Institutions, Secularism, Social Movements

UNIVERSITY OF DELHI

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(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER - III

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses for Semester- III

A. Discipline Specific Core Course

1. Paper III - Comparative Government and Politics

D. Ability Enhancement (Elective) Skill Based Course (4)

1. Legislative Support

Distribution of Courses for Semester - III

S. NO.	Course		Paper	
SEMESTER - III				
3.1	Subject - I Political Science - 3	Discipline Specific Core	Comparative Government and Politics	DSC IC
3.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIC
3.3	English	Core (Compulsory)		CC
3.4	Skill Based - 1	Ability Enhancement (Elective)	Legislative Support	AECC (1)

Courses for B.A. (Programme) Political Science for Semester - III

Paper III - Comparative Government and Politics
(62324306)
Core Course - (CC) Credit:6

Course Objective
The purpose of the course is to familiarise students with the nature and scope of the study of comparative politics. The course aims at examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The objectives of the course further remain to provide information and knowledge to students on constitutional development and the political economy of diverse countries such as Britain, Brazil, Nigeria and China.

Course Learning Outcomes
The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries. The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as capitalism as a case of reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria. The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalisation.

Unit 1
The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2
Comparing Regimes: Authoritarian and Democratic (06 lectures)

Unit 3
Classifications of political systems (15 lectures):
a) Parliamentary and Presidential: UK and USA
b) Federal and Unitary: Canada and China

Unit 4
Electoral Systems: First past the post, proportional representation, mixed systems (7 lectures)

Unit 5
Party Systems: one-party, two-party and multi-party systems (09 lectures)

Unit 6

Contemporary debates on the nature of state (13 lectures):
the security state and the changing nature of nation-state in the context of globalization.

References

Essential Texts

Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.

Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave McMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.

O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Unit Wise Compulsory Readings:

Unit 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.

Unit 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 36-50, 51-68.

Unit 3a.

Hague, R and Harrop, M. (2004) 'The Political Executive', in Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 268-290.

Unit 3b.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) Handbook of Federal Countries. Montreal &Kingston: McGill Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160

Unit 4.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 159-167.

Unit 5.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 293-317, 318-347.

Unit 6.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 17-34.

Additional Resources:

Classic Readings

Aristotle: 'Politics,' Benjamin Jowett, Batoche Books, The Clarendon Press, 1999

Karl Marx: Critique of Political Economy, Progress Publishers, Moscow, Translated: S.W. Ryazanskaya, 1859

Roy Macridis: The Study of Comparative Government, Random House 1966/'The modern Political Regimes: Patterns and Institutions', 1986.

Additional Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', Political Studies. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', Economic and Political Weekly. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) Understanding US/UK Government and Politics. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
1. The nature, scope and methods of comparative political analysis	Learning what, why and how to compare with an objective to discern Eurocentric bias	Primarily theory class with power point presentations	Assessment through discussion on nature of comparative politics and eurocentricism
2. Comparing Regimes: Authoritarian and Democratic	Student will learn different forms of government like unitary, federal, democratic, totalitarian etc	Theory lectures and examples from the globe help student understand the nuances of specific forms of government	Student will be encouraged to have discussion on merits and demerits of different forms and desirability for India
3. Classifications of political systems	To study parliamentary and presidential and unitary and federal suystems	Through lectures and power point presentations students will study the different political systems	Students may prepare project and have a group discussion on different political systems
4. Electoral Systems	Electoral systems have been key to understand the political systems	Comparative study through lectures and presentation by students on different electoral systems	Students can prepare project on similar systems but different outcomes or assignments on classics
5 Party Systems	Students will learn the emergence of parties and party system	Theoretical study through classics and Power point presentation of comparative study of elections system	Student may review some classics and demonstrate working of parties by grouping themselves
6. Contemporary debates on the nature of state	To understand the evolution and development of nation state and its contemporary form, the security state	Lectures and study of classics to understand the Nation and state debate in West and East and the dimensions of security state	Students may encourage to prepare project on comparative study of emergence of nation state

Keywords

Comparative method, Regime types, Political systems, Electoral Systems, Party Systems

AE1 - Legislative Support
(62323312)
AECC (Electives) - (AECCE) Credit:4

Course Objective

To acquaint the student with the legislative process in India at various levels, introduce them to the functions of peoples' representatives and provide elementary skills to be part of a legislative support team. Peoples' representatives need support for the multiple tasks they are supposed to undertake.

