JAMSHEDPUR WOMEN'S UNIVERSITY

DEPARTMENT OF POLITICAL SCIENCE

PROPOSED STRUCTURE OF

SYLLABUS

B.A POLITICAL SCIENCE HONOURS/RESEARCH FOUR YEARS UNDER GRADUATE PROGRAM (FYUGP)

[NEP - 2020]

IMPLEMETED FROM 2022

Member of the Board of Studies for Four Year Undergraduate Program (FYUGP) based on the UGC guidelines regarding NEP 2020 for major in Political Science

S.N	Members of Board of Studies	Designation
1	Ms. Sonali Singh Assistant Professor and Head, Department of Political Science, Jamshedpur Women's University, Jamshedpur	Chairperson
2	Dr. Parsuram Sial Associate Professor and Head, University Department of Political Science, Kolhan University, Chaibasa	Subject Experts
3	Dr Anwar Shahab Associate Professor, Department of Political Science, Karim City College, Jamshedpur	Subject Expert
4	Dr Rajendra Bharti Associate Professor, Department of Political Science, A.B.M College, Jamshedpur	Subject Expert
5	Prof. Indal Paswan Assistant Professor, Department of Political Science, Ghatshila College, Ghatshila	Representative from allied area
6	Dr Sabiha Yunus Associate Professor and Dean Social Science Jamshedpur Women's University, Jamshedpur	Member

HIGHLIGHTS OF REGULATIONS OF FYUGP

PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entries and multiple exit options.

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as and when amended in times.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

ACADEMIC CALENDAR

- Each year the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
  - ➢ a Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - ➢ a Diploma after 2 years (4 semesters) of study,
  - ➢ a Bachelor after a 3-year (6 semesters) programme of study,
  - ➢ a Bachelor (with Hons. / Research) after a 4-year (8 semesters) programme of study

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for maximum for Seven years from the date of registration.

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

- Student's final marks and the result will be based on the marks obtained in Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester University Examination both. However, students must pass in Theory and Practical Examinations separately.

PROMOTION AND SPAN PERIOD

- The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year (a student has to pass in minimum 9 papers out of the total 12 papers. However, it will be necessary to procure pass marks in each of the paper before completion of the course.
- To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 16 papers out of the total 22 papers.
- Eligibility to get entry in Semester VII is to secure a minimum of 7.5 CGPA up to semester VI along with other criteria imposed by the Institution.

PUBLICATION OF RESULT

- The result if the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on University website.
- If a student is found indulged in any kind of malpractice during examination, the examination taken by the student will be cancelled. The candidate will be awarded zero marks in that paper. The candidate may re-appear in the subsequent semesters as per the available provisions.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.
- Regulation related with any concern not mentioned above shall be guided by the Regulations of the University for FYUGP.

COURSE STUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State

Universities of Jharkhand [Total Credits = 176]

- There will be four disciplinary areas: A-Natural Science, B-Humanities, C-Social Science, and D-Commerce; each having basket of courses. A student will have to select a 'Major' from any of the four disciplinary areas (out of A, B, C & D). The selection for

admission will be primarily based on availability of seats in Major and marks imposed by the institution.

- A student has to select three subjects for 'Introductory Regular Courses' from a pool of subjects associated with the Major offered by the institution. One of the three subjects will continue as 'Minor' from semester IV onwards, based on the academic interest and performance of the student.

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 176]

Semester	Common Courses (29)									Introductory Courses (15)		Internship/ Project (4)	Major* (54) + Adv. Major (24)	Minor** (32)		Research Courses (18)				Total Credit
	Lang. & Comm. Skills (Modern Indian Language incl. TRL) (6)	Lang. & Comm. Skills (English) (6)	Environmental Studies (3)	Understanding India (2)	Health & Wellness, Yoga Education, Sports & Fitness (2)	Digital Education (3)	Mathematical & Computational Thinking and Analysis (2)	Value-Based Course/ Global Citizenship Education (2)	Community Engagement/ NCC/ NSS/ (3)	Introductory Courses [Natural Sc./ Humanities/ Social Sc./Commerce] (9)	Introductory Course [Vocational Studies] (6)			Natural Sc./ Humanities/ Social Sc./ Commerce (18)	Vocational Studies (14)	Research Methodology Courses (6)	Research Proposal, Review of literature (4)	Research Internship/ Field Work (4)	Preparation of the Research Project Report (4)	
	1	2	3	4	5	6	7	8	9	10	11		14	15	16	17	18	19	20	21
I	6			2	2					3	3		6							
II		6					2	2		3	3		6							
Exit Point: Undergraduate Certificate																				
III			3			3			3	3		4	6							22
IV													6+6	6	4					22
Exit Point: Undergraduate Diploma																				
V													6+6	6	4					22
VI													6+6	6	4					22
Exit Point: Bachelor's Degree																				
VII													6+6 (Adv. Topics)			6	4			22
VIII													6+6 (Adv. Topics)		2			4	4	22
Exit Point: Bachelor's Degree with Hons./Research																				176

*There will be four disciplinary areas: A-Natural Science, B-Humanities, C-Social Science, and D-Commerce; each having basket of courses. A student will have to select a 'Major' from any of the four disciplinary areas (out of A, B, C & D). The selection for admission will be primarily based on availability of seats in Major and marks imposed by the institution.

**A student has to select three subjects for 'Introductory Regular Courses' from a pool of subjects associated with the Major offered by the institution. One of the three subjects will continue as 'Minor' from semester IV onwards, based on the academic interest and performance of the student.

Table 2: Course structure for Undergraduate Certificate Programme *[May Exit after Sem.-II]*

Semester	Common Courses			Introductory Courses		Major	Total Credits
Sem.-I	LCS (MIL/TRL)	Understanding India	Health & Wellness, Yoga Education, Sports & Fitness	IRC-1	IVS-1A	MJ-1	
	(6 Credits)	(2 Credits)	(2 Credits)	(3 Credits)	(3 Credits)	(6 Credits)	(22)
Sem.-II	LCS (English)	Global Citizenship Education	Mathematical & Computational Thinking	IRC-2	IVS-1B	MJ-2	
	(6 Credits)	(2 Credits)	(2 Credits)	(3 Credits)	(3 Credits)	(6 Credits)	(22)

Total = 44 Credits

(LCS: Language and Communication Skills; MIL: Modern Indian Languages; TRL: Tribal Regional Languages; IRC: Introductory Regular Courses; IVS: Introductory Vocational Studies, MJ: Major)

Table 3: Course structure for Undergraduate Diploma Programme *[May Exit after Sem.-IV]*

Semester	Common Courses			Introductory Courses	Major	Minor	Internship/ Project	Vocational	Total Credits
Sem.-III	Environmental Studies	Community Engagement/ NCC/ NSS	Digital Education	IRC-3	MJ-3		Internship/ Project		
	(3 Credits)	(3 Credits)	(3 Credits)	(3 Credits)	(6 Credits)		(4 Credits)		(22)
Sem.-IV					MJ-4, MJ-5 (6+6=12 Credits)	MN-1 (6 Credits)		VS-1 (4 Credits)	(22)

Total = 88 Credits

(MN: Minor; VS: Vocational Studies)

Table 4: Course structure for Bachelor's Degree Programme *[May Exit after Sem.-VI]*

Semester	Major Courses	Minor Courses	Vocational	Total Credits
Sem.-V	MJ-6, MJ-7 (6+6 = 12 Credits)	MN-2 (6 Credits)	VS-2 (4 Credits)	(22)
Sem.-VI	MJ-8, MJ-9 (6+6= 12 Credits)	MN-3 (6 Credits)	VS-3 (4 Credits)	(22)

Total = 132 Credits

Table 5: Course structure for Bachelor's Degree with Hons./Research Programme

Semester	Advance Courses	Research Courses		Vocational	Total Credit
Sem.-VII	AMJ-1, AMJ-2 (6+6=12 Credits)	Research Methodology (6 Credits)	Research Proposal (4 Credits)		(22)
Sem.-VIII	AMJ-3, AMJ-4 (6+6=12 Credits)	Research Int./Field Work (4 Credits)	Research Report (4 Credits)	VSR (2 Credits)	(22)

Total = 176 Credits

(AMJ: Advance Major; VSR: Vocational Studies associated with Research)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Paper	
I	CC-1	Language and Communication Skills (Modern Indian language including TRL)	6
	CC-2	Understanding India	2
	CC-3	Health & Wellness, Yoga Education, Sports & Fitness	2
	IRC-1	Introductory Regular Course-1	3
	IVS-1A	Introductory Vocational Studies-1	3
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	6
II	CC-4	Language and Communication Skills (English)	6
	CC-5	Mathematical & Computation Thinking Analysis	2
	CC-6	Global Citizenship Education & Education for Sustainable Development	2
	IRC-2	Introductory Regular Course-2	3
	IVS-2B	Introductory Vocational Studies-2	3
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	6
III	CC-7	Environmental Studies	3
	CC-8	Digital Education (Elementary Computer Applications)	3
	CC-9	Community Engagement & Service (NSS/ NCC/ Adult Education)	3
	IRC-3	Introductory Regular Course-3	3
	IAP	Internship/Apprenticeship/ Project	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	6
IV	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	6
	MN-1	Minor Paper 1 (Disciplinary/Interdisciplinary Minor)	6
	VS-1	Vocational Studies-1 (Minor)	4
V	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	6
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	6
	MN-2	Minor Paper 2 (Disciplinary/Interdisciplinary Minor)	6
	VS-2	Vocational Studies 2 (Minor)	4
VI	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	6
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	6
	MN-3	Minor Paper 3 (Disciplinary/Interdisciplinary Minor)	6
	VS-3	Vocational Studies 3 (Minor)	4
VII	AMJ-1	Advance Major paper 1 (Disciplinary/Interdisciplinary Major)	6
	AMJ-2	Advance Major paper 2 (Disciplinary/Interdisciplinary Major)	6
	RC-1	Research Methodology	6
	RC-2	Research Proposal	4
VIII	AMJ-3	Advance Major paper 3 (Disciplinary/Interdisciplinary Major)	6
	AMJ-4	Advance Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	RC-3	Research Internship/Field Work	4
	RC-4	Research Report	4
	VSR	Vocational Studies (Associated with Research)	2
		Total Credit	176

Abbreviations:

CC Common Courses
IRC Introductory Regular Courses
IVS Introductory Vocational Studies
IAP Internship/Apprenticeship/ Project
VS Vocational Studies
MJ Major Disciplinary/Interdisciplinary Courses
MN Minor Disciplinary/Interdisciplinary Courses
AMJ Advance Major Disciplinary/Interdisciplinary Courses
RC Research Courses
VSR Vocational Studies associated with Research

Semester wise Examination Structure in Discipline Courses:

	UNIVERSITY: JAMSHEDPUR WOMEN'S UNIVERSITY			
	Subject: BA (Hons.)/Research POLITICAL SCIENCE			
Semester	*Paper*	*Code*	*Paper Title*	Credit
SEM 1	Major Paper 1	MJ 1	Understanding politics	6
SEM II	Major Paper 2	MJ 2	Indian government and politics	6
SEM III	Major Paper 3	MJ 3	Political Theory	6
SEM IV	Major Paper 4	MJ 4	Indian Political Thought	6
	Major Paper 5	MJ 5	Comparative Government and Politics	6
SEM V	Major Paper 6	MJ 6	Public administration and Public Policy	6
	Major Paper 7	MJ 7	Western Political Thought	6
SEM VI	Major Paper 8	MJ 8	Theories of International Relations and India's Foreign Policy	6
	Major Paper 9	MJ 9	State Politics in India	6
SEM VII	Advance Major Paper 1	AMJ 1	Colonialism and Nationalism in India	6
	Advance Major Paper 2	AMJ 2	Party Politics in India	6
		RC1	Research Methodology	6
		RC2	Research Proposal	4
SEM VIII	Advance Major Paper 3	AMJ 3	Global IR: Non-western perspective	6
	Advance Major Paper 4	AMJ 4	Comparative Constitution	6
		RC3	Research internship/field work	4
		RC4	Research Report	4
		VRS	Vocational studies (associated with research)	2
				98

Semester wise Examination Structure in Discipline Courses:

Semester wise Course Code and Credit Points:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)
I/II/III	IRC	Introduction to Political Science	3		
VI	MN1	Indian Constitution	6		
V	MN-2	Understanding Gandhi	6		
VI	MN-3	Feminism: theory and practice	6		
	Total Credits		21		

AIMS OF BACHELOR'S DEGREE PROGRAMME IN POLITICAL SCIENCE

The broad aims of the LOCF for Political Science are:

1. The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join the undergraduate level in University and Colleges of Jharkhand, India.

