

PANSKURA BANAMALI COLLEGE (AUTONOMOUS)

Proposed syllabus and Scheme of Examination

For

B.A. (Honours)

POLITICAL SCIENCE



Under Choice Based Credit System

(Effective from Academic Year 2018-19)

Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

Introduction

Higher education is fast changing globally in terms of its form, nature, course contents, pedagogy, and techniques of evaluation. Universities and educational institutions are experimenting in almost all the domains articulated in the preceding line. This change is both due to the factors at work within the system and forces acting outside. Globalization has pushed them in the ring of competitiveness to work hard to excel or wait for exile. There is a global ranking of universities and other institutions which are known to all on the screen of their computer in a fraction of seconds with a click of the mouse. And students are flying to the institutions which promise them better skills and training in the subjects. Education is all about the addition of value in the individual insights and skills without which he remains deprived of realizing his fullest potentials. Traditional modes of rote-learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods have occupied the attention in the universities in place of blackboard and lecture mode. Pedagogy is being reworked, and education is being redefined. Disciplinary boundaries are melting for Interdisciplinary and trans-disciplinary knowledge system.

Nature and Extent of the Programme in B.A.

(Hons) Political Science

The undergraduate syllabus of Political Science under the Choice Based Credit System (CBCS) requires students to complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Compulsory Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the courses that the department teaches exclusively to students who are enrolled in the department of Political Science while the GE courses are offered to students from other departments. The syllabus lists eight DSEs and GEs which departments and students can choose from and study. The courses have been structured in a way that they introduce the student to the vast canvas of subjects that concern the discipline of political science. Beginning with a focus on concepts and theories which have been quintessential to the discipline, they move on to fleshing out how these concepts are translated into practice. The courses are not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages.

Aims of the Bachelor Degree in Political Science (Hons)

The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join the BA (H) at the undergraduate level in the university and colleges of India. The students who join these courses are not necessarily trained in fundamentals of the discipline, as they come from the diverse disciplinary background. The program aims at making them understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science. 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. 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. 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. The objective is also to understand the national interests of India in comprehensive terms and Indian endeavors and response to emerging challenges and issues in a fluid and dynamic global scenario. 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. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

Graduate Attributes in the Subject

A graduate in Political Science should have a core competency in the discipline. He should be able to engage with and reflect on the political questions and issues adequately. What is required for this is the effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analyzing, assessing, and articulating the mind. He should have information and the ability to access the quality literature in the discipline. The graduates should be curious and inquisitive about reading the political dimension of the issues and apply the theoretical framework to understand them. They should be able to further learn and analyze them in a broader context of interdisciplinary rather than narrowing to political perspective only. They should have digital literacy, research temperament, and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline into larger bodies of knowledge. They should have an attitude of self-learning as well as working with group members in team spirit.

Programme Learning Outcomes for in B.A. (Hons)

Political Science

- A graduate in Political science is a person who embodies a curiosity towards the political puzzles that confront her and is endowed with the ability to apply various tools to solve them. The undergraduate course encourages raising questions and a problem-solving thought process in its students, which it believes is central to the idea of shaping an informed graduate student and an active citizen.
- Political science graduates receive a strong training in foundational concepts enabling them to distinguish and delineate features of each. This level of inquiry is further complicated as they proceed through the curricular semesters; enabling them to engage in systematic reflection of a kind that distinguishes their understanding from that of a lay person.
- The undergraduate course in Political science shapes graduate sensibilities such that students are alert to instances of discrimination and deprivation; difference and diversity which they not only identify but can also persuasively argue about.
- A Political science graduate is privy to the unique location of the discipline within the social sciences and can contextual their learning within the disciplinary boundaries while simultaneously and consciously using inter-disciplinary methods and concepts to understand inter-connected social, economic and political realities.

- Political science graduates go through rigorous training in academic writing which includes writing logical and coherent essays as well as longer research articles in terms of term papers. Class room debate and discussion encourages them to think on their feet; sharpen their submissions and argue persuasively. They are also introduced to a variety of writing including commentaries and original manuscripts; government reports and alternative assessments as well as visual and print media.
- The discipline teaches students how to distinguish between various ideological orientations; the multiple lens that may be used to make sense of the same political event or issue and thereby how to side-step biases and partisan positions in presenting their findings. The discipline inculcates a culture of academic honesty and investigative rigour to ensure authentic analytical outcomes. The syllabus of the undergraduate course on Political science also encourages students to get hands on experience of how research in the discipline is conducted. They are encouraged to draw up research questionnaires, select the field and decide on sample size and method of selection, conduct interviews with respondents as well as focused group discussions and finally translate the responses into a coherent write up. These exercises are not limited to election analysis and collecting voter responses but are primarily conducted to teach the student how to transition from the level of policy to the practice of politics. Political science graduates are uniquely positioned as the undergraduate course also imparts extensive understanding of International relations and global politics which allows them to move beyond the traditional area and concerns of the discipline. The course not only introduces them to various theories and concepts within international relations but also includes detailed discussion of contemporary international events and