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

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

Course Learning Outcomes

On successful completion of the course, students will be able to:

* Demonstrate knowledge of the structure and the functions of legislating bodies in India

* Demonstrate knowledge of the law making procedure in India

* Acquire skills related to a close reading of legislative documents

* Understand the relationship between the people and their elected representatives

* Develop basic skills to become a part of a support team engaged at different levels of the law making functions

Unit 1
Powers and functions of people's representatives at different tiers of governance
Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self-government from Zila Parishads/Municipal Corporation to Panchayat/Ward. (Weeks 1-3)

Unit 2
Supporting the legislative process:
How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. (Week 4)

Unit 3
Supporting the legislative committees
Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation (Weeks 5-7)

Unit 4
Reading the budget document:
Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. (Weeks 8-10)

Unit 5

Support in media monitoring and communication:
Types of media and their significance for legislators. Basics of communication in print and electronic media (Weeks 11-12)

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

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http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf.

Debroy, Bibek, "Why we need law reform," Seminar January 2001.

Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," Journal of Democracy Vol.18, No.2, pp.70-83.

Additional Resources:

Government links:

http://loksabha.nic.in/

http://rajyasabha.nic.in/

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Sanyal,K. Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, 2011. URL: http://www.prsindia.org/administrator/uploads/media/Conference%202011 /Strengthening%20Parliamentary%20Committees.pdf

Celestine, A. How to read the Union Budget PRS, Centre for Policy Research, New Delhi, 2011. URL: http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union- budget-1023/

Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER - IV

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses for Semester IV

4. **Discipline Specific Core Course**

1. Paper IV - Introduction to International Relations

D. Ability Enhancement (Elective) Skill Based Course (4)

1. Public Opinion and Survey Research

Distribution of Courses for Semester - IV

S. NO.	Course		Paper	
SEMESTER - IV				
4.1	Subject - I Political Science - 4	Discipline Specific Core	Introduction to International Relations	DSC ID
4.2	Subject - II (Any Other)	Discipline Specific Core		DSC IID
4.3	MIL	Core (Compulsory)		CC
4.4	Skill Based - 2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AECC (2)

Courses for B.A. (Programme) Political Science

Paper IV - Introduction to International Relations
(62324407)
Core Course - (CC) Credit:6

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

Course Learning Outcomes
- Students will learn about major theoretical approaches and the history of International Relations.
- The course will enhance students' understanding on the major political developments in international relations since 1945.
- The paper will develop in-depth knowledge on the emerging centers of power like European Union, China, Russia and Japan.
- Students will also learn about basic determinants of India's foreign policy and understand it in the context of India as an emerging power.

Unit 1
Early Debates in International Relations (27 lectures)
(a) Idealism vs Realism
(b) Liberalism to Neo Liberal Institutionalism
(c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
(d) Feminist Perspective (J. Ann Tickner)

Unit 2
Post War International Relations and the emergence of Cold War (20 lectures)
(a) Second World War & Origins Cold War
(b) Phases of Cold World War: First Cold War, Rise and Fall of Détente, Second Cold War End of Cold War and Collapse of the Soviet Union
(c) Post-Cold War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Unit 3
India's Foreign Policy (13 lectures)
(a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
(b) India's Policy of Non-alignment
(c) India: An Emerging Power

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Art, R. J. and Jervis, R. (eds.) (1999) International Political Enduring: Concepts and Contemporary Issues.5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

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E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds**),** The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 29-49.

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), Perspectives on World Politics, New York: Routledge, pp. 229-241.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 142-149; 155-158.

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds**),** Perspectives on World Politics, New York: Routledge, pp. 305-317.

A.G. Frank, (1966), "The Underdevelopment of Development", *Monthly Review,* 18,4, pp.17-31.

Goldstein, J. and Pevehouse, J.C. (2009) International Relations. New Delhi: Pearson, pp. 81-111.