2. The students who join these courses are not necessarily trained in fundamentals of the discipline, as they come from the diverse disciplinary background.

3. The program aims at making them understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science.

4. This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies. Building a better society to live in has been a perennial question which all the disciplines of knowledge have pondered over and worked on, including Political Science.

5. Aim of the course is to expose the students to the diverse political philosophies, from the ancient to modern times, and how have they envisioned of and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution, and constitutionalism, etc.

6. The objective is also to train the students in understanding the public administrative system and public policy science. The course also exposes the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which don't form the core of Political Science, yet very much conjoining its boundaries.

7. The objective is also to understand the national interests of India in comprehensive terms and Indian endeavours and response to emerging challenges and issues in a fluid and dynamic global scenario.

8. The course has been designed in such a way that every student is equipped with certain practical skills which can be used for seeking gainful employment if one exits after completing the graduation.

9. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

10. To provide knowledge and skill to the students' thus enabling them to undertake further studies in Political Science in related areas or multidisciplinary areas that can be helpful for self employment/ entrepreneurship

POLITICAL SCIENCE HONS./RESEARCH FYUGP

PROGRAM LEARNING OUTCOMES

The broad programme learning outcomes in Economics are:

1. The students who opt for course in Political Science generally are the ones who wish to get exposed to the core of several disciplines instead of moving towards specialization in one.

2. As the students are from a diverse disciplinary background, the course has been designed to teach them the core areas of political Science such as political theory, Indian constitution, and international relations.

3. The aim is not just to impart them factual and theoretical information but to develop critical faculty of their mind to enable them to think and reflect on the political issues and phenomenon objectively.

4. The course contains a mixed bag of discipline centric, interdisciplinary, and skill-based module. This will lay a strong foundation enabling students to pursue higher studies and research in the discipline, and skills and techniques to get employment.

5. The course module seeks to acquaint students of the functioning of the Indian Political System and how India manages its broad national interests in global politics.

6. The objective of the course is to develop an informed, reflective, active and participatory citizen.

GUIDELINES REGARDING INTERNAL AND EXTERNAL EXAM

I.   For semester internal examination of (SIE 20 marks)

In theory examination may include 20 marks question from written examination/assignment/ project /tutorial/paper presentation/seminar wherever applicable where as 5 marks will be awarded on the attendance overall class performance in the semester.

For semester internal examination 20 marks there will be two groups of questions.

Group A is compulsory which will contain two questions. Question number 1 will be very short answer type of 5 marks.

Group B will contain descriptive type two questions of 10 marks each out of which anyone to answer.

II.   For end semester examination of ESE 75 marks

There will be two groups of questions. Group A is compulsory which will contain three questions. Question number 1 will be very short answer type consisting of 5 questions of one mark each.

Question number 2 and 3 will be short answer type of 5 marks.

Group B will contain descriptive type 6 questions of 15 marks out of which any four are to be answered

FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks

F.M = 10   **Subject /Code**   **Exam Year**

                Time = 1hr

General Instructions:

     i. **Group A Carries very short answer type compulsory question**
     ii. **Answer 1 out of 2 Subjective/descriptive questions given in Group B.**
     iii. **Answer in your own words as far as practicable**
     iv. **Answer all sub parts of a question at one place**
     v. **Numbers in right indicate full marks of the question**

1.   **Group A**

    i.   **…………..**   **[5x1=5]**
    ii.   **-------------**
    iii.   **-------------**
    iv.   **-------------**
    v.   **-------------**

Group B

2.   **---------------------**   **[5]**

3.   **---------------------**   **[5]**

Note: There may be subdivisions in each question asked in Theory Examination

Question format for 20 Marks

F.M = 20   **Subject /Code**   **Exam Year**
                                Time = 1 hr

General Instructions:

i.   **Group A Carries very short answer type compulsory question**
ii. **Answer 1 out of 2 Subjective/descriptive questions given in Group B.**
 Answer in your own words as far as practicable
ii.   **Answer all sub parts of a question at one place**
iii.   **Numbers in right indicate full marks of the question**

1.   **Group A**

        i.   **…………..**   **[5*1=5]**
        ii.   **-------------**
        iii.   **--------------**
        iv.   **--------------**
        v.**--------------**
 2.**---------------[5]**

Group B

3.   **----------------------**   **[10]**

4.   **----------------------**   **[10]**

Note: There may be subdivisions in each question asked in Theory Examination

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION

Question format for 50 Marks

F.M = 50   **Subject /Code**   **Exam Year**

Time = 3 hrs

General Instructions:

i.   **Group A Carries very short answer type compulsory question**
ii.   **Answer 3 out of 5 Subjective/descriptive questions given in Group B.**
iii.   **Answer in your own words as far as practicable**
iv.   **Answer all sub parts of a question at one place**
v.   **Numbers in right indicate full marks of the question**

1.   **Group A**

     i.   …………..   **[5x1=5]**
     ii.   --------------
     iii.   --------------
     iv.   --------------
     v.   --------------

Group B

2.   -----------------------   **[15]**
3.   -----------------------   **[15]**
4.   -----------------------   **[15]**
5.   -----------------------   **[15]**
6.   -----------------------   **[15]**

Note: There may be subdivisions in each question asked in Theory Examination

Question format for 60 Marks

F.M = 60   **Subject /Code**   **Exam Year**

Time = 3hrs

General Instructions:

      i.   **Group A Carries very short answer type compulsory question**
      ii.   **Answer 3 out of 5 Subjective/descriptive questions given in Group**
      iii.   **Answer in your own words as far as practicable**
      iv.   **Answer all sub parts of a question at one place**
      v.   **Numbers in right indicate full marks of the question**

1.   **Group A**   **[5*1=5]**

    i.   …………..
    ii.   --------------
    iii. --------------
    iv. --------------
    v.   --------------

   2.   ---------------------
[5]

   3.   ---------------------
[5]

Group B
4. ----------------------   **[15]**
5. ----------------------   **[15]**
6. ----------------------   **[15]**
7. ----------------------   **[15]**
8. ----------------------   **[15]**

Note: There may be subdivisions in each question asked in Theory Examination

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Question format for 75Marks

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F.M = 75   **Subject /Code**   **Exam Year**

Time = 3 hrs

General Instructions:

    i.   **Group A Carries very short answer type compulsory question**
    ii.   **Answer 4 out of 6 Subjective/descriptive questions given in Group B.**
    iii.   **Answer in your own words as far as practicable**
    iv.   **Answer all sub parts of a question at one place**
    v.   **Numbers in right indicate full marks of the question**

1.   **Group A**

    i.   ………….   **[5*1=5]**
    ii.   --------------
    iii.   --------------
    iv.   --------------
    v.   --------------

2.   ---------------------   **[5]**

3.   ---------------------   **[5]**

Group B
4.   ----------------------   **[15]**
5.   ----------------------   **[15]**
6.   ----------------------   **[15]**
7.   ----------------------   **[15]**

8.   ----------------------   **[15]**
9.   ----------------------   **[15]**
Note: There may be subdivisions in each question asked in Theory Examination

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Question format for 100 Marks

F.M = 100   **Subject /Code**   **Exam Year**

Time = 3 hrs

General Instructions:

    i.   **Group A Carries very short answer type compulsory question**
    ii.   **Answer 4 out of 6 Subjective/descriptive questions given in Group B.**
    iii.   **Answer in your own words as far as practicable**
    iv.   **Answer all sub parts of a question at one place**
    v.   **Numbers in right indicate full marks of the question**

1.   **Group A**   **[10*1=10]**

    i.   ………….   vi. --------------
    ii.   --------------   vii.--------------
    iii.   --------------   viii.-------------
    iv.   --------------   ix.--------------
    v.   --------------   x.--------------

2.   ---------------------   **[5]**

3.   ---------------------   **[5]**

Group B

4.   ---------------------   **[20]**
5.   ---------------------   **[20]**
6.   ---------------------   **[20]**
7.   ---------------------   **[20]**
8.   ---------------------   **[20]**
9.   ---------------------   **[20]**

Note:There may be subdivisions in each question asked in Theory Examination

B.A. POLITICAL SCIENCE

MAJOR PAPERS   (6 CREDIT EACH)

SEMESTER 1 MAJOR 1

MJ1 UNDERSTANDING POLITICS

Course Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand the role of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

Learning Outcomes:

a. The students would be able to explain different approaches to politics and build their own understanding of politics.

b. They will be able to answer why the state plays so much central place in the discourses on politics.

c. They will be able to make a distinction between nation and state.

d. They will come to know about different theories on nationalism.

e. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Unit-I: Introduction to Politics

a. What is Politics?

b. Different Approaches to Understand Politics

Readings:

☐ Heywood, A. (2004). Political Theory - An Introduction, (3rd ed.). Basingstoke:

Palgrave.

☐ Bhargava, R., & Acharya, A. (Eds.). (2008) 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, pp. 1-14.

☐ Neumann, F. (1950). Approaches to the Study of Political Power. Political Science Quarterly, 65(2), pp. 161-180.

☐ Barry, N. (1981). An Introduction to Modern Political Theory. London: Macmillan.

☐ Ball, T. (1995). Ideals and Ideologies: A Reader. Boston: Addison Wesley.

Unit-II: Centrality of State

a. What is State? Why State Occupies Central Position in Discussion of Politics?

b. Theories of State

c. Ideologies and Understanding of State

d. Changing Role of State in the Era of Globalization?

Readings:

☐ Harding, A. (1994). The Origins of the Concept of the State. History of Political Thought, 15(1), pp. 57-72.