decisions made by state and non-state actors apart from also looking at the functioning of global and multinational organisations and institutions. The perspective sharpens their understanding of the national and they can better appreciate the nuances of state policies. The comparative perspective which students imbibe through courses in two semesters highlights the differences in states mapped along various indices such as development trajectories and state formation. Along with a richer understanding of select areas students are also encouraged to reflect and think critically about western frameworks of knowledge and understanding and how these may be challenged by alternative frameworks emerging in what is broadly referred to as the 'Global South' Courses on Public administration familiarize the student with the complexities of state and bureaucratic functioning as well as policy making and advocacy. The student learns about the concepts of organisation and management and their application which is extremely relevant to unravelling the intricacies of large public organisations and corporate bodies.

- The study of Indian politics provides the student a means to navigate the labyrinth that politics in India reflects. Students decode this through various categories including gender, caste, class, ethnicity and others while also effortlessly transiting across various levels of the national, sub-national and local. These courses anchor the indispensability of the inter and multi-disciplinary lens and provide a corrective and challenge to the western frameworks and models of understanding political phenomena.
- On the completion of the six semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the six core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations

and Indian Political Thought. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have; the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing and also the bureaucracy.

Credit Distribution for B.A. (Hons) Political Science

Details of courses under B.A (Hons.)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial

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I. Core Course

(14 Papers)	14X4= 56	14X5= 70
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Core Course Practical / Tutorial*

(14 Papers)	14X2=28	14X1=14
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II. Elective Course

(8 Papers)

A.1. Discipline Specific Elective

(4 Papers)	4X4=16	4X5= 20
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A.2. Discipline Specific Elective

Practical/ Tutorial*

(4 Papers)	4X2= 8	4X1= 4
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B.1. Generic Elective/ Interdisciplinary

(4 Papers)	4X4= 16	4X5= 20
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B.2. Generic Elective Practical/
Tutorial*

(4 Papers)	4X2= 8	4X1= 4
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• **Optional Dissertation or project work in place of one Discipline Specific**

List of Papers and Courses

A.CORE COURSE (14)

SEMESTER-I

CC1-Understanding Political Theory

CC2-Constitutional Government and Democracy in India

SEMESTER-II

CC3-Political Theory- Concept and Debates

CC4-Political Process in India

SEMESTER-III

CC5-Introduction to Comparative Government and Politics

CC6-Perspective on Public Administration

CC7-Perspective on International Relations and World History

SEMESTER-IV

CC8- Political Processes and Institutions in Comparative Perspective

CC9- Public Policy and Administration in India

CC10- Global Politics and Indian Foreign Policy Since 1945.

SEMESTER-V

CC11- Classical Political Philosophy

CC12- Ancient and Mediaeval Indian Political Thought

SEMESTER-VI

CC13-Modern Political Philosophy

CC14-Modern Indian Political Thought

B. GENERIC ELECTIVE-4(Interdisciplinary)

GE1-Nationalism in India

GE2-Contemporary Political Economy

GE3-Governance: Issues and Challenges

GE4-Constitutional Government in India

C. DISCIPLINE SPECIFIC ELECTIVE-4(DSE)

DSE1-Political Sociology

DSE2-Nationalism in India

DSE3-United Nations and Global conflicts

DSE4-Introduction to Human Rights

D. ABILITY ENHANCEMENT-3 (AE Skill Based)

1. Legislative Practices and Procedures

2. Research Methodology

COURSE STRUCTURE

	Core Course(14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (2)	Elective: Generic (GE) (4)
Semester-I	CC1: Understanding Political Theory	(English/MIL Communication)/ Environmental Science			GE1: Nationalism in India
	CC2: Constitutional Government and Democracy in India				
Semester-II	CC3: Political Theory- Concept and Debates	Environmental Science/(English/ MIL Communication)			GE2: Contemporary Political Economy
	CC4: Political Process in India				
Semester-III	CC5: Introduction to Comparative Government and Politics.		SEC1: Legislative Practices and Procedures		GE3: Governance: Issues and Challenges
	CC6: Perspective on Public Administration				
	CC7: Perspective on International Relations and World History				
Semester-IV	CC8: Political Processes and Institutions in Comparative Perspective		SEC2: Research Methodology		GE4: Constitutional Government in India
	CC9: Public Policy and Administration in India				
	CC10: Global Politics and Indian Foreign Policy Since 1945.				