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2. Cold War & Post-Cold War Era

Carr, E.H. (2004) International Relations between the Two World Wars: 1919-1939, New York: Palgrave, pp. 197-231 and 258-278.

Taylor, A.J.P. (1961) The Origins of the Second World War. Harmondsworth: Penguin, pp.29-65.

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3. India's Foreign Policy

Ian Hall (ed) (2014), "The Engagement of India: Strategies and Responses", Washington, DC, Georgetown University Press

Muchkund Dubey, (2016), "India's Foreign Policy: Coping with the Changing World", New Delhi, Orient Blackswan Pvt. Ltd.

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Additional Resources:

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Hans J. Morgenthau (1948), *Politics among Nations, 8th edition,* revisedby K Thompson and D. Clinton, New York, McGraw Hill, 2006.

E. H. Carr (1985), *International Relations between the two world wars* 1919-1939, London, MacMillan.

Kenneth Waltz (1959) *Man, the State and War*, Columbia, Columbia University Press.

Daniel Philpott (1999), "Westphalia, Authority and International Society", *Political Studies,* XLVII, pp. 566-539.

Readings in Hindi

सुमित गाँगुली (2018), *भारत की विदेश नीति: पुनरावलोकन एवं संभावनाएँ,* नई दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस (अनुवाद: अभिषेक चौधरी).

अजय कुमार (2011), *अन्तराष्ट्रीय संबंधों के सिधांत : एक परिचय,* दिल्ली: पियर्सन एजुकेशन.

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K. Mingst (2011) Essentials of International Relations, New York: W.W. Norton and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) International Relations and World Politics: Security, Economy, Identity**,** Pearson Education, pp. 40-85.

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M. Nicholson, International Relations: A Concise Introduction, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, pp. 127-148.

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R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

3. India's Foreign Policy

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in *the International System*, Palgrave Macmillan: London.

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V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), Power *realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Teaching Learning Process

This course will help the students in getting introduced to major theoretical approaches and the history of International Relations and will enhance their understanding on the major political developments in international relations since 1945 as well as emerging centers of power like European Union, China, Russia, Japan and India. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

International Relations, Idealism, Realism, Liberalism, Structuralism, Feminism, Post-war IR, India's Foreign Policy

AE2 - Public Opinion and Survey Research
(62323412)
AECC (Electives) - (AECCE) Credit:4

Course Objective
This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Learning Outcomes
On the successful completion of the course, students will be able to:
- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

Unit 1
Introduction to the course (6 lectures)
>   Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit 2
Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)
>   a. What is sampling? Why do we need to sample? Sample design.
>   b. Sampling error and non-response
>   c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit 3
Survey Research (2 lectures)
>   a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
>   b. Questionnaire: Question wording; fairness and clarity.

Unit 4
Quantitative Data Analysis (4 lectures)
>   a. Introduction to quantitative data analysis
>   b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

Unit 5
Interpreting polls (6 lectures)
      Prediction in polling research: possibilities and pitfalls
      Politics of interpreting polling

References

I. Introduction to the course

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II. Measuring Public Opinion with Surveys: Representation and sampling

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A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences,* 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

V. Interpreting polls

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Resources:

Additional Readings:

K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling,* Boulder: Westview Press, pp. 45-80.

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D. Rowntree (2000) *Statistics Without Tears: An Introduction for Non Mathematicians,* Harmon dsworth: Penguin.

Teaching Learning Process

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data.

Suggested Student Exercises:
1. Discussion of readings and Indian examples. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
2. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.
3. Give the students the electoral list of an area in Delhi (http://ceodelhi.gov.in). The students have to draw a random sample of n number of respondents.
4. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on different individuals.
5. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER VI

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses for Semester VI

Ability Enhancement (Elective) Skill Based Course

1. Conflict and Peace Building

Discipline Specific Elective Course

1. Democracy and Governance
2. Understanding Globalization

Generic Elective Courses (Interdisciplinary)

1. Human Rights, Gender and Environment

Semester-wise Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course		Paper	
SEMESTER - VI				
6.1	Skill Based - 4	Ability Enhancement (Elective)	Conflict and Peace Building	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science		A) Democracy and Governance	DSE 1B
			B) Understanding Globalization	
6.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2B
6.4	Generic Elective - II (Interdisciplinary) Any One		Human Rights, Gender and Environment	GE II
		From Second Discipline/ Subject		

Courses for B.A. (Programme) Political Science

Discipline Specific Elective Courses

3. Democracy and Governance
(62327602)
Discipline Specific Elective - (DSE) Credit:6

Course Objective
This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the manner in which political economy and political development, and civil society and social movements have an impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complimented by institution building.