☐ Held, D. (1989). Political Theory and the Modem State. Cambridge: Polity Press.

☐ Heywood, A. (2002). The State. In Politics. New York: Palgrave, pp. 85-102.

☐ Leftwich, A. (Ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell.

☐ Laski, H. J. (1935). The State in Theory and Practice. London: George Allen & Unwin.

☐ Macpherson, C. B. (1973). Democratic Theory: Essays in Retrieval. Oxford: Clarendon Press.

☐ Gordon, G. (1986). Politics in its Place- A Study of Six Ideologies. Oxford: Clarendon Press.

☐ Macridis, R. C. (1985). Contemporary Political Ideologies. Boston: Little Brown and

Co.

☐ Omagu, D. (2012). State, Politics, and Globalisation. Journal of the Historical Society of Nigeria, 21, pp. 70-98.

☐ Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. Administrative Theory & Praxis, 20(4), pp. 439-451.

Unit-III: State and Nation

a. How State is different from Nation?

b. Debates in Nation and Nationalism

Readings:

☐ O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), Nationalism. Oxford: Oxford University Press.

☐ Newton, K., & Deth, J. (2010). The Development of the Modern State. In Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 13-33.

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☐ Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. PS: Political Science and Politics, 30(4), pp. 712-716.

☐ Motyl, A. (1992). The Modernity of Nationalism: Nations, States and Nation-States in the Contemporary World. Journal of International Affairs, 45(2), pp. 307-323.

☐ Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. Economic and Political Weekly, 32(14), pp. 715-721.

Unit-IV: Democracy and Social Movements

a. Theories of Democracy

b. Social Movements

Readings:

☐ Dahl, R. A. (1991). Democracy and its Critics. New Delhi: Orient Longman.

☐ Macpherson, C. B. (1973). Democratic Theory: Essays in Retrieval. Oxford: Clarendon Press.

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☐ Shah, G. (Ed.). (2002). Social Movements and the State. New Delhi: Sage Publication.

☐ Lee, S. H. (2010). Debating New Social Movements: Culture, Identity, and Social Fragmentation. New Delhi: Rawat Publishers.

UNIT-V: Political Communication and Mass Media

a. Political Communication

b. Role of Mass media

Readings:

☐ Gurevitch, M., Coleman, S., & Blumler, J. (2009). Political Communication—Old and New Media Relationships. The Annals of the American Academy of Political and Social Science, 625, pp. 164-181.

☐ Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. Sociological Theory, 6(2), pp. 219-241.

☐ Page, B. (1996). The Mass Media as Political Actors. PS: Political Science and Politics, 29(1), pp. 20-24.

SEMESTER II MAJOR 2

MJ2 INDIAN GOVERNMENT & POLITICS

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

Learning Outcomes:

a. Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in

India

Course Content:

1. Indian Constitution: Preamble, Salient features and the concept of Basic Structure of the Indian constitution.

2. Fundamental Rights and Duties & Directive Principles of State Policy

3. Union Executive: President and Prime Minister, Council of Minister

4. Union Legislature: Lok Sabha and Rajya Sabha

5. Judiciary: Supreme Court and High Court Composition & Functions, Judicial Review & Judicial Activism

6. State Government: Governor, Chief Minister & Council of Ministers

7. Amendment Process of Indian constitution.

8. Parties System in India: National & Regional Party.

9. Emerging Issues of Indian Politics: Regionalism, Communalism, Casteism and demand of Statehood.

Reference Books:

- o R. Thakur, The Government & Politics in India, Landon, meamillian
- o D.D. Basu, An Introduction to the constitution of India, New Delhi, Prentice Hall

- D.D. Basu & b. Pareksh (ed) crisis change in contemporary India, New Delhi, Saga Publication
  - Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation. Oxford
  - University Press.

☐ Baxi, U. (1967). The Little Done, the Vast Undone—Some Reflections on Reading Granville Austin's 'The Indian Constitution'. Journal of the Indian Law Institute, 9(3), pp. 323-430.

☐ Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. Journal of the Indian Law Institute, 22(3), pp. 399-407.

☐ Sripati, V., & Thiruvengadam, A. K. (2004). India: Constitutional amendment making the Right to Education a Fundamental Right. International Journal of Constitutional Law, 2(1), pp. 148–158.

☐ Dua, B. (1985). Federalism or Patrimonialism: The Making and Unmaking of Chief Ministers in India. Asian Survey, 25(8), pp. 793-804.

☐ Manor, J. (Ed.). (1994). Nehru to the Nineties: The Changing Office of Prime Minister in India. New Delhi: Viking.

☐ Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. The Indian Journal of Political Science, 51(3), pp. 424-434.

☐ Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. Indian Journal of Public Administration, 63(3), vii–xviii.

☐ Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, M.P., & Saxena, R. (Eds.), Indian Judiciary and Politics: The Changing Landscape. Delhi: Manohar Publication.

☐ Godbole, M. (2008). The Judiciary and Governance in India. Delhi: Rupa Publication.

☐ Mehta, P. B. (2007). India's Unlikely Democracy: The Rise of Judicial

Sovereignty. The Journal of Democracy, 18(2).

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Enforcing Limits. New Delhi: OUP.

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☐ Bhambhri, C. (2005). Reservations and Casteism. Economic and Political Weekly, 40(9),

pp. 806-808.

☐ Deshpande, A. (2008). Quest for Equality: Affirmative Action in India. Indian Journal of

Industrial Relations, 44(2), pp. 154-163.

☐ Pai, S. (2000). State Politics, New Dimension: Party System Liberalization and Politics of

Identity. New Delhi: Shipra.

☐ Paul, R. B. (1974). Language, Religion and Politics in North India. London: Oxford

University Press.

☐ Sathyamurthy, T. V. (Ed.). (1998). Region, Religion, Caste, Gender and Culture in India.

New Delhi: OUP.

☐ Bhargava, R. (Ed.). (1998). Secularism and Its Critics. New Delhi: OUP.

☐ Chhibber, P. K. (2016). Religious Practice and Democracy in India. Cambridge

University Press.

☐ Nandy, A. (1999). A Critique of Modernist Secularism. In Kaviraj, S. (Ed.), Politics

in India. OUP, pp. 329-341.

SEMESTER III MAJOR 3

MJ3 POLITICAL THEORY

Course Objective:

The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning Outcomes:

a. Students will be able to learn key concepts needed to understand the political phenomenon.

b. They will come to know about the role and functions of Political theory.

c. They will come to know how liberal and Marxist traditions look at and understand politics.

d. They will learn what is power and how does it operate in society and politics.

e. They will be able to explain the debates on the distributive theory of justice.

f. They will come to understand and explain different theories and contemporary debates in democracy.

Unit I: Political Theory:

a. Meaning, Significance & Emergence of Political Theory.

b. Nature of Political Theory: Explanatory, Normative and Empirical

Unit II: Development of Political Theory:

a. Liberal Traditions

b. Marxist Traditions

c. Feminist Tradition

Unit III: Power

 a. Theories of Power: (Max Weber, Robert Dahl, Hans J Morgenthau)

Unit IV: Theory of Justice

a. Notion of Justice

b. Distributive Justice: John Rawls and Robert Nozick

Unit V: a .Freedom: Notion of Freedom

b. Contemporary Debates

Unit VI: Equality

a. Notion of Equality

b. Equality, Liberty and Justice Correlation

Unit VII: Citizenship : Theories of Citizenship

Readings:

☐ Acharya, A. & Bhargava, R. (Ed.). (2008). Political Theory: An Introduction.

Pearson: New Delhi.

☐ Bhargava, R. (2010). What is Political Theory and Why Do We Need It? Oxford:

Oxford University Press.

☐ Barry, N. (1981). An Introduction to Modern Political theory. London: Macmillan.

☐ Bertens, H. (1995). The Idea of Postmodern. London: Routledge.

☐ Heywood, A. (2004). Political Ideologies: An Introduction (3rd ed.), London:

Palgrave.

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Press.

☐ Dahl, R. A. (1957). The concept of power. New York: Bobbs-Merrill.

☐ Parsons, T. (1963). On the Concept of Political Power. Proceedings of the American

Philosophical Society, 107(3), pp. 232-262.

☐ Nozick, R. (1974). Anarchy, State and Utopia. New York: Basic Books.

☐ Rawls, J. (1971). A Theory of Justice. Cambridge: Harvard University Press.

☐ Young, I. M. (1990). Justice and the Politics of Difference. Princeton: Princeton University press.

☐ Putterman, T. (2006). Berlin's Two Concepts of Liberty: A Reassessment and Revision. Polity, 38(3), pp. 416-446.

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☐ Tilman, R. (1976). Ideology & Utopia in the Political Economy of Milton Friedman. Polity, 8(3), pp. 422-442.

☐ Swift, A. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 91-132.

☐ Casal, P. & William, A. (2008) Equality. In McKinnon, C. (Ed.), Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

☐ Acharya, A. (2008). Affirmative Action. In Bhargava, R & Acharya, A. (Eds.), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

☐ Roy, A. (2008). Citizenship. In Bhargava, R. & Acharya, A. (Eds.), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-146.

SEMESTER 4 MAJOR 4

MJ4 INDIAN POLITICAL THOUGHT

Course Objectives:

1. This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers/political thinkers like Manu, Kautilya, Swami Vivekananda Tilak, Gandhi, Ambedkar Lohia, Jai Prakash Narayan, Dean Dayal Upadhayaya on politics and management of statecraft.

2. The thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world.

3. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people.

4. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Puranas and some of the texts written by some individual philosophers themselves.

Course Learning Outcomes:

1. The student will come to know about the sources of ancient Indian political thought and the ideas of individual sages, political thinkers and philosophers on politics and functioning of government.

2. 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.

3. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India and their proponents.

Course Content:

1 Geographical and Cultural concept of Bharat and sources of Indian Political thought

2 Manu- Manusmriti – Theory of Kinship principles of Jurisprudence.

3 Kautilya – Saptang and Mandal Theory

4 Swami Vivekanand and Bal Gangadhar Tilak- Political ideas, Nationalism & Swaraj

5 Mahatama Gandhi Ahinsa, Satya and Satyagraha, Gram Swaraj

7 Lohia – 4 pillars of Democracy & Decentraliation

8 J.P. Narayan – Total Revolution And Partyless Democracy

9 B.R. Ambedkar – Social Democracy & Political and Social Ideas

10 Deen Dayal Upadhayaya and V.D. Savarkar Internal Humanism- Hindutva and Social Reforms

Reference Books:

Bhartiy rajnitik chintak- pukhraj jain

Bhartiy rajnitik vicharak- JP Sudh

Bhartiy rajnitik vicharak-K P Tyagi

 Indian Political Thought – Ram Ratan & Ruchi Tyagi

 Modern Indian Political Thought – S.P.Verma

Indian Political Thought – R.C. Gupta

K. Rao, New Ideas on Administration, I.I.P.S.

 M.N. Dutt, Manusmiriti

 Dr. Kear, Veer Savarkar, Popular Prakshan

 V.D. Savarkar, Hindutva, Bombay, Veer Savarkar Prakashan

 V.V. Nene, Pt. Deen Dayal Upadhyaya- Ideology & Perception, Part-2 Integral Humanism, New

Delhi, Surbhi Prakashan, New Delhi

D. Swaroop (ed) Deendayal Upadhyay's Integral Humanism, New Delhi, DRI

SEMESTER 4 MAJOR 5

MJ5 COMPARATIVE GOVERNMENT AND POLITICS

Course Objective:

This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms of the origin of governmental structures and their functioning. We have different political regimes even within the broader category of democratic regimes. However, they differ from each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

Learning Outcomes:

a. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.

b. They will be able to compare democratic regimes and evaluate their functioning.

c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.

d. They will be able to explain how media has changed the contours of elections and electoral democracy.