Semester-V	CC11: Classical Political Philosophy			DSE1: Political Sociology	
	CC12: Ancient and Mediaeval Indian Political Thought			DSE2: Nationalism in India	
Semester-VI	CC13: Modern Political Philosophy			DSE3: United Nations and Global conflicts	
	CC14: Modern Indian Political Thought			DSE4: Introduction to Human Rights.	

CHOICE BASED CREDIT SYSTEM

SYLLABI AND READING LIST

BA (HONS) POLITICAL SCIENCE

A) CORE COURSE

CC1-Understanding Political theory Credit: 6

Course Objective:

This course introduces the various ways of theorizing the political. The idea is to introduce and assess the conventional as well as contemporary approaches to understanding politics

Course Learning Outcomes:

After reading the course, the learner would

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and of applying theory into practice.

Introducing Political Theory (30 lectures)

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

II. Political Theory and Practice (30 lectures)

The Grammar of democracy

1. Democracy: The History of an Idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and representation

References:

- Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science*. London: Macmillan,
- Chambers, C. (2008) ‘Gender’, in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press,
- Kukathas, C. and Gaus G. F. (eds), *Handbook of Political Theory*. New Delhi: Sage,
- Palgrave, *Contemporary Political Theory*.
- McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press.

- Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman,
- Knowles, D. (2001). 'Political Obligation', in *Political Philosophy*. London: Routledge,
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press. Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.
- Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield.
- Vattimo, Gianni, 1988 [1985], *The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture*, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.
- অনাদিকুমারমহাপাত্র, আধুনিকরাষ্ট্রবিজ্ঞান
- শোভনলালদত্তগুপ্ত, মার্কসীয়রাষ্ট্রচিন্তা।
- সুজিতসেন, মার্কসবাদ।
- রাজশ্রীবসু, নারীবাদ।
- সুজিত সেন সম্পাদিত, নারীমুক্তি: নানাচোখে।
- কয়াল বন্দ্যোপাধ্যায়, প্রসঙ্গ রাজনৈতিকতত্ত্ব।
- দীপক দাস সম্পাদিত , রাজনীতির তত্ত্বকথা (প্রথমওদ্বিতীয়খন্ড)
- দেবশীষচক্রবর্তী, রাষ্ট্রবিজ্ঞান : তত্ত্বপ্রতিষ্ঠান।
- প্রলয়দেবমুখোপাধ্যায়, রাষ্ট্রওরাজনীতি: তত্ত্বওমতবাদিক বিতর্ক।
- চৈতালি বসু রাজনীতি শাস্ত্রওঅভিজ্ঞতাবাদী রাষ্ট্রতত্ত্ব।

CC2-Constitutional Government and Democracy in India

Credit: 6

Course Objective:

The aim of this course is to enable students to gain knowledge about the constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.

Course Learning Outcomes:

At the end of the course, students shall:

- be familiarized with the debates around the origin, and evolution of the Indian constitution.
- become aware of the manner in which government functions through its various organs.
- understand the division of power between various organs of the government at different levels.

This course enables students to develop an understanding of the tenets of Indian constitutionalism by engaging with Constituent Assembly debates. It enables them to understand the working of different organs of government and analyze the interaction amongst them which often involves both conflict and cooperation. Moreover, it enables the students to understand the division of powers in Indian federal set-up and its asymmetrical federal arrangements, with special emphasis on the special provisions for governance in fifth and sixth schedules of the constitution. The students are also familiarized with the process of rural and urban governance and the dynamics of gender and caste in these domains. The students would also become familiar with challenges of addressing emergency conditions and security concerns within the constitutional framework.

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

- a. Philosophy of the constitution, the Preamble and the features of the constitution (8 lectures)
- b. Fundamental rights and directive Principles (8 lectures)

II. Organs of Government (20 lectures)

- a. The Legislature: Parliament (6 lectures)
- b. The Executive: President and Prime Minister (8 lectures)
- c. The Judiciary: Supreme Court (6 lectures)

III. Federalism and Decentralization (12 lectures)

- a. Federalism: Division of powers, Emergency Provision, Fifth and Sixth Schedules (8 lectures)

b. Panchayati Raj and Municipalities (4 lectures)

References:

- G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press,
- R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in
- R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press,
- Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford:
- Bloomsbury, Ch. 'Origins and the Crafting of the Constitution',
- S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust
- M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press
- S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.
- D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press,
- Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press
- Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press,
- P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal*

Literacy: An Introduction to Law in India, Oxford University Press, New Delhi.