Course Learning Outcomes
On successful competition of the course, the students will be able to:
- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.
- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

Unit 1
Structure and Process of Governance (15 Lectures):
Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy) Political Communication - Nature, Forms and Importance

Unit 2
Ideas, Interests and Institutions in Public Policy (25 Lectures)
a. Contextual Orientation of Policy Design
b. Institutions of Policy Making
c. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs
d. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit 3
Contemporary Political Economy of Development in India (10 Lectures):
Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

Dynamics of Civil Society (10 Lectures):
New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

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J. Dreze and A. Sen, India: Economic Development and Social Opportunity,Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013 Nick Stevenson, Understanding Media Cultures, 2002

Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997

Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

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Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.

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Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.

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Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005

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Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

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Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation, Rawat Publishers, 2010

S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

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

Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.

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Teaching Learning Process

The teaching learning of this course is specifically designed to deliver its objective of understanding the process through functionality of the system. Classroom lectures, PowerPoint presentation along with Cooperative learning will be preferred tool to critically engage students in unraveling the complexities these systems are governed by.

Assessment Methods

The functional, procedural, comprehensive understanding of students in this paper will be assessed by medium of internal evaluation in which students may be asked to prepare a group activity , present a case study in class or write a term paper on any of the theme according to course outline. Short quizzes conducted after completing every unit is quick way to assess students' reflexivity. Final end term written examination is another tool to assessment.

Keywords

Democracy, Public Policy, Regulatory Institutions, Lobbying Institutions, Civil Society

4. Understanding Globalization
(62327601)
Discipline Specific Elective - (DSE) Credit:6

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

Course Learning Outcomes
- The students will learn about meaning and significance of globalization in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalization.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.
- Students will also learn about contemporary pressing issues like global warming, poverty& inequality and international terrorism.

Unit 1
Globalization (9 Lectures)
> a) Meaning and Debate
> b) Dimensions: Economic, Political, Technological and Cultural

Unit 2
Contemporary World Actors
> a) United Nations
> b) World Trade Organisation (WTO)
> c) BRICS
> d) MNCs, TNCs

Unit 3
Contemporary World Issues (26 Lectures)
> a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
> b) Global Justice
> c) International Terrorism

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

Additional Resources:

Classic Readings

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Additional Readings

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Sen, A. (2006) *Identity and Violence: Illusion and Destiny.* London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), *भ मंडलीकरण एवं भारत,* दिल्ली: एक्सेस पब्लिशिंग.

Teaching Learning Process
The primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalization and also their knowledge about world actors like United Nations, World Trade Organization and G-77 and on issues like global warming, poverty and inequality and international terrorism. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods
Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

G2 - Human Rights Gender and Environment
(62325602)
Generic Elective - (GE) Credit:6

Course Objective

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

Course Learning Outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1
Understanding Social Inequality
   a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
   b) Globalisation and its impact on workers, peasants, Dalits, Adivasis and women

Unit 2
Human Rights
   a) Human Rights: Meaning and Evolution
   b) UN Declarations and Covenants
   c) Human Rights and Citizenship Rights
   d) Human Rights and the Indian Constitution
   e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
   f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
   g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
   h) Human Rights Movement in India.

Unit 3
Gender
   a) Analysing Structures of Patriarchy
   b) Gender, Culture and History
   c) Economic Development and Women
   d) The issue of Women's Political Participation and Representation in India
   e) Laws, Institutions and Women's Rights in India
   f) Women's Movements in India

Unit 4
Environment
   a) Environmental and Sustainable Development
   b) UN Environment Programme: Rio, Johannesburg and after.
   c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
   d) Environment Policy in India
   e) Environmental Movement in India

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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.

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Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.