Course content

Unit I: Comparative politics: Meaning, Nature, Scope & relation with Comparative Government.

Unit II: Approaches to Study Comparative Politics

a. Traditional and Modern

b. Political System : Institutionalism and New institutionalism, Political

Economy, Political Culture, Political Development

Unit III: Comparing Political Regimes:

a. Typologies of Regimes: Liberal democratic & Totalitarian

b. Models of Democracy: Direct democracy Representative, democracy

d. Democratic waves after Second World War; Post-Soviet Union, Arab Springs

Unit IV: Electoral Systems:

a. Theories of representation: Different types of electoral system- working and analysis.

b. comparing democratic systems such as India, USA ,Britain.

Unit V: Party System:

a. Meaning and Typologies of the Party System

b. Comparing functioning of Party system in India, USA and Britain

c. Political Communication and the Role of Media- print, electronic, social.

References

- Tulnatmak rajniti ki ruprekha- O.P.Gauba
- Tulnatmak sarkaren aur rajniti-S.R Maheshwari
- Tulnatmak samvidhan- C B Jena
- Comparative politics – Harihar Das
- Comparative Govt. & Politics – J.C. Jouhri
- R. Hague & M Harrop – 2004, comparative Government and Politics: An Introduction, New York, Mackillan.
- J.C. Johari – Comparative Political Theory: New Dimension, Basic Concept and Major Trends, New Delhi, Starling.

SEMESTER V MAJOR 6

MJ6 PUBLIC ADMINISTRATION

Course Objective:

This course seeks to familiarize the students with meaning, key concepts, and schools of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration and how to make the functioning of their working far more economic and efficient which are common goals of all the organizations? Further, the dynamics of the functioning of organizations lead us to think about communication, motivation, leadership and conflict management in the organization. This course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

This course provides thorough understanding of the public policy to the students. A sound public policy design, execution, monitoring and evaluation for the success of any public policy. . It also explains how citizen's participation is so important for effective implementation of the public policy. Rules and Acts become redundant or ineffective in the absence of active citizenry.

Learning Outcomes:

a. The students will be able to make a difference between the public administration and private administration.

b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.

c. What is the scientific management school by Taylor and how it was contested by the Human Relation School?

d. They will be able to explain what is the decision-making approach of Herbert Simon?

e. Students will be able to explain about Public Policy.

f. They will be able to answer what is needed to ensure the successful implementation of public policy.

g. They will come to know how citizens can effectively participate in public policy implementation

Course content

Unit I: Introducing Public Administration

a. Emergence of Public Administration as Discipline

b. Meaning of Public Administration

c. Difference between Public and Private Administration

d. New Public Administration, New Public Management and New Public Service

Unit II: Public Organization

a. Meaning of Organization

b. Principles of Organization

c. Basis of organization

Unit III: Theories of Organization.

a. Scientific Management- Taylor

b. Bureaucracy- Max Weber

c. Humanist School-Elton Mayo

d. Ecological Approach- Frederick Riggs

e. Decision Making-Herbert Simon

Unit IV: Citizenship and Good Governance

a. What is Good Governance?

b. Citizen and Good Governance

c. Technology and Good Governance

d. Institutional mechanism and Good Governance

Unit V: Introduction to Public Policy

   a. Meaning, formulation
   b. implementation of the Public Policy

Unit VI: Citizen Initiative and Accountability

a. Social Audit and Report Card

b. RTI and Citizen Charter

c. Consumer Protection Act

Reference Books:

- Lok Prashasan – B.L.Fadia
- Lok Prashasan – Rumki Basu
- Lok Prashasan –Awasthi and Mheshwari
- Lok Prashasan –Ramesh Dubey , Harishchand Sharma
- A. Avasti and S.N. Maheshwari, Public Administration, Agra, Laxmi N. Agarwal.
- T.N. Chaturvedi (ed) Contemporary Administration, Culture of India, New Delhi, Mittal Pulication.
- . F.W. Taylor – The Principles of scientific management, New York, Harper & Brother

☐ Flynn, N. (2001). Explaining the New Public Management - The importance of context. In McLaughlin et al. (Eds.), New Public Management, current trends and future prospects. Routledge,pp. 57-76.

☐ Luton, L. (1996). What Does It Mean to Say, "Public" Administration? Administrative Theory & Praxis, 18(1), pp. 138-146.

☐ McKinley, C. (1952). Some "Principles" of Organization. Public Administration Review, 12(3), pp. 157-165.

☐ Salancik, G., & Pfeffer, J. (1974). The Bases and Use of Power in Organizational Decision Making: The Case of a University. Administrative Science Quarterly, 19(4), pp. 453-473.

☐ Stogdill, R., Goldner, F., & Stinchcombe, A. (1967). Basic Concepts for a Theory of Organization. Management Science, 13(10), pp. B666-B680.

 Riggs, F. W. (1961). The Ecology of Public Administration, London: Asia Publication House.

 Rodrigues, C. A. (2001). Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively. Management Decision, 39 (10), pp. 880-889.

 Sarachek, B. (1968). Elton Mayo's Social Psychology and Human Relations. The Academy of Management Journal, 11(2), pp. 189–197.

 Simon, H. A. (1991). Bounded Rationality and Organizational Learning. Organization Science, 2(1), pp. 125–134.

 Taylor, F. W. (1911). The Principles of Scientific Management. New York: Harper & Brothers.

 Weber, M., Hans G., & Mills, C W. (1958). Bureaucracy. From Max Weber: Essays in Sociology. New York: Oxford University Press, pp.196-244.

Readings:

 Barthwal, C. (2003). E-Governance for Good Governance. The Indian Journal of Political Science, 64(3/4), pp. 285-308.

 Bandyopadhyay, D. (1996). Administration, Decentralisation and Good Governance. Economic and Political Weekly, 31(48), pp. 3109-3114.

 Frederickson, H. G. et al. (2015). Theories of Governance. The Public Administration Theory Primer, Boulder, CO: Westview Press, pp. 219-244.

 Halachmi, A., & Holzer, M. (2010). Citizen Participation and Performance Measurement: Operationalizing Democracy through Better Accountability. Public Administration Quarterly, 34(3), pp. 378-399.

 Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli, I., Allison, C.R. (Eds.), Comparative Policy Studies. Research Methods Series. London: Palgrave Macmillan.

 Mead, L. M. (2013). Teaching public policy: Linking policy and politics. Journal of

Public Affairs Education, (19), pp. 389–403.

Readings:

☐ Jain, A. (2012). Good Governance and Right to Information: A Perspective. Journal of the Indian Law Institute, 54(4), pp. 506-519.

☐ Karuna, V. A., & Kidambi, S. (2007). Challenging Corruption with Social Audits. Economic and Political Weekly, 42(5), pp. 345-347.

☐ Paul, S. (2008). India's Citizen's Charters: In Search of a Champion. Economic and Political Weekly, 43(7), pp. 67-73.

☐ Raynard, P. (1998). Coming Together. A Review of Contemporary Approaches to Social Accounting, Auditing and Reporting in Non-Profit Organisations. Journal of Business Ethics, 17(13), pp. 1471-1479.

☐ Roberts, N., & Roberts, A. (2010). A Great and Revolutionary Law? The First Four Years of India's Right to Information Act. Public Administration Review, 70(6), pp. 925-933.

☐ Saxena, I. (1988). The Consumer Protection Act 1986: A Viewpoint. Journal of the Indian Law Institute, 30(3), pp. 321-331.

SEMESTER V MAJOR 7

MJ7 WESTERN POLITICAL THINKERS

Course Objective:

The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in theAngloAmerican tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to the trace that ideas and tradition and examine them critically.

Learning Outcomes:

a. The students will know the key ideas of all the political philosophers given in the course.

b. They will be able to explain what was the ideal state according to Plato and how was it

linked to his scheme of education and theory of justice.

c. They will be able to answer how Aristotle differed from his master Plato on the

conception of justice.

d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.

f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.

g. Students would learn the key ideas in Marxism and will be able to answer how Lenin and

Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

Course contents

Unit-I: Plato

a. Ideal state

b. Philosopher King

c. Theory of Justice

d. System of Education

e. Critique of Democracy

Readings:

☐ Annas, J. (1981). An Introduction to Plato's Republic. Clarendon Press, Oxford.

☐ Barker, E. (1959). The Political Thought of Plato and Aristotle. New York: Dover Publications.

☐ Reeve, C. (2009). Plato. In Boucher, D., & Kelly, P. (Eds.), Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 62-80.

☐ Nelson, B. (2006). Western Political Thought. New Delhi: Pearson.

☐ Mukherjee, S., & Ramaswami, S. (2004). A History of Political Thought. Delhi: Prentice Hall of India.

Unit-II: Aristotle

a. Citizenship

b. Justice

c. Slavery

Readings:

☐ Burns, T. (2009). Aristotle. In Boucher, D. & Kelly, P. (Eds.), Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 81-99.

☐ Coleman, J. (2000). Aristotle. In Coleman, J. (Ed.). A History of Political Thought:

From Ancient Greece to Early Christianity. Oxford: Blackwell Publishers, pp.120-186.

☐ Taylor, C. (1995). Politics. In Barnes, J. (Ed.). The Cambridge Companion to Aristotle.

Cambridge: Cambridge University Press, pp. 232-258.

Unit-III: Machiavelli

a. Religion and Politics

b. Republicanism

Readings:

☐ Machiavelli, N. (1961). The Prince. Harmondsworth: Penguin. (Translated by George

Bull).

☐ Skinner, Q. (2000). The Adviser to Princes. In: Machiavelli: A Very Short

Introduction. Oxford: Oxford University Press, pp. 23-53.

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From Socrates to the Present. Oxford: Oxford University Press, pp. 163-184.

☐ Skoble, A.J., & Machan, T. (2007). Political Philosophy: Essential Selections. New

Delhi: Pearson Education, pp. 124-130

Unit-IV: Hobbes, Locke and Rousseau

a. State of Nature, Natural Rights and Social Contract

b. State and Political Obligation

Readings:

☐ Hobbes, T., & Macpherson, C. B. (1968). Leviathan. Baltimore: Penguin Books.

☐ Laslett, P. (Ed.). (1960). Locke - Two Treatises of Government. Cambridge:

CambridgeUniversity Press.

