

UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER VI



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

List of Papers and Courses for Semester VI

Core Course

6.1 Paper XIII - Modern Political Philosophy

6.2 Paper XIV - Indian Political Thought - II

Discipline Specific Elective (DSE)

1. Citizenship in a Globalizing World

2. Human Rights in a Comparative Perspective

3. Development Process and Social Movements in Contemporary India

4. Public Policy in India

5. Colonialism and Nationalism in India

6. India's Foreign Policy in a Globalizing world

7. Feminism: Theory and Practice

8. Dilemmas in Politics

2.1. Semester-wise Distribution of Courses.

B.A (Honours) Political Science

S. NO.	PAPER	
	SEMESTER - VI	
6.1	Modern Political Philosophy	Core Discipline - 13
6.2	Indian Political Thought - II	Core Discipline - 14
6.3 & 6.4	Any Two of the Following	Discipline Specific Elective (DSE) III & IV
A	Citizenship in a Globalizing World	
B	Human Rights in a Comparative Perspective	
C	Development Process and Social Movements in Contemporary India	
D	Public Policy in India	
E	Colonialism and Nationalism in India	
F	India's Foreign Policy in a Globalizing World	
G	Feminism: Theory and Practice	
H	Dilemmas in Politics	

Courses for Programme B.A. (Hons) Political Science

Paper XIII - Modern Political Philosophy (6.1)

Core Course - (CC) Credit:6

Course Objective

This course aims to expose the students to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence in society and is being solved. By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? What is the 'best' form of government? How human nature influences political decision making? How and in what circumstances we need to resist bad rulers?

Course Learning Outcomes

By the end of the course students would be able to:

- Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.
- Identify various tendencies in political philosophical discourse and manage to answer various fundamental questions through problem-solving aptitude.

Unit 1

Modernity and its discourses (1 week)

Kant on Modernity, Faith on Reason, Understanding Nature's nature.

Unit 2

Romantics (2 weeks)

a. Jean Jacques Rousseau (1 week)

Critique of Modernity; State of Nature (evolution of Noble savage, what corrupts the society?), Origin of inequality, General Will; direct democracy; self-government;

b. Mary Wollstonecraft (1 week)

Women and paternalism; critique of Rousseau's idea of education and proposed educational reforms; legal rights and representation

Unit 3

Liberal socialist (2 weeks)

John Stuart Mill

Mill's hedonistic principle of utility; difference with other utilitarian, Liberty, suffrage and change in democracy; rights of minorities; subjection of women

Unit 4

Radicals (2 Weeks)

a. Hegel

Ethical life: family, civil society and state

b. Karl Marx

Difference with other kinds of materialism; Concepts of values; critique of Capitalism; inevitability of class struggle; establishment of utopian society

References

I. Modernity and its discourses

Kant. (1784) 'What is Enlightenment?' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Rousseau, Harvard University Press, London pp: 191-229.

II. Romantics

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

III. Liberal socialist

Ramaswamy, Shushila (2018), *Women in Political Thought: the Quest for Gender Equality and Beyond*, New Delhi: Orient Black Swan, pp.128-178.

Mill, J.S. 'On Liberty' and other writings, Chapters 1, 3, and 4

Mill, J.S. *Utilitarianism*, Indianapolis: Hackett Publishing, 2001, Chapters 1, 2, and 4

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Mill, Harvard University Press, London, pp. 251-314

Action, H.B (1972), *John Stuart Mill: Utilitarianism, Liberty and Representative Government*, David Campbell Publishers Ltd.

H. Magid (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

IV. Radicals

Hegel's Philosophy of Right,

<https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

Additional Resources:

A. Bloom (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

H. Arendt (1958), *The Origins of Totalitarianism*, New York: The World Publishing Company.

Readings in Hindi

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन , जय प्रकाश नाथ और कंपनी.

Teaching Learning Process

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

Assessment Methods

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

Keywords

modernity, reason, state of nature, representation,

Paper XIV - Indian Political Thought - II

(6.2)

Core Course - (CC) Credit:6

Course Objective

The objective of this course is to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought. The thinkers have been consciously selected to represent a wide spectrum of ideologies and vantage points within the modern Indian thought tradition. Selected extracts from original texts are also given to discuss in the class. This shall help students to have some experience in understanding how these thinkers build up their arguments and developed their views on the respective themes.