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O. Kosambi, (2007) Crossing the Threshold, New Delhi: Permanent Black, pp. 3-10.

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N. Menon (2012) 'Desire', Seeing Like a Feminist, New Delhi: Zubaan/Penguin, pp. 91-146

MacKinnon, C. The Liberal State' from Towards a Feminist Theory of State, Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8

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Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly

Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics,New York: Palgrave, pp 383 - 411

Additional Resources:

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.

Gadgil, Madhav and Guha, Ramachandra, "Ecological Conflicts and the Environmental Movement in India, Development and Change, Vol. 25 (1994), pp. 101-136.

Ray, U. (2013) 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Teaching Learning Process

In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment. The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords
Human Rights, Gender, Environment

AE4 - Conflict and Peace Building
(62323601)
AECC (Electives) - (AECCE) Credit:4

Course Objective

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

Course Learning Outcomes

- The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.
- The students will also learn the importance of resource sharing in the conflict zones.
- The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels.
- Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.

Unit 1
Concepts (6 Lectures)
      a. Understanding Conflict (Week 1)
      b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
      c. Peace Building: Meaning and Concept (Week 3)

Unit 2
Dimensions of Conflict (6 Lectures)
      a. Ideology (Week 4)
      b. Economic/Resource Sharing Conflicts (Week 5)
      c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

Unit 3
Levels of Conflict (6 Lectures)
      a. Local (Week 7)
      b. Sub-National (Week 7)
      c. International (Week 8)

Unit 4
Conflict Responses: Skills And Techniques (6 Lectures)
      a. Negotiations: Trust Building (Week 9)
      b. Mediation: Skill Building; Active Listening (Week 10)
      c. Track I, Track II & Multi Track Diplomacy (Week 11)
      d. Gandhian Methods (Week 12)

References

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W. Zartman, (1995) 'Dynamics and Constraints in Negotiations in Internal Conflicts', in William Zartman (ed.), Elusive Peace: Negotiating an End to Civil Wars, Washington: The Brookings Institute, pp. 3-29.

C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in Peace and Conflict Studies, 9:1, May, pp.1-23.

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M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., Peace-Building: A Field Guide, Boulder: Lynne Rienner, pp. 16-20.

L. Schirch, (2004) The Little Book Of Strategic Peacebuilding, London: Good Books.

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H. Saunders, (1999) A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts, Palgrave Macmillan: New York, pp. 1-30.

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J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) The Sage Hand Book of Conflict Resolution, London: Sage Publications.

M. Steger , (2001) 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs, New Jersey: Prentice-Hall.

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J. Davies and E. Kaufman (eds.), (2003) Second Track/Citizens' Diplomacy: Concepts and *Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

C. Webel and J. Galtung (eds.), (2007) The Handbook of Peace and Conflict Studies, London: Routledge.

J. Lederach, (2003) The Little Book of a Conflict Transformation, London: Good Books.

I. Doucet, (1996)Thinking About Conflict, Resource Pack for Conflict Transformation: International Alert.

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Additional Resources:

Classic Readings

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149.

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Gurr, Ted R. (1985), "On the Political Consequences of Scarcity and Economic Decline", *International Studies Quarterly*, 29 (1): 51-75.

Additional Readings

A. Smith and D. Smock, (2010) Managing A Mediation Process, Washington D.C: United States Institute Of Peace.

Online Resources

Conflict Resolution in Popular Art and Culture: The International Network of Peace Museums, at www.mueseumsforpeace.org/, contains links to visit the websites of many of the world's peace museums.

http://www.peacebuildinginitiative.org

Theatre, peace and conflict at Theatre Without Borders, www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

Facilitation: http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf

http://www.beyondintractability.org/bi-essay/facilitation

Negotiation:

Roger Fisher et al, Getting to Yes: Negotiating Agreement without Giving In, New York: Penguin, 1991.

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Crossword Puzzle: http://www.cengage.com/cgi

Dialogue: http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf

Mediation:http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf

http://www.pgexchange.org/images/toolkits/civicus%20mediation%20tool.pdf

http://www.beyondintractability.org/bi-essay/mediation

Teaching Learning Process
The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods
Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords
Conflict, Conflict Management, Peace building, Trust building, Diplomacy