☐ Maters, R. D. (Ed.). (1978). On the Social Contract, with Geneva Manuscript and

Political Economy. New York: St. Martin's Press. (Translated by Judith R. Masters)

☐ Macpherson, C. (1962). The Political Theory of Possessive Individualism: Hobbes to Locke.Oxford University Press, Ontario, pp. 17-29 & 194-214.

☐ Ashcraft, R. (1999). Locke's Political Philosophy. In Chappell, V. (Ed.). The Cambridge

Companion to Locke. Cambridge. Cambridge University Press, pp. 226-251.

Unit-V: Bentham and J S Mill

a. Utilitarianism

b. Liberty, Representative Government

Readings:

☐ Card, C. (2003). The Cambridge Companion to Simone De Beauvoir. Cambridge University Press.

☐ Sabine, G. H. (1973). A History of Political Theory. New Delhi: Oxford and I.B.H. Publishing.

☐ McClelland, J. S. (1996). A History of Western Political Thought. Routledge.

☐ Ten, C. L. Mill (1980). Liberty. Oxford: Clarendon Press.

☐ Kelly, P. (2009). J. S. Mill on Liberty. In: Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 381-399.

☐ Morrow, J. (2005). History of Western Political Thought: A Thematic Introduction. Palgrave.

Unit-VI: Karl Marx, Lenin and Mao

a. Theory of Alienation, Dialectic Materialism and Historical Materialism

b. State and Revolution

c. Post-Marx Marxism- Leninism, Maoism

d. Antonio Gramsci

Readings:

☐ Elster, J. (Ed.). (1977) Karl Marx: A Reader. New York: OUP.

☐ Nash, A. (1990). Leninism and Democracy. Theoria: A Journal of Social and Political Theory, (76), pp. 19-32.

☐ Daniels, R. (2007). The Rise and Fall of Communism in Russia. Yale University Press.

☐ Bridgham, P. (1967). Mao's Cultural Revolution: Origin and Development. The China Quarterly, (29), pp. 1-35.

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☐ Thomson, George. (1971). From Marx to Mao TseTung. London: China Policy Study Group.

☐ Gramsci, A., & Buttigieg, J. (2002). From the 'Prison Notebooks'. Daedalus, 131(3), 71-83.

SEMESTER VI   MAJOR 8

MJ8 THEORIES OF INTERNATIONAL RELATIONS AND INDIA'S FOREIGN POLICY

Course Objective:

The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR)approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism and feminism. The term 'Geopolitics' was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter- imperialist rivalry in Europe and beyond. With the complex interplay between space and power at its conceptual core, geopolitics has most often been associated with a 'realist' and state-centric approach to international relations. This course is also expected to act as a catalyst for students to think creatively and critically in search of 'global' or more 'international' international relations that is inclusive of non-Western experiences, traditions and interactions and critical of the western domination and eurocentric bias of mainstream IR and its neglect of the history, politics and contributions made by non-Western traditions of thought and theorizing.

This course will also deal with one of the fastest growing economies in the world; India is confronted with a number of dynamic and complex issue-areas that call for multiple geopolitical, geo-economics and geostrategic engagements and alignments but not at the cost of one of the core principles of India's foreign policy, namely strategic autonomy.

Learning Outcomes:

a. Familiarization with the key concepts of the discipline of IR.

b. Understanding of linkages between Classical Realism and Classical Geopolitics.

c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.

d. Understanding the agency of the Global South in these areas is key to countering IR's Ethnocentrism and developing new concepts, theories, and methods.

f. India's world view, geopolitical vision, and key principles

g. New Frontiers of Indian Foreign Policy and Diplomacy

Course content

Unit I: Key Concepts: understanding international relation.

Differences between international relation and international politics

Development of IR as an independent discipline

Unit II Mainstream IR theories:

a. Realism (national interest, national power, national security, collective security, balance of power)

b. Liberalism (interdependence, neoliberal institutionalism)

c. Constructivism (identity, impact of ideas, social construction of knowledge, emerging new forms of political associations)

Unit III: Radical IR theories

a. Marxism

b. Postmodernism

c. Post colonialism

d. Feminism

Unit-IV: Continuity and Change in India's Foreign Policy: Principles, Interests &

Strategies

a. India's World View: sacred geographies, traditions and history

b. Beyond Panchsheel and Non-alignment

c. India's Geo economic Strategy

d. Domestic Factors and para-diplomacy

e. Indian Diaspora and Cultural Diplomacy

Unit v: India as a Leading Power

a. India as a Global Economic and Military power

b. India's Quest for a Multipolar world order

c. New Frontiers of India's Foreign Policy (Outer Space, Polar Regions, Climate Change)

Unit VI: India Relations with Major Powers

a. India Relations with the USA

b. India Relations with Russia

c. India-China Relations

d. India-EU Relations

Readings:

Antarshtiya rajniti – Pukhraj Jain

Antarshtiya rajniti- B L Fadia

Antarshtiya rajniti- S C Singhal

Theoretical Aspects of International Politics – Mahandra Kumar

T. Diez, I. Bode, Fernandes. D. Coasta, Key Concept in International Relations, Landon, Sage

M.P. Sullivan, Theories of International Politics: Enduring paradigm in a Changing World Macmillan

Bharat ki videsh niti- Anshu Pandey

Bharat ki videsh niti- B L Fadia

Bharat ki videsh niti- VN Khannna ,Lipakshi Aroora

Foreign Policy of India – V.N. Khanna

Indian Foreign policy – J.N. Dixit

A. Ahuja & D. Kapur, India's Geo-economic strategy India Review

J.P. Panda, India-China Relations: Politics of Resources Identity and Authority in Multipolar World order Routiedge.

S. Menon, Choices: Inside the making of India's foreign policy – Washington D.C. Brookings Institution

SEMESTER VI MAJOR 9

MJ9 STATE POLITICS IN INDIA

Course Objective:

This course deals with the politics in states in India. All the states have different social, demographic, gender, ethnic, linguistics and other variations which shape their politics. And yet, there are common issues also that influence the dynamics of political questions and the issues. There are examples wherein common social and religious variables have produced different results in different states. Besides, different paths and factors and forces in the formation of states, they would come to know state common as well as state - specific issues enabling the students to understand why different states have the different voting pattern, political and civic culture, development patterns, working of the party system and working of the social forces.

Learning Outcomes:

a. The students will know how different states have been formed in India.

b. They will know the approach to understand and explain the state politics in India.

c. They will be able to explain what the key issues are in state politics.

d. They will know about the state - specific issues as well as common states' issues against the centre.

e. They will be able to explain the voting pattern and how the social and ethnic forces influence it.

f. Students would be able to reflect on the farm crisis in India.

Course content

Unit I: Approaches to Understand State Politics

a. Institutional-Political perspective

b. Economic Perspective

c. Socio-Culture Perspective

Unit II: States Formation in India

a. Colonial administrative Units

b. Language, Religion and Identity Formations

c. Developmental Issues

Unit III: Party Politics in the State

a. Regional Identity, interests and Aspirations

b. Caste and community polarization

c. State Politics responding to national Issues

d. Agrarian Politics

e. Party Politics and Coalition government

Unit IV: States and the Centre

a. Issues and trends in Centre-state Relations

b. Politics of the State against the Center

Unit V: Inter-State conflicts

a. Inter-State Water Disputes

b. Inter-state Territorial Dispute.

Readings:

☐ Amenta, E., & Ramsey,K. M. (2010). Institutional Theory. In Leicht, K. T. & Jenkins,
J.C. (Eds.), The Handbook of Politics: State and Civil Society in Global Perspective.
New York: Springer, PP. 15-39.

☐ Nayar, D. (1998). Economic Development and Political Democracy: Interaction of
Economics and Politics in Independent India. Economic and Political Weekly, Vol.
33, No. 49, pp. 3121-3131.

☐ Rudolph, L. I., & Susanne, H. R. (1987). The Political Economy of the Indian State,
InPursuit of Lakshmi, New Delhi: Orient Longman.

☐ Carroll, L. (1978). Colonial Perceptions of Indian Society and the Emergence of
Caste(s) Associations. The Journal of Asian Studies, 37(2), pp. 233-250.

☐ Dev, S. M. (2002). Poverty in India- Trends, Macro-policies and direct programmes, InRao, M.G (Ed.), Development, poverty and fiscal policy-decentralization of institutions. Delhi: OUP, pp 43-69.

☐ Dutt, S. (1998). Identities and the Indian State: An Overview. Third World Quarterly, 19(3), pp. 411-434.

☐ Sen, A. and Dreze, J. (1996). India economic development and social opportunity. Delhi: OUP. pp. 1-26.

☐ Varshney, A. (1995). Democracy development and the countryside. U.K: Cambridge university press.

☐ Roy, H., Singh, M. P., & Chauhan, A.P.S. (2017). State Politics in India. New Delhi: Primus Book.

☐ Mishra, A. (2011). Rethinking State Politics in India: Regions within Regions. New Delhi: Routledge.

☐ Desai, A. R. (Ed.). (1986). Agrarian Struggles in India. New Delhi: OUP.

☐ Jodhka, S. (1999). Community and Identities: Interrogating Contemporary Discourses on India. Economic and Political Weekly, 34(41), pp. 2957-2963.

☐ Mukerjee, R. (1937). Caste and Social Change in India. American Journal of Sociology, 43(3), pp. 377-390.

☐ Nag, S. (1993). Multiplication of Nations? Political Economy of Sub-Nationalism in India. Economic and Political Weekly, 28(29/30), pp. 1521-1532.

☐ Sankaran S., Sekerdej M. & Von Hecker U. (2017). The role of Indian caste identity and caste inconsistent norms on status representation. Frontiers in Psychology.

☐ Smitha, K. C. (2018). Agrarian Movements in Neoliberal India: A Case Study of Andhra Pradesh Vyvasaya Vruthidarula Union. Agrarian South: Journal of Political Economy, 7(2), pp. 123–144.

☐ Sridharan, E. (Ed.). (2014). Coalition Politics in India: Selected Issues at the

Centre and the States. Academic Foundation.

☐ Patnaik, P. (2018). Trends of centre–state relations in India under the neo-liberal regime. Studies in People's History, 5(1), pp. 83–91.

☐ Sathyamurthy, T. (1989). Impact of Centre-State Relations on Indian Politics: An Interpretative Reckoning, 1947-87. Economic and Political Weekly, 24(38), pp. 2133-2147.

☐ Varshney, A. (2013). How has Indian Federalism Done? Studies in Indian Politics, 1(1), pp. 43–63.

☐ Chokkakula, S. (2017). Why do interstate water disputes emerge and recur? An anatomy of ambiguities, antagonisms and asymmetries. Centre for Economic and Social Studies, Hyderabad.

☐ Wood, J. R. (2007). The Politics of Water Resource Development in India: The Narmada Dams Controversy. Los Angeles: Sage Publications.

☐ Ramaswamy R. I. (2002). Inter-State Water Disputes Act 1956: Difficulties and Solutions. Economic and Political Weekly, 37(28), pp. 2907-2910.