- K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press,
- K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.
- P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press,

- D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- অনাদি কুমার মহাপাত্র, ভারতের শাসনব্যবস্থা,
- অমল মুখোপাধ্যায়, ভারতীয় সংবিধান পরিক্রমা
- অরুণাভ ঘোষ, ভারতীয় রাজনীতির বিতর্কিত বিষয়।
- সুজিত সেন সম্পাদিত, জাতপাতওসংরক্ষণ:ভারতীয় প্রেক্ষাপট।

CC3-Political Theory- Concepts and Debates

Course Objective:

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organizing our social living.

Course Learning Outcomes:

After completing the course, the learner will be able to:

- Understand the dimensions of shared living through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Section A:

I. Importance of Freedom (10 lectures)

- a. Negative Freedom: liberty
- b. positive Freedom: Freedom as emancipation and development

Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality (12 lectures)

- a. Formal Equality: equality of Opportunity
- b. Political Equality
- c. Egalitarianism: Background inequalities and differential treatment

Important Issue: Affirmative Action

III. Indispensability of justice (12 lectures)

- a. Procedural Justice
- b. Distributive Justice

C. Global Justice

Important Issue: capital punishment

IV. The Universality of Rights (13 lectures)

a. Natural Rights

b. Moral and Legal Rights

c. Three Generation of Rights

d. Rights and Obligations

Important Issue: Rights of Girl Child

Section B: Major Debates (13 lectures)

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

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

III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

References:

- An Introduction to Political Theory : O.P. Gauba.
- McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press.
- Swift, A. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press.
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- Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman
- Mckinnon, C. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press,
- Owen, D. (2003) 'Democracy', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 105-117.
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- Galeotti, A. E. (2008) 'Toleration', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press,
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- রাজশ্রীবসু নারীবাদ।
- সুজিত সেন সম্পাদিত, নারীমুক্তি:নানাচোখে।
- কয়াল বন্দ্যোপাধ্যায়, প্রসঙ্গ রাজনৈতিকতত্ত্ব।
- দীপক দাস সম্পাদিত ,রাজনীতির তত্ত্বকথা (প্রথমওদ্বিতীয়খন্ড)
- দেবশীষচক্রবর্তী, রাষ্ট্রবিজ্ঞান : তত্ত্বপ্রতিষ্ঠান।
- প্রলয়দেবমুখোপাধ্যায়, রাষ্ট্রওরাজনীতি:তত্ত্বওমতবাদিক বিতর্ক।

- চৈতালি বসু, রাজনীতি শাস্ত্রওঅভিজ্ঞতাবাদী রাষ্ট্রতত্ত্ব।

CC4- Political Process in India

Course Objective:

An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the manner in which they impact upon and are shaped by the institutional frameworks of politics. This course equips students with the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.

Course Learning Outcomes:

At the end of the course students shall:

- gain insights into the interconnections between social and economic relations and the political process in India.
- understand the challenges arising due to caste, class, gender and religious diversities and also analyze the changing nature of the Indian state in the light of these diversities.

- make sense of the specificities of the political processes in India in the light of changes of the state practices, electoral system, representational forms and electoral behavior.

I. Political Parties and the Party System (6 lectures)

Trends in the party system, From the Congress system to Multi-Party coalitions.

II. Determinants of Voting Behavior (8 lectures)

Caste, Class, Gender and Religion

III. Regional Aspirations (8 lectures)

The Politics of Secession and Accommodation

IV. Religion and Politics (8 lectures)

Debates on Secularism, Minority and Majority communalism

V. Caste and politics (6 lectures)

Caste in politics and politicization of caste

VI. Affirmative Action policies (6 lectures)

Women, Caste and Class

VII. The changing nature of Indian state (6 lectures)

Development, welfare and Coercive Dimensions

- [References:](#)
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- অমল মুখোপাধ্যায়, ভারতীয় সংবিধান পরিক্রমা
- অরুণাভ ঘোষ, ভারতীয় রাজনীতির বিতর্কিত বিষয়।
- সুজিত সেন সম্পাদিত, জাতপাতওসংরক্ষণ:ভারতীয় প্রেক্ষাপট।

CC5-Introduction to Comparative Government and Politics

Credit: 6

Course Objective:

This course aims to familiarize students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The historical context of modern state, constitutional development and their political economy could be understood with specific references; such as capitalism with reference to Britain, United States of America, socialism with reference to China and features of Direct Democracy.