Course Learning Outcomes

The course is aimed to equip students with critical understanding about modern Indian thought. The thematic exploration of ideas is meant to locate the topical debates on important subjects on a historical trajectory and reflect over the diverse possibilities exhibited in the writings of the respective thinkers. It is expected that at the end of the course the students will be able to think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition. It would also help them develop toleration and respect for diverse opinion and at the same time, to admire and appreciate the plurality within the modern Indian intellectual tradition.

Unit 1:

Introduction to Modern Indian Political Thought (4 lectures)

Unit 2:

Rammohan Roy: Rights (4 lectures)

Unit 3:

Pandita Ramabai: Gender (4 lectures)

Unit 4:

Vivekananda: Ideal Society (5 lectures)

Unit 5:

Gandhi: Swaraj (5 lectures)

Unit 6:

Ambedkar: Social Justice (5 lectures)

Unit 7:

Tagore: Critique of Nationalism (4 lectures)

Unit 8:

Iqbal: Community (5 lectures)

Unit 9:

Savarkar: Hindutva (4 lectures)

Unit 10:

Nehru: Secularism (4 lectures)

Unit 11:

Lohia: Socialism (4 lectures)

References

I. Introduction to Modern Indian Political Thought

V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28.

II. Rammohan Roy: Rights

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.

III. Pandita Ramabai: Gender

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp. 150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49.

IV. Vivekananda: Ideal Society

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp. 126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in Swami Vivekananda, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), Swami Vivekananda and the Modernisation of Hinduism, Delhi: Oxford University Press, pp. 264- 280.

V. Gandhi: Swaraj

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in Gandhi, freedom and Self Rule, Delhi: Vistaar Publication.

D. Dalton, (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Gurgaon: The Academic Press, pp. 154- 190.

VI. Ambedkar: Social Justice

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications, pp. 121-142.

VII. Tagore: Critique of Nationalism

R. Tagore, (1994) 'The Nation', S. Das (ed.), The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) Rabindranath Tagore: Universality and Tradition, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

VIII. Iqbal: Community

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in Social Scientist, Vol.8 (8), pp. 52-63.

Madani, (2005) Composite Nationalism and Islam, New Delhi: Manohar, pp. 66-91.

IX. Savarkar: Hindutva

V. Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/essentials-hindutva/hindutva-different-hinduism>

J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism, Delhi: Penguin, pp. 124-172.

X. Nehru: Secularism

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) Nehru, London: Routledge Historical Biographies, pp. 169-213.

XI. Lohia: Socialism

M. Anees and V. Dixit (eds.), (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in Economic and Political Weekly, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in Economic and Political Weekly, Vol. XLV (40), pp. 64-70.

Additional Resources:

II. Rammohan Roy: Rights

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in A Critique on colonial India, Calcutta: Papyrus, pp. 1-17.

III. Pandita Ramabai: Gender

U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1-40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in Seeking Begumpura: The Social Vision of Anti Caste Intellectuals, New Delhi: Navayana. pp. 205-224.

IV. Vivekananda: Ideal Society

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in Debates in Indian Philosophy: Classical, Colonial, and Contemporary, Delhi: Oxford University Press, pp. 29-65.

V. Gandhi: Swaraj

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), Gandhi, Freedom and Self Rule. Delhi: Sage.

VI. Ambedkar: Social Justice

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in Illegitimacy of Nationalism, Delhi: Oxford University Press, pp. 1-50.

VIII. Iqbal: Community

L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), Iqbal: Poet-Philosopher of Pakistan, New York: Columbia University Press, pp. 108-134.

IX. Savarkar: Hindutva

Dh. Keer, (1966) Veer Savarkar, Bombay: Popular Prakashan, pp. 223-250.

X. Nehru: Secularism

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books, pp. 131-166.

Teaching Learning Process

The teaching learning process will try to construct history of ideas of key concepts that is central to this paper. This will be done by using original writings of the thinkers and some commentaries. The class lectures will use comparative method in power point presentations by trying to unearth similarities and subtle differences between two or more thinkers on the given topic. Talks and seminars involving interaction with experts working on thinkers will be used to highlight the nuances of the topic. This will thereby encourage students to think analytically about the material located and reading. It will also help students in writing, constructing arguments based on evidence.

Assessment Methods

Individual projects and Reflective assessments will be mode of their test. It will further be augmented by using Quiz and book review s that can help students locate thinkers and concept in both historical and present time.