B.A. POLITICAL SCIENCE

ADVANCE MAJOR PAPERS AMJ   6 CREDIT EACH

SEMESTER VII AMJ 1

COLONIALISM AND NATIONALISM IN INDIA

Course Objective:

This course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India. This includes why India was partitioned and what were the ideological premises of partition of the country and demarcation of boundaries of two separate nation states.

Leaning Outcomes:

a. The student will be able to examine and explain the impacts of British colonialism in India.

b. They will know how Indian nationalism is interpreted differently by different schools of thought.

c. 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.

d. They will be able to understand why and on what basis the country was partitioned.

Course content

Unit I: Colonialism and Nationalism

a. Approaches to understand Colonialism: Liberals, Marxists and Post-colonial Theorists.

b. Approaches to understand Indian Nationalism: Imperialists, Nationalists, Marxists and Subaltern School.

Unit II: Impacts of Colonial Rule in India

a. Economic Impacts: Theory of Drain of Wealth, Impact on Agriculture, Industry, Land and Forest.

b. Cultural Impacts: English Education and Colonial Narratives on India, Arguments of Civilizing Mission by Utilitarians and the Missionaries.

c. Religious Reforms and Identity Consolidation, Arya Samaj, Brahmo Samaj, Prarthna Samaj, Indian Muslim League, Hindu Maha Sabha, Rastriya Swayam Sevak Sangh.

Unit III: Resistance against the Colonial State

a. The 1857 Rebellion

b. Peasant and Tribal resistance

c. Sanyasi Rebellion

Unit IV: The National Movement against the British Rule

a. Indian National Congress and the Liberal Constitutionalists

b. Swadeshi, Revolutionaries,

c. Gandhian Era: Non-Cooperation, Civil Disobedience, Quit India Movement

d. Role of the Socialists and the Communists

e. Role of the Azad Hind Fauz in the Freedom Movement

Unit V: Partition of the Country and emergence of two states: India and Pakistan

Readings:

☐ Chandra, B. (1999). Essays on Colonialism. Hyderabad: Orient Longman, pp. 1-22.

☐ Bandyopadhyay, S. (2004). From Plassey to Partition and After. Hyderabad: Orient BlackSwan.

☐ Guha, R. (1982). Subaltern Studies, I. Delhi: Oxford University Press, pp. 1-8.

☐ Desai, A.R. (1987). Social Background of Indian Nationalism. Bombay: Popular.

☐ Kochhar, R. (2008). Seductive Orientalism: English Education and Modern Science

in Colonial India. Social Scientist, 36, pp. 45-63.

☐ Mukherjee, A. (2008). The Return of the Colonial in Indian Economic History: The

Last Phase of Colonialism in India. Social Scientist, 36, pp. 3-44.

☐ Kalpagam, U. (2015). Rule by Numbers, New Delhi: Orient Blackswan, pp. 137-174.

☐ Tharoor, S. (2016). An Era of Darkness: The British Empire in India. New Delhi: Aleph, pp. 1-42.

☐ Mann, M. (2004). Torchbearers upon the Path of Progress: Britain's Ideology of a Moral and Material Progress in India. In Mann, M., & Fischer-Tine, H. (Eds.), Colonialism as Civilizing Mission: Cultural Ideology in British India. London: Anthem, pp. 1-26.

1857 Rebellion

☐ Bandopadhyay, S. (2015). From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 139-169.

☐ Elst, K. (2001). Decolonizing the Hindu Mind: Ideological Development of Hindu Revivalism. New Delhi: Rupa, pp. 439-504.

☐ Sen, A. P. (2007). The idea of Social reform and its critique among Hindus of Nineteenth Century India. In Bhattacharya, S. (Ed.), Development of Modern Indian Thought and the Social Sciences. Vol X, New Delhi: Oxford University Press.

☐ Roy, A. (2013). Gendered Citizenship: Historical and Conceptual Explorations. New Delhi: Orient BlackSwan, pp. 126-180.

☐ Jayal, N. G. (2013). Citizenship and Its Discontents. New Delhi: Permanent Black, pp. 27-50.

☐ Dalmia, V. (2015). Hindu Pasts: Women, Religion, Histories. New Delhi: Permanent Black, pp. 335-366.

☐ Dirks, N. B. (2002). Castes of Mind: Colonialism and the Making of Modern India. New Delhi: Permanent Black, pp. 255-274.

☐ Bandopadhyaya, S. (2015). From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 334-381.

☐ Rajurkar, N. G. (1982). The Partition of India in Perspective, Indian Journal of Political Science, 43(2), pp. 34-53.

☐ Frykenberg, R. E. (1972). The Partition of India: A Quarter Century After: The American Historical Review, 77(2), pp. 463-472.

☐ Davis, K. (1949). India and Pakistan: The Demography of Partition, Pacific Affairs,

22(3), pp. 254-264.

Pradhan, R. (2008). Raj to Swaraj. New Delhi: Macmillan.

Metcalf, T. (1995). Ideologies of the Raj. Cambridge: Cambridge University Press,

pp. 132-148.

SEMESTER VII

AMJ 2 PARTY POLITICS IN INDIA

Course Objective:

This Course focuses on the study of political parties in India both at center and state levels. The study comprises of their organization, ideology and political support base. The in-depth understanding of parties would enable the students also to examine the questions of inner party democracy and transfer of power within the party. Further, it engages the students on the questions of government funding of elections and elections campaign in the country. With the application of new technologies and new mass media, it is important to understand how the nature and magnitude of elections campaigns have changed in India. The course allows the students to make a comparative study of elections manifestos of major political parties which will give them insight into their commitments to the issues and how and in what ways they converge as well as differ from each other.

Learning outcomes:

a. The students will be able to explain the origin and ideologies of main national parties of India especially the BJP, The CPM, and the Indian National Congress.

b. The students will come to know how the regional parties emerged and how their emergence challenged the hegemony of the national party like Indian the National Congress.

c. The students will be able to explain the transformation in the nature of the regional parties in India.

d. They will be able to decode the election manifestoes of political parties and explain in what ways they converge and diverge on policy issues and programs.

e. They will be able to explain how politics and issues can be studied through slogans.

Course contents

Unit I: National Parties, their Organization, Ideology and Support Base

a. Bharatiya Janata Party, Indian National Congress, and the Communist Party of India

(M): Their Origin and Evolution, Organizational Structure, Social Base and

Ideologies.

b. Debates on Democracy within Party

Unit II: Regional Parties:

a. Phenomenon of Rise of Regional Parties: Regional or Individual Aspirations?

b. Nature of Regional Parties: Dynasty and Family Proprietorship and Control

Unit III: Understanding Issues in Indian Politics

a. Comparing Manifestos of the Political Parties

b. Studies in Slogans.

Unit IV: Election Studies

a. Election Campaign, Changing Nature of Political Campaign

b. Understanding Voting Behavior

Unit V: Electoral Funding

a. Expenditure studies in Elections

b. Impact of High Election Expenditure

c. Debate on Public Funding of Elections

Readings:

☐ Farooqui, A., & Sridharan, E. (2016). Can umbrella parties survive? The Decline of

the Indian National Congress. Commonwealth & Comparative Politics, 54:3,

Routledge Publication, pp. 331-361

☐ Jaffrelot, C. (1996). The Hindu Nationalist Movement and Indian Politics, 1925 to the

1990s. New Delhi: Penguin.

☐ Bhattacharyya, H. (2015). Political Parties and Democracy in South Asia: The CPI-M in India's Liberal Democracy, In Wolf S. et al. (Eds.), Politics in South Asia. Cham: Springer.

☐ Khare, H. (2004). The Indian National Congress: Problems of Survival and Reinvention In Mitra, S. K. et al. (Eds.), Political Parties in South Asia, New York: Praeger, pp. 31-54.

☐ Zavos, J. et al. (Eds.). (2004). Hindu Nationalism and Indian Politics: An Omnibus, New Delhi: Oxford University Press.

☐ Kothari, R. (1964). The Congress 'System' in India. Asian Survey, 4(12), University of California Press, pp. 1161-1173.

☐ Kothari, R. (1974). The Congress System Revisited: A Decennial Review. Asian Survey, 14(12), University of California Press, pp. 1035-1054.

☐ Hansen, T., & Jafferlot, C. (Eds.). (1998). The BJP and the Compulsions of Politics in India, New Delhi: Oxford University Press.

☐ Hassan, Z. (2012). Congress after Indira: Policy, Power and Political Change 1984-2009. Oxford University Press.

☐ Varshney, A. (2000). Is India Becoming More Democratic? The Journal of Asian Studies, 59(1), pp. 3-25.

☐ Chhibber, P. (1999). Democracy without Associations: Transformation of the Party System and Social Cleavages in India. Ann Arbor: University of Michigan Press.

☐ Jaffrelot, C., & Verniers, G. (2011). Re-nationalization of India's Political Party System or Continued Prevalence of Regionalism and Ethnicity? Asian Survey, 51(6), pp. 1090-1112.

☐ Pai, S. (1990). Regional Parties and The Emerging Pattern of Politics in India. The Indian Journal of Political Science, 51(3), pp. 393-415.

☐ Vaishnav, M. (2013). The Complicated rise of Regional Parties. Carnegie endowment for international peace.

☐ Roy, D. (2004). From Promises to Performance: Political Manifestos and Budget 2004-05. Economic and Political Weekly, 39(32), pp. 3583-3585.

☐ Singh, S. (2012). Where Do Parties Live? Electoral Institutions, Party Incentives, and the Dimensionality of Politics. Social Science Quarterly, 93(4), pp. 950-967

☐ Katju, M. (2001). Changing Times: Visual Media and Indian Politics. Economic and Political Weekly, 36(39), pp. 3759-3761.

☐ Kumar, R. (2017). Padayatras and the Changing Nature of Political Communication in India. Studies in Indian Politics, 5(1), pp. 32–41.

☐ Zhirnov, A. (2016). Electoral coordination in India: The role of costly campaign communication, India Review, 15:4, pp. 359-378.

☐ Bharucha, A. (2003). Impact of Identity Politics on Differential Voter Outcomes: What Determines India's Voting Behaviour? Economic and Political Weekly, 38(6), pp. 550-560.

☐ Vaishnav, M. (2015). Understanding the Indian Voter. Carnegie endowment for international peace.

☐ Chhibber, P. (1995). Political Parties, Electoral Competition, Government Expenditures and Economic Reform in India, The Journal of Development Studies, 32(1), pp. 74-96.

☐ Thachil, T., & Teitelbaum, E. (2015). Ethnic Parties and Public Spending: New Theory and Evidence from the Indian States. Comparative Political Studies, 48(11), pp. 1389–1420.

☐ Sahoo, N. (2017). Towards public financing of elections and political parties in India: Lessons from global experiences. ORF Occasional Paper No. 127.

☐ Jain, S. (2001). State Funding of Elections and Political Parties in India. Journal of the Indian Law Institute, 43(4), pp. 500-511.

GLOBAL IR: NON-WESTERN PERSPECTIVES

Course Objective:

Global IR, drawing upon non-western perspectives and critical approaches such as post colonialism and feminism, critiques mainstream theories of IR such as Realism, Liberalism and Constructivism, and questions the IR Eurocentric nature, neglect of history and contributions made by non-Western traditions of thought and theorizing. It draws attention to Pre-Westphalian systems and civilizations, taking the examples from the Indian Ocean Region and underscores the importance of the role of ideas, economic relationships, and regional orders. In this pursuit, the important role played by the agency of the Global South in building norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism becomes critically important.