Course Learning Outcomes:

This paper would enable student to understand the legacy of the discipline. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture and their political economy. Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context. It would enhance the ability of students to use analytical frame of gender, race, ethnicity and their intersectionality in comparative perspective. Students will develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research.

I. Understanding Comparative Politics (8 lectures)

- a. Nature and scope
- b. Going beyond Eurocentrism

II. Historical context of modern Government (16 lectures)

- a. Capitalism: meaning and development: Globalization
- b. Socialism: meaning, growth and development
- c. Colonialism and decolonization: meaning, context, form of colonialism, anti- colonialism struggle and process of decolonization

III. Themes of Comparative analysis (24 lectures)

A comparative study of constitutional developments and political economy in the following countries: Britain, USA, Swiz and China.

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- দীপিকামজুমদার, তুলনামূলক রাজনীতি ও শাসনব্যবস্থা।

CC6- Perspectives on Public Administration

Credit: 6

Course Objective:

The course introduces the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

Course Learning Outcomes:

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The students will be better equipped to analyze processes of leadership and conflict-management that have become increasingly significant in contemporary administration.
- The student learns about major contemporary approaches in public administration.
- The student is specially made sensitive to the feminist perspective in Public administration.

I. Public Administration as a Discipline (15 lectures)

- a. Meaning, Dimensions and significance of the Discipline
- b. Public and Private Administration
- c. Evolution of Public Administration

II. Theoretical Perspectives (25 lectures)

- a. Classical Theories:
 - i) Scientific Management (F.W.Taylor)
 - ii) Administrative Management (Gullick, Urwick and Fayol)
 - iii) Ideal-type Bureaucracy (Max Weber)
- b. Neo-classical Theories:
 - i) Human relation theory (Elton Mayo)
 - ii) Rational decision-making (Herbert Simon)
- c. Contemporary Theories:
 - i) Ecological approach (Fred Riggs)
 - ii) Innovation and Entrepreneurship (Peter Drucker)

III. Public Policy (10 lectures)

- a. Concept, relevance and approaches
- b. formulation, implementation and evaluation

IV. Major Approaches in Public Administration (20 lectures)

- a. New public administration
- b. New public management

c. New public service approach

d. Good Governance

e. Feminist perspectives

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- সোমাঘোষ, জনপ্রশাসন:তত্ত্বওপ্রয়োগ
- মোহিতভট্টাচার্যওবিশ্বনাথঘোষ, জনপ্রশাসনওপরিকল্পনা
- সুভাষসোমা, জনপ্রশাসন
- প্রাণগোবিন্দদাস, জনপ্রশাসন
- বিশ্বনাথচক্রবর্তী, পশ্চিমবঙ্গের পঞ্চায়েত ব্যবস্থার রূপরেখা।
- প্রভাতদত্ত, স্থানীয় স্বায়ত্ত শাসন।
- বিশ্বনাথচক্রবর্তী, স্থানীয় স্বায়ত্ত সরকার।

CC7-Perspectives on International Relations and World History

Credit: 6

Course Objective:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agent-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

Course Learning Outcomes:

- The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.

- Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.
- The paper will go beyond eurocentrism in international relations and reflect on the global South perspectives.
- It will evolve analytical skills to further explore both theoretical and actual key milestones in international relations.

A. Studying International Relations (15 lectures)

- i) How do you understand International Relations: Level of analysis (3 lectures?)
- ii) History and IR: Emergence of the International state system (2 lectures)
- iii) Pre-Westphalia and Westphalia (5 lectures)
- iv) Post- Westphalia

B. Theoretical Perspectives (25 lectures)

- i) Classical Realism & Neo-Realism (6 lectures)
- ii) Liberalism and Neo-Liberalism (5 lectures)
- iii) Marxist Approach (5 lectures)
- iv) Feminist Perspectives (4 lectures)
- v. Eurocentrism and Perspectives of the Global south (5 lectures)

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

- i) World War I: Causes and consequences (1 lecture)
- ii) Significance of the Bolshevik Revolution (1 lecture)
- iii) Rise of Fascism/Nazism (2 lectures)
- iv) World War II: Causes and consequences (3 lectures)
- v) Cold War: Deferent phases (4 lectures)
- vi) Emergence of the Third world (3 lectures)
- vii) Collapse of the USSR and the end of the Cold War (2 lectures)
- viii) Post cold war developments and the emergence of