Keywords

Nationalism, Justice, Democracy, Rights, Swaraj

Discipline Specific Elective Courses

DSE1 - Citizenship in a Globalizing World (C.1)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce different trajectories of the debates concerning citizenship. It delves into the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership and how these normative dimensions of citizenship have changed over time.

Course Learning Outcomes

After completing this course students will be able to:

- Develop a broad historical, normative and empirical understanding of the idea of citizenship.
- Understand different trajectories of the development/evolution of the concept of citizenship.
- Understand/assess some of the major ethical challenges that citizenship faces in the wake of globalization and the rapidly proliferating idea about the need of accommodating diversity in multicultural political settings.

Unit 1:

Classical conceptions of citizenship.

Unit 2:

The Evolution of Citizenship and the Modern State

Unit 3:

Citizenship and Diversity

Unit 4:

Citizenship beyond the Nation-state: Globalization and global justice

Unit 5:

The idea of cosmopolitan citizenship

References:

- Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.
- Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press.

- Heater, Derek. (2002). *World citizenship: cosmopolitan thinking and its opponents*. New York: Continuum. (Chapter 3: Identity and Morality)
- Held, David (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).
- Kymlicka, W.(1995). *Multicultural Citizenship*, Oxford: Oxford University Press.
- Kymlicka, W. (2000). “Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts”, in W. Kymlicka, W. Norman (eds.) *Citizenship in Diverse Societies*, Oxford: Oxford University Press, 1-41.
- Kymlicka, W. (1999), “Citizenship in an Era of Globalization: A Response to Held,” in I.Shapiro & C. Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge, UK: Cambridge University Press).
- Linklater, A., 1999, “Cosmopolitan Citizenship”, in *Cosmopolitan Citizenship*, K. Hutchings, R. Danreuther (eds.), New York: St-Martin’s Press, 35-60.
- Miller, David. (2012). “Cosmopolitanism”, in G.W. Brown & D. Held (Eds.), *The cosmopolitan reader* (pp. 377-392). Malden, MA: Polity Press.
- Miller, D. (2007). *National Responsibility and Global Justice*, Oxford: Oxford University Press.
- Norman, W. & Kymlicka, W. (2003). “Citizenship”, in R. G. Frey & C. H. Wellman (eds.) *A Companion to Applied Ethics*, Oxford: Blackwell Publishing Ltd.
- Nussbaum, Martha (2012). Patriotism and Cosmopolitanism. In G.W. Brown & D. Held (Eds.), *The Cosmopolitan Reader* (pp. 155-162). Malden, MA: Polity Press.
- Oliver, D. & D. Heater (1994). *The Foundations of Citizenship*. London, Harvester Wheatsheaf.
- Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Cambridge, MA: Harvard University Press.
- Pogge, T. W.(1992). “Cosmopolitanism and Sovereignty”, *Ethics*, 103: 58–75.
- Scholte, Jan Aart (2000), *Globalization: A Critical Introduction*, New York: St. Martin’s.
- Tan, K.-C. (2004) *Justice Without Borders. Cosmopolitanism, Nationalism and Patriotism*, Cambridge: Cambridge University Press.
- Zolo, D. (1997), *Cosmopolis: Prospects for World Government*, Cambridge, UK: Polity Press.

Additional Resources:

Classic Readings

- Aristotle, *The Politics*, trans. T. A. Sinclair, revised by T. J. Saunders (London: Penguin, rev. edn. 1981)
- Barker, Ernest. (1959) *The Political Thought of Plato and Aristotle*, London: Methuen, 1906; reprinted, New York: Russell & Russell.
- Kant, I. , 1795, “Perpetual Peace”, in *Kant’s Political Writings*, H. Reiss (ed., trans.), 2nd edn, Cambridge: Cambridge University Press, 1991.

Marshall, T. H, 1950, *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press.

Readings in Hindi

भार्गव, राजीव. और अशोक आचार्या (एड.), राजनीतिकसिधांत: एकपरिचय, दिल्ली: पिएर्सन, 2008.

कुमार, संजीव (एड.), राजनीति सिद्धान्त की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

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

Assessment Methods

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

Keywords

citizenship, state, diversity, cosmopolitanism, global justice

DSE2 - Human Rights in a Comparative Perspective (C.2)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of the course is to make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. The course aims at providing students conceptual tools to understand what the different generations of rights are; and the new concerns that have emerged in the recent past. It will make students aware about the institutionalisation of the human rights and will provide knowledge on the constitutional frameworks of human rights especially in South Africa and in India. It intends further to develop analytical skills of students to reflect on the issues of structural violence and human rights in developed and developing countries. The objective is to enable students to gain insight into comparative state response to issues such as terrorism, surveillance & censorship and gender-based violence. A range of resources, including films, biographies, and official documents would be used to study each theme.

Course Learning Outcomes

The course will equip students with an understanding of debates on human rights through a comparative study of human rights concerns in different countries. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the debates on human rights. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as torture, terrorism,

insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective.

Unit 1

I. Human Rights: Theory and Institutionalization (3 weeks)

- a. Understanding Human Rights: Three Generations of Rights
- b. Institutionalization: Universal Declaration of Human Rights
- c. Rights in National Constitutions: South Africa and India

Unit 2

II. Issues (5 weeks)

- a. Torture: USA and India
- b. Surveillance and Censorship: China and India
- c. Terrorism and Insecurity of Minorities: USA and India

Unit 3

III. Structural Violence (4 weeks)

- a. Caste and Race: South Africa and India
- b. Gender and Violence: India and Pakistan
- c. Adivasis/Aboriginals and the Land Question: Australia and India

References

I. Human Rights: Theory and Institutionalization

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

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

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues

a. Torture: USA and India

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan.

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

b. Surveillance and Censorship: China and India

Gary T, Marx (1999), Surveillance Studies' in *International Encyclopaedia of the Social and Behavioural Sciences*, 2nd Edition, Vol. 23, pp. 733-741.

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) *Surveillance Society*, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Hualing Fu, (2014) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

Qiang, X. (2019). 'President XI's Surveillance State.' *Journal of Democracy*, 30(1), pp.53-67.

SAHRDC (2014). 'Architecture of Surveillance.' *Economic and Political Weekly*, Vol.49, No.1,

U. Singh, (2014) 'Surveillance Regimes in Contemporary India', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

c. Terrorism and Insecurity of Minorities: USA and India

E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

III. Structural Violence

a. Caste and Race: South Africa and India

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36 (30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

b. Gender and Violence: India and Pakistan

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253

K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443

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

c. Adivasis/Aboriginals and the Land Question: Australia and India

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.

K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.

N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp. 181-207, New Delhi: Oxford University Press.

Additional Resources:

Classic Readings:

Ram Manohar Lohia, *The Struggle for Civil Liberties: With a Foreword by Jawaharlal Nehru*, 2012

United Nations Declaration of Human Rights (1948), United Nations, available at https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Additional Readings:

Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.

J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

K. Tsutsui and C. Wotipka, (2004) 'Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations', *Social Forces*, Vol. 83(2), pp. 587-620.

L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11

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

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112.

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U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Human Rights: Theory and Institutionalization	Students will understand the emergence and institutionalization of Human Rights	Theoretical class with examples from different states	Students will prepare project on institutionalization of human rights in Indian and South African constitution
II. Issues	Students will compare the status of HR in India with respect to other country	Lectures and interaction with real life stories and documentaries on issues like torture, surveillance, censorship and terrorism.	Students will be encouraged to participate in discussion on documentaries, real life reports etc
III. Structural Violence	It will help in understanding how the structures of violence get rooted in different societies	Comparative examples of structural violence like caste based in Indian, race based in South Africa and USA through lectures, power point presentation and film screening.	Students can prepare project or do field survey on any aspect of structural violence in India and can compare to other nations.

Keywords

Human Rights, Generations of rights, South Africa, India, Structural violence, terrorism, surveillance, gender-based violence.

DSE3 - Development Process and Social Movements in Contemporary India (C.3)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. Such a development strategy has involved high social reproduction costs and dispossession of vulnerable social groups giving rise to conditions of social and political contestations and struggles. A variety of protest movements have emerged to challenge this development paradigm that has also weakened the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over contemporary development paradigms and the retrieval of democratic voice of citizens.

Course Learning Outcomes

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

- Show knowledge of development policies and planning in India since independence.
- Understand the development strategies and their impact on industrial and agricultural sphere.
- Understand the emergence of social movements in response to the development policies adopted by successive governments.
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

Unit 1

Development Process since Independence (2 weeks)

- a. State and planning
- b. Liberalization and reforms

Unit 2

Industrial Development Strategy and its Impact on the Social Structure (2 weeks)

- a. Mixed economy, privatization, the impact on organized and unorganized labour
- b. Emergence of the new middle class

Unit 3

Agrarian Development Strategy and its Impact on the Social Structure (2 weeks)

- a. Land Reforms, Green Revolution
- b. Agrarian crisis since the 1990s and its impact on farmers

Unit 4

Social Movements (6 weeks)

- a. Tribal, Peasant and Workers movements
- b. Dalit and Women's movements
- c. Civil rights movements

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I. The Development Process since Independence

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: A Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure

A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi.

F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.

F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-69.

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K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI (16) pp. 1523-1529.

P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.

P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.

P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', Occasional Publication22, New Delhi: India International Centre (IIC).

M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.

V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

IV. Social Movements

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.

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N. Sundar (2007), *Subalterns and Sovereigns: An Anthropological History of Bastar (1854-2006)*, Delhi: OUP.

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

S. Sinha (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

Additional Resources:

B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press.

S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.

G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

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- G. Rath, (ed.), (2006) Tribal development in India: The Contemporary Debate, New Delhi: Sage.
- J. Harris, (2009) Power Matters: Essays on Institutions, Politics, and Society in India. Delhi: Oxford University Press.
- K. Suresh, (ed.), (1982) Tribal Movements in India, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
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- M. Rao, (ed.), (1978) Social Movements in India, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) The Oxford Companion to Politics in India, Delhi: Oxford University Press.
- P. Bardhan, (2005) The Political Economy of Development in India, 6th impression, Delhi: Oxford University Press.
- R. Mukherji (ed.), (2007) India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press.
- R. Ray and M. Katzenstein, (eds.), (2005) Social Movements in India, Delhi: Oxford University Press.
- S. Chakravarty (1987) Development Planning: The Indian Experience, Delhi: Oxford University Press.

Teaching Learning Process

Students will engage in discussions on developmental processes in India since independence. They would have interactive lectures on the meanings and impacts of industrial and agrarian developmental strategies and would also be able to understand the diverse social movements that arose as a response to such strategies. They will debate the pros and cons of the shift from planned economy to neo liberal economy. It also makes the students understand the division of economy and labour in two parallel sectors- organized and unorganized and the impact of development strategies on the social structure as can be seen in the emergence of new middle class in India. It also gives them insights on agrarian development strategy specially focussing on land reforms and green revolution and their impact on political economy in India. Moreover, it also sensitizes students to the agrarian crises and its impact on farmers. The course concludes with understanding of varied social movements that emerged as a response by vulnerable sections challenging the exploitation and exclusion in social, economic and political spheres.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include written assignments, viva-voce, class presentations and participation in class discussions. Students will be assessed on the basis of their application of conceptual understanding to field-based variables. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Agrarian, Development, Industrial, Planned Economy, Neo-Liberal Economy, Social movements, Strategies

DSE4 - Public Policy in India
(C.4)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Course Learning Outcomes

- The student is introduced to the range of ideologies that influence the policy-making process.
- The student learns how to relate public policies to politics.
- The student learns how to relate public policies to the political economy.
- The student is able to have a grasp of the role of social movements and interest groups in the making of public policy.

Unit 1

Introduction to Policy Analysis (12 Lectures)

Unit 2

The Analysis of Policy in the Context of Theories of State (12 Lectures)

Unit 3

Political Economy and Policy: Interest Groups and Social Movements. (12 Lectures)

Unit 4

Models of Policy Decision-Making (12 Lectures)

Unit 5

Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)

References

I. Introduction to Policy Analysis

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Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) Public Policy : Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.

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सिन्हा, मनोज (2010) प्रशासन एवं लोकनीति, ओरियंट ब्लैकस्वान, नई दिल्ली

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Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) Theories of the State. London: Routledge.

McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) The State in Action: Public Policy and Politics. London: Printer Publication, pp.3-21 and 171-184.

Skocpol, T. et al (eds.) (1985) Bringing the State Back In. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

Dye, T.R. (2002) Understanding Public Policy. 10th Edition. Delhi: Pearson, pp.11-31.

III. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) Power. Basil: Oxford , pp. 28-36.

Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 45-52.

Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) Policy Analysis for the Real World. U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in Policy Analysis, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 163-174.

IGNOU. Public Policy Analysis. MPA-015, New Delhi: IGNOU, pp. 38-54.

Henry, N. (1999) Public Administration and Public Affairs. New Jersey: Prentice Hall, pp. 346-368.

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

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Teaching Learning Process

This discipline Specific Elective paper is designed to allow the student to establish an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Each unit is planned in a way that prepares students to analytically map the theories of the state, comprehend models of decision making while giving them an introduction of Nehruvian vision. The teaching is modulated to bring in contemporary nuances of liberalisation and recent developments. Simulation activities in the classroom help students make connections between real world scenarios and theoretical concepts. The weekly seminars expose students to contemporary academic undercurrents and provide scope to make a connecting point between theory and practical scope of the study in India.

Assessment Methods

The practical, theoretical approach of this paper is to be assessed through extensive methods like student presentation, problem solving approach project, term paper, etc. as part of internal marking scheme. This paper examines the analytical approach of students through end semester written examination. The other parameters of evaluation are based on students performance in the class activity, and the unit wise quiz session done after each unit.

Keywords

Policy Analysis, Interest Groups, Policy Decision-Making, Nehruvian Vision, Economic Liberalisation

DSE5 - Colonialism and Nationalism in India
(C.5)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

The purpose of this course is to help students understand historically the imposition of colonialism in India and nationalism as an ideology and movement of resistance against colonial rule. The aim is to study the different theoretical perspectives and historical explanations for colonialism and nationalism in India, the social, political and institutional practices that comprised colonial rule, and the ways in which different kinds of movements, paved the way for independence and democracy in India.

Course Learning Outcomes

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

- Understand and engage with the different ways in which colonialism and nationalism have been understood
- Understand of the nature of colonial rule and the way in which it consolidated itself in India
- Demonstrate awareness of the impact of colonialism on Indian economy and society
- Show knowledge of the gradual emergence of anti-colonial nationalist movement in India
- Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases
- Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement.

Unit 1

Colonialism and Nationalism:

- a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism
- b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

Unit 2

Colonial Rule in India and its impact:

- a. Constitutional developments and the colonial state
- b. Colonial ideology of civilizing mission: Utilitarians and Missionaries
- c. Impact on agriculture, land relations, industry and ecology

Unit 3

Reform and Resistance:

- a. The 1857 rebellion
- b. Major social and religious movements
- c. Education and the rise of the new middle class

Unit 4

Nationalist Politics and Expansion of its Social Base

- a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
- b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
- c. Socialist alternatives: Congress socialists, Communists
- d. Communalism in Indian Politics
- e. The two-nation theory, negotiations over partition

Unit 5

Social Movements

- a. The Women's Question: participation in the national movement and its impact
- b. The Caste Question: anti-Brahmanical Politics
- c. Peasant, Tribals, and Workers movements

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1. Colonialism and Nationalism:

- Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman, pp.1-22.
- Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin, pp.13-30.
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- Metcalf, T. (1995) 'Liberalism and Empire' in Metcalf, Thomas. *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp.28-65.
- Young, R. (2003) *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press, pp. 9-68.
- Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage, pp. 25-36.

2. Colonial Rule in India and its impact:

- Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 37-65; 66-138.
- Chandra, B. (1999) *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 58-78. Metcalf and Metcalf. (2002) *A Concise History of India*. Cambridge: Cambridge University Press, pp. 55-80.
- Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.

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

Guha, R. and Gadgil, M. (1989) 'State Forestry and Social Conflict in British India', in Guha, R. and Gadgil, M. *Past and Present: A Journal of Historical Studies*. May: 123, pp. 141-177.

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4. Reform and Resistance:

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

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

Bandopadhyay, S. (2008) *Eighteen-Fifty-Seven and Its Many Histories, in 1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

5. Nationalist Politics and Expansion of its Social Base

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 227-323; 405-438.

Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.

Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.

6. Social Movements:

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

Additional Resources:

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(Hindi version available as देसाई, ए.आर. (2018) *भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि, सेज भाषा, नई दिल्ली*)

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Metcalf, T. (1995) *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp. 132- 148.

Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, pp. 71-103.

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Singh, Abhay Prasad, Bharat mein Upaniveshvaad, Orient Blackswan, 2014.

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Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers.

Teaching Learning Process

Students will have interactive lectures on various perspectives on colonialism and nationalism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with a theoretical overview and then moves on to provide an understanding of historical factors shaping nationalist movement. It will involve detailed discussion on various phases of nationalist movement including the role of Gandhi. The last unit will engage students on questions pertaining to women, caste, peasants, tribes and workers using analytical literature.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Colonialism, Nationalism, 1857 Rebellion, Gandhi, Social Movements

DSE6 - India's Foreign Policy in a Globalizing World (C.6)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

- Students will learn about India's diplomatic maneuvers in an essentially interest and power seeking global hierarchical relationship.
- Students will also learn about the challenges India faces in securing its interests as a postcolonial state.
- The study of India's ability to engage with powerful nations of the world like US, Russia and China will help students understand India's perspective on international relations.
- The course will enhance students' understanding of India's strategies in South Asia.
- Students will also learn about India's negotiation strategy in dealing with global trade, environment and security regime.

Unit 1:

India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)

Unit 2:

India's Relations with the USA and Russia (9 lectures)

Unit 3:

India's Engagements with China (6 lectures)

Unit 4:

India in South Asia: Debating Regional Strategies (9 lectures)

Unit 5:

India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)

Unit 6:

India in the Contemporary Multipolar World (6 lectures)

- a) EU
- b) BRICS
- c) SCO

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Additional Resources:

Classic Readings

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- J. Bandhopadhyaya (1970) *The Making of India's Foreign Policy*, New Delhi: Allied Publishers
- M.S. Rajan (1999) *India and International Affairs : A Collection of Essays*, New Delhi: Lancer Books.
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Hindi Readings

- सुमित गांगुली (2018), *भारत की विदेश नीति: पुनरावलोकन एवं संभावनाएं*, अनुवादक: अभिषेक चौधरी, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस।
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Online Resources:

Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/>

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282>

Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/>

Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/

Institute of Peace and Conflict Studies: www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

Teaching Learning Process

This Discipline Specific Elective course is modelled to acquaint the students with India's foreign policy evolution and contemporary strategies. Therefore this paper will be highly engaging involving students at every stage. Though the class will have power-point presentations and conventional lectures involving chalks and boards, students will be encouraged to have group discussions. Students will be taught to strategize in a simulating international event which will help the students to understating India's decision making process. Distinguished persons engaged in statecraft will also deliver lecture to students on various issues.

Assessment Methods

This paper will assess the students not only in their internal assessment exam and end semester exam but also according to their performance in the group discussion. High premium will be paid to the quality of strategy generated by the students during debate and discussions.

Keywords

India's Foreign Policy, India-China, India-US, India-Russia, India and South Asia

DSE7 - Feminism: Theory and Practice
(C.7)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to inculcate feminist perspective in the young minds.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer
Liberal, Socialist, Marxist, Radical feminism
New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America
Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates
Women and Society: Family, Property Rights, Personal Laws
Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development
Women and Politics: Women's Representation and Participation in Democratic Institutions

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Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193

II. History of Feminism

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

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III. Women's Movement in India

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

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Readings in Hindi

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Teaching Learning Process

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

Assessment Methods

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

Keywords

Gender, Sex, Feminism, Women's Movement.

DSE8 - Dilemmas in Politics
(C.8)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course will explore, analyze and evaluate some of the central issues, values and debates in the contemporary world that have a bearing on normative political inquiry. The issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

Course Learning Outcomes

After taking this course, the learner will be able to appreciate:

- Why these dilemmas are part of the human condition; and
- How societies negotiate them politically.

Unit 1

The Moral Economy of Violence (2 weeks)

Unit 2

Social Exclusion, Capabilities and the Politics of Empowerment (2 weeks)

Unit 3

Global Justice and Cosmopolitanism (2 weeks)

Unit 4

Feminism and the Politics of Interpretation (2 weeks)

Unit 5

Debating human rights: the politics of Humanitarian Intervention (2 weeks)

Unit 6

Ecology and Political Responsibility (2 weeks)

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II. Social Exclusion, Capabilities and the Politics of Empowerment

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III. Global Justice and Cosmopolitanism

- Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press, pp. 95-112.
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IV: Feminism and the Politics of Interpretation

- Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield, pp. 1-13; 353-394.
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V. Debating human rights: the politics of Humanitarian Intervention

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- Coady, C. A. J. (2008) 'War and Intervention', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 56-79.
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VI. Ecology and Political Responsibility

- Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.

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Readings In Hindi

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Teaching Learning Process

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

Assessment Methods

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

Keywords

Violence, Social Exclusion, Empowerment, Global Justice, Feminism, Human Rights, Ecology