Learning Outcomes:

At the end of the course, students would have acquired:

□ An Adequate understanding of mainstream IR theories.

□ Critical appreciation of nature, scope, and need for a Global IR.

□ Ability to rethink 'International System' by using examples from the Indian Ocean Region.

□ A better appreciation of the importance, promise and challenges of Agency for Global South in Global Order.

□ New perspectives on how a Global IR from various locations in Global South would look like.

Course contents

Unit I: Mainstream IR Theories

a. Realism

b. Liberalism

c. Constructivism

Unit II: Towards a Global IR: Challenges and Opportunities

a. Mapping biases in the mainstream IR

b. Anarchy and Hierarchy

c. Knowledge-Power Shifts in Asian Century?

d. Regional Worlds in the 'Global' Order

Unit III: Rethinking the Historical Sources of Global IR: Perspectives from Indian

Ocean Region

a. Eastern Ideas of State and Statecraft

b. Idea of International System

c. Order in Diversity

Unit IV: Reclaiming Agency for Global South: Towards Alternative Ideas, Concepts and Norms

a. Understanding Structure and Agency

b. Human Security

c. Gendered Notions of Sovereignty and Security

Readings:

☐ Jackson, R. and Sørensen, G. (2007). Introduction to International Relations:

Theories and Approaches, Oxford: Oxford University Press.

☐ Dunne, T. and Schmidt, B. (2008). Realism. In Baylis, J. et al. (Eds.), The

Globalization of World Politics, 3rd ed., Oxford: Oxford University Press.

☐ Acharya, A., & Buzan, B. (2007). Why is there no Non-Western International

Relations Theory: An Introduction. International Relations of the Asia-Pacific, 7(3),

pp.287-312.

☐ Acharya, A., & Buzan, B. (Eds.). (2010) Non-Western International Relations

Theory: Perspectives on and Beyond Asia, London: Routledge.

☐ Acharya, A. (2014). Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies. International Studies Quarterly, 58(4), pp.1-13.

☐ Behera, N. C. (2007). Reimagining IR in India. International Relations of the AsiaPacific, 7(3), pp. 341–368.

☐ Hobson, J. H. (2014). The Twin Self-Delusions of IR: Why 'Hierarchy' and Not '

☐ Boesche, R. (2003). The First Great Political Realist: Kautilya and His Arthashastra, Lexington Books.

☐ Buzan, B., & Richard, L. R. (1994). The Idea of "International System: Theory Meets History. International Political Science Review / Revue internationale de science politique, 15 (3), pp. 231-255.

☐ Phillips, A., & Sharman, J. C. (2015). International Order in Diversity: War, Trade and Rule in the Indian Ocean, Cambridge: Cambridge University Press.

☐ Acharya, A. (2018). Constructing Global Order: Agency and Change in World Politics. Cambridge: Cambridge University Press.

☐ Ayoob, M. (1989). The Third World in the System of States: Acute Schizophrenia or Growing Pains? International Studies Quarterly 33, pp. 67–79.

☐ Special Section on 'Principles from the Periphery: The Neglected Southern Sources of Global Norms' In Global Governance, 20 (3), pp. 359-417. (Essays by Kathryn Sikkink, Martha Finnemore & Michele Jurovitz, Eric Helleiner & Amitav Acharya).

☐ Mallavarapu, S. (2009). Development of International Relations Theory in India: Traditions, Contemporary Perspectives and Trajectories. International Studies, 46(1-2165-183.

SEMESTER VIII   AMJ 4

COMPARATIVE CONSTITUTIONS

Course Objective:

This course gives insights into the structures and institutions of government and working of constitutions of some selected countries like USA, UK, Switzerland, and China. These all today are placed in the category of developed countries but they represent a different set of structures and institutions of governance. While the USA represents the working of a federal government, the UK is an example of unitary government within the framework of liberal democracy. Further, Switzerland continues to experiment with ideas and elements of direct democracy though in limited ways. Insights into the Chinese constitution provide understanding about the functioning of a regime which talks about communism but how antithetical it is to the idea of democracy.

Learning Outcomes

a. Students would be able to explain how legislatures, executive and Judiciary work in these countries. And how they interact with each other in their respective political systems.

b. They will be able to explain the ways in which the executive, legislature and judiciary of one country differs from the rest of the other.

Unit I: Introduction to American Constitution

a. Framing of American Constitution, Salient Features

b. President of America: Election, Power and Function

c. The Congress: Composition, Election to the Congress, Power and Functions

d. American Judiciary: Composition and function

e. American Bureaucracy

f. Party System

Readings:

☐ Adams, A. (1984). The Role of the Federal Judiciary. Proceedings of the American

Philosophical Society, 128(3), pp. 231-237.

☐ Abramson, P., Aldrich, J., Paolino, P., & Rohde, D. (2000). Challenges to the

American Two-Party System: Evidence from the 1968, 1980, 1992, and 1996

Presidential Elections. Political Research Quarterly, 53(3), pp. 495-522.

☐ Bradley, C., & Morrison, T. (2013). Presidential Power, Historical Practice, and Legal Constraint. Columbia Law Review, 113(4), pp. 1097-1161.

☐ Hazeltine, H. (1917). The Influence of Magna Carta on American Constitutional Development. Columbia Law Review, 17(1), pp. 1-33.

☐ Hesseltine, W. (1959). The Phenomenon of American Political Parties. Pakistan Horizon, 12(3), pp. 215-220.

☐ Howell, W., & Pevehouse, J. (2005). Presidents, Congress, and the Use of Force. International Organization, 59(1), pp. 209-232.

☐ Jacobsohn, G. (2011). Rights and American Constitutional Identity. Polity, 43(4), pp. 409-431.

☐ Meador, D. (1979). The Federal Judiciary and Its Future Administration, Virginia Law Review, 65(6), pp. 1031-1061.

☐ Pious, R. (1981). Congressional Power. Proceedings of the Academy of Political Science, 34(2), pp. 45-61.

☐ Rabinowitz, G., & MacDonald, S. (1986). The Power of the States in U.S. Presidential Elections. The American Political Science Review, 80(1), pp. 65-87.

☐ Rourke, F. (1987). Bureaucracy in the American Constitutional Order, Political Science Quarterly, 102(2), pp. 217-232.

Unit II: Introduction to the British Constitution

a. Journey of Parliamentary Democracy and evolving of Constitution

b. British Prime Minister

c. Parliament

d. Judiciary

e. Bureaucracy

f. Party System

Readings:

☐ Aikin, C. (1939). The British Bureaucracy and the Origins of Parliamentary Policy,

II. The American Political Science Review, 33(2), pp. 219-233.

☐ Anson, W. (1912). The Parliament Act and the British Constitution. Columbia Law Review, 12(8), pp. 673-684.

☐ Borrie, G. (1970). Judicial Conflicts of Interest in Britain. The American Journal of Comparative Law, 18(4), pp. 697-709.

☐ Cain, B. (1980). Challenges and Responses in British Party Politics. Comparative Politics, 12(3), pp. 335-348.

☐ Dunham, W. (1971). The Spirit of the British Constitution: Form and Substance. The University of Toronto Law Journal, 21(1), pp. 44-66.

☐ Evershed, L. (1961). The Judicial Process in Twentieth Century England. Columbia Law Review, 61(5), pp. 761-791.

☐ Greenaway, J. (1992). British Conservatism and Bureaucracy. History of Political Thought, 13(1), pp. 129-160.

☐ King, A., & Allen, N. (2010). 'Off With Their Heads': British Prime Ministers and the Power to Dismiss. British Journal of Political Science, 40(2), pp. 249-278.

☐ Lipson, L. (1953). The Two-Party System in British Politics. The American Political Science Review, 47(2), pp. 337-358.

☐ Saunders, R. (2008). Parliament and People: The British Constitution in the Long Nineteenth Century. Journal of Modern European History, 6(1), pp. 72-87.

☐ Thompson, F. (1953). A Short History of Parliament: 1295-1642. University of Minnesota Press.

☐ Taucar, C. (2014). The British System of Government and Its Historical Development, McGill-Queen's University Press.

Unit III: Introduction to Swiss Constitution

a. Framing of Constitution, Salient features

b. Executive

c. Legislature

d. Judiciary

e. Bureaucracy

f. Party System

Readings:

☐ Braun, D. (2009). Constitutional Change in Switzerland. Publius, 39(2), pp. 314-340.

☐ Fleiner, T. (2002). Recent Developments of Swiss Federalism. Publius, 32(2), pp. 97-123.

☐ Frey, B. (1994). Direct Democracy: Politico-Economic Lessons from Swiss Experience. The American Economic Review, 84(2), pp. 338-342.

☐ Kerr, H. (1978). The Structure of Opposition in the Swiss Parliament. Legislative Studies Quarterly, 3(1), pp. 51-62.

☐ Ladner, A., & Brändle, M. (1999). Does Direct Democracy Matter For Political Parties?: An Empirical Test in the Swiss Cantons. Party Politics, 5(3), pp. 283–302.

☐ Lienhard, A., Kettiger, D., Bühler, J., Mérillat, L., & Winkler, D. (2017). The Federal Supreme Court of Switzerland: Judicial balancing of Federalism without Judicial Review. In Aroney N., & Kincaid J. (Eds.), Courts in Federal Countries: Federalists or Unitarists?. Toronto; Buffalo; London: University of Toronto Press. pp. 404-439

☐ Loewenstein, K. (1938). The Balance between Legislative and Executive Power: A Study in Comparative Constitutional Law. The University of Chicago Law Review, 5(4), pp. 566-608.

☐ Papadopoulos, Y. (2002). Connecting Minorities to the Swiss Federal System: A Frozen Conception of Representation and the Problem of "Requisite Variety". Publius, 32(3), pp. 47-65.

Rappard, W. (1912). The Initiative, Referendum and Recall in Switzerland. The Annals of the American Academy of Political and Social Science, 43, pp. 110-145.

Unit IV: Introduction to Chinese Constitution

a. Salient Features, Objective of the Constitution

b. Executive

c. Legislature

d. Judiciary

e. Bureaucracy

f. Communist Party of China

Readings:

Cohen, J. (1978). China's Changing Constitution. The China Quarterly, (76), pp. 794-841.

Chamberlain, J. (1947). Structure of China's Constitution. Far Eastern Survey, 16(9), pp. 100-105.

Chang, Y. (1956). The Chinese Communist State System under the Constitution of 1954. The Journal of Politics, 18(3), pp. 520-546.

Creel, H. (1964). The Beginnings of Bureaucracy in China: The Origin of the Hsien. The Journal of Asian Studies, 23(2), pp. 155-184.

Kato, T., & Long, C. (2006). Executive Turnover and Firm Performance in China. The American Economic Review, 96(2), pp. 363-367.

Keyuan, Z. (2002). Judicial Reform in China: Recent Developments and Future Prospects. The International Lawyer, 36(3), pp. 1039-1062.

Lin, C., Shen, W., & Su, D. (2011). Executive Pay at Publicly Listed Firms in China. Economic Development and Cultural Change, 59(2), pp. 417-436.

O'Brien, K. (1988). China's National People's Congress: Reform and Its Limits. Legislative Studies Quarterly, 13(3), pp. 343-374.

Steiner, H. (1951). The Role of the Chinese Communist Party. The Annals of the

American Academy of Political and Social Science, (277), pp. 56-66.

☐ Wang, Y. (2013). Court Funding and Judicial Corruption in China. The China Journal, (69), pp. 43-63.

☐ Whyte, M. (1973). Bureaucracy and Modernization in China: The Maoist Critique. American Sociological Review, 38(2), pp. 149-163.

☐ Yoshihiro, I., & Fogel, J. (2013). The Formation of the Chinese Communist Party. Columbia University Press

MINOR PAPERS

PROPOSED COURSES OF STUDY FOR INTRODUCTORY/ MINOR ELECTIVE FYUGP IN "POLITICAL SCIENCE"

SEMESTER I/ II/ III INTRODUCTORY REGULAR COURSE 1 Paper

I. INTRODUCTORY REGULAR COURSE (IRC)

Course Objectives:

1. Understanding Politics is integral and indispensable for a comprehensive and critical study of Political Science.

2. The course is designed to train a student in the foundational issues of political science, which is relevant for any in depth study and research in the field of Political Science.

5. Since the state occupies a central position in the discourses on politics, the understanding of different elements of the state, organs of the government, their functioning will allow the students to understand the role of the state in the society and how it governs and regulate the power structure.

Course Learning Outcomes:

1 The students will be familiar with the basic ideas and political norms of Political Science.

2 To help them understand and distinguish between basic concepts like political theory, political thought and political philosophy.

They will be able to analyze why the state occupies so much a central place in the discourses on politics and how the government operates within the state.

They will be able to make a distinction between Nation and State.

 To equip the students with the basics of the discipline and help them to learn the basic underpinnings of the subject of Political Science

B.A. POLITICAL SCIENCE

Introductory Regular Course

SEMESTER I/II/III Introduction to Political Science

S.No	COURSE	TOTAL CREDIT =03
1	Meaning, nature and scope of political science. Meaning political theory, thought and philosophy	
2	State: meaning, elements ,characteristics, development Nation :meaning	
3	Liberty, Equality, Justice, Rights	
4	Sovereignty: monistic and pluralistic view	
5	Democracy : meaning and types	
6	Government : presidential, parliamentary, unitary, federal	

- Samkalin rajnitik siddhant- O.P.Gauba
- Rajniti shastra ke siddhant –Dr.A.C.Kapooor
- Modern Political Theory – S.P. Verma
- Political Theory – Sushil Kumar Swami Mac Millan
- Modern Political Theory – M.G. Gandhi
- O.P. Gauba, Political Ideas & Ideologies
- S.E. Barku – Principal of Social & Political Theory
- A. Arblasta – Democracy & Open University Press
- R. Dhal, Modern Political Analysis
- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.)Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 21-40.
- Bharghava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.)Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.
- Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press, 2004, pp.

B.A. POLITICAL SCIENCE

SEMESTER IV MINOR 1

MN1THE INDIAN CONSTITUTION   credit -6

Course Objectives:

1. The purpose of the course is to familiarize the students with the key elements of Indian Constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

Learning outcomes-

1. Students will come to know the importance of the Preamble in the constitutional design of India.

2. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.

3. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

Course Content:

1 The Indian Constitution and Idea of Indian

2 The making of Indian Constitution

a. Unity in Diversity and Diversity in Unity

b. Basic Philosophy of Indian Constitution

3 Envisioning India through National Symbols

1. National Elag, National Anthem and National Song

2. National Language, Rajbhasha and Rastrabhasha

4 Religious freedom and Religious Rights

I. Religious freedom in the constitution

II. Minority Rights

5. Debates on Nature of Government

a. Presidential vs Parliamentary

b. Federal vs Unitary

Reference Books:

Lohoti, R.C. (2004) Preamble: The Spirit and Backbone of the constitutions of India, Delhi:

Eastern Book Company

Mao kerji, R. (2004) The Fundamental Unity of India, Hyderbad : Orient Blackswan

Shourie, A. (2001) Harvesting our Souls, New Delhi: ASA Publications

Copland, I. (2017) Cows, Congress and the constitution Journal of South Asian Studies, 44 (4)

Singh, M.P. (2001) Towards a More Federalized Parliamentary System in India Pacific Affairs, 74 (4)

SEMESTER V MINOR 2

MN2 UNDERSTANDING GANDHI   credit -6

Course Objectives:

1. This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also matter of contestations before independence.

2. This covers a wide range of issues and subjects from politics to economy, social reconstruction to religion which provides insight into the idea of India which Gandhi dreamt of. Gandhi responded the

questions which were posed to him in his times but they continue to agitate the minds even today; whether it is Hindu-Muslim relations or critique of modern society; be it the idea of Swadeshi or the religious conversion which make Gandhi relevant in political discourses.

3. This module will examine and assess Gandhi as a modern political philosopher whether his language was positioned against science and modernity or he resembled the characteristic of a post-modern thinker.

1. The students would be able to explain about the idea of truth and non-violence which become the bedrock of the Gandhian Philosophy.

2. They will come to know what was the position of Gandhi on issues like Hindu-Muslim relations, gender question, religious conversion, cow protection, caste and untouchability questions.

3. They will be able to answer why Gandhi favoured Swadeshi and why he became the critique of modern Industrial Civilization.

4. They will be able to answer how serious Gandhi was about cow protection in India and how his ideas are different from present - day campaign against the cow slaughter.

5. They will be able to answer why Gandhi criticized the works of religious conversion by Christian missionaries in India.

Course content

Unit I: Core of Gandhian Philosophy

a. Truth and Non-violence

b. Satyagrah

Unit II: Man, Machine, Development and Modern Human Civilization

a. Gandhi 's Critique of Modern Civilization

b. Gandhi on Nation and Nationalism

c. Swadeshi and Swaraj

d. Nature and Environment

Unit III: Issues in Indian Politics

a. Hindu-Muslim Relation

b. Religious conversion

c. Cow Protection

d. Untouchability and Caste Question

e. Gandhi on Women

f. Gandhi on Hinduism and Hindu symbols

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Unit IV: Evaluating Gandhi

a. Gandhi as a Political Strategist

b. Gandhi as Post-Modern Thinker

c. Contradictions and Consistency in Gandhi

Reference Books:

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling

Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative

Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

Parel, A.J. (2002), Gandhi Freedom and Self Rule, Delhi, Vistaar Publication

Parel, A.J. (2008) Gandhi and the Emergence of the Modern Indian Political Canon, the Review of Politics, 70 (v)

 Lal V. (2008) the Gandhi: Everyone Loves to Economic and Political Weekly, 43 (40)

 Rudolph, L. & Rudolph. (2019) Post Modern Gandhi and other essays Chicago: University of Chicago Press

SEMESTER VI MINOR 3

MN 3 FEMINISM: THEORY AND PRACTICE   credit -6

Course Objective:

This course seeks to understand the nature, phases and core issues of the feminist movement, both in Anglo-American and India. Besides, attempts have been made to understand how the social and cultural construction of role for the women has not only undermined her position as an equal member in the society but also does not take cognizance of her contribution to the family.

Learning Outcomes:

After reading this course the students will be able to explain

a. How different schools have understood patriarchy and feminist questions differently.

b. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.

c. The representation of the women in the political space of India.

d. How the immense contribution that women make to the family are neglected in computation?

Course contents

Unit I: Understanding Patriarchy

a. Meaning of Patriarchy

b. Sex /Gender Distinction

c. Theories of Feminism: Liberal, Marxist and Feminist (Liberal, Socialist, Radical

Schools)

Unit II: Feminism and Feminist Movements

a. Origin and Phases of Feminist Movement

b. Characteristics and Issues in Feminist movement in the Euro-American World

c. Feminist Movement in India

Unit III: Feminism in Contemporary India

a. Patrilineal and Matrilineal Practices in the Indian family

b. Gender Relations in Family

c. Computing Women Works at Home

Unit IV: Women and Politics

a. Women and their Representation in Politics and Administration

b. Women Representation at Grass-roots level in Politics

Unit V: Violence and Discrimination against Women

a. Domestic Violence

b. Sexual Harassment

c. Women Trafficking

d. Deserted Women

☐ Shinde, T. (1993). Stree Purusha Tulna. In Lalitha, K., & Tharu, S. (Eds.), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234.

☐ Mcdermott, R., & Hatemi, P. (2011). Distinguishing Sex and Gender. Ps: Political Science and Politics, 44(1), pp. 89-92.

☐ Matthews, J. (1986). Feminist History. Labour History, (50), pp. 147-153.

☐ Haug, F. (1989). Lessons from the Women's Movement in Europe. Feminist Review, (31), pp. 107-116.

☐ Agnihotri, I., & Mazumdar, V. (1997). Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s. Economic and Political Weekly, 30(29), pp. 1869-1878.

☐ Von, E. U. (1971). Matrilineal Joint Family Patterns in India. Journal of Comparative Family Studies, 2(1), pp. 54-66.

☐ Sooryamoorthy, R. (2012). The Indian Family: Needs for a Revisit. Journal of Comparative Family Studies, 43(1), pp. 1-9.

☐ Fernandes, L. (1997). Beyond Public Spaces and Private Spheres: Gender, Family,

and Working-Class Politics in India. Feminist Studies, 23(3), pp. 525-547.

☐ Mandelbaum, D. G. (1986). Sex Roles and Gender Relations in North India. Economic and Political Weekly, 21(46), pp. 1999-2004.

☐ Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. The Indian Journal of Political Science, 66(1), pp. 75-92.

☐ Khanna, M. (2009). Political Participation of Women in India. The Indian Journal of Political Science, 70(1), pp. 55-64.

☐ Karlekar, M. (1998). Domestic Violence. Economic and Political Weekly, 33(27), pp. 1741-1751.

☐ Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. Social Scientist, 42(9/10), pp. 49-61.

☐ Subramaniam, M., Krishnan, P., & Bunka, C. (2014). Women's Movement Groups in State Policy Formulation: Addressing Violence against Women in India. Indian Anthropologist, 44(1), pp. 37-52.

☐ Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. Economic and Political Weekly, 39(41), pp. 4491-4494.

☐ Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. Indian Journal of Industrial Relations, 39(3), pp. 364-390.

☐ Hua, J. (2011). Trafficking Women's Human Rights. Minneapolis; London: University of Minnesota Press.

☐ Cwikel, J., & Hoban, E. (2005). Contentious Issues in Research on Trafficked Women Working in the Sex Industry: Study Design, Ethics, and Methodology. The Journal of Sex Research, 42(4), 306-316.

☐ Kulkarni, S., & Bhat, S. (2010). Issues and Concerns of Deserted Women in Maharashtra. Economic and Political Weekly, 45(38), 59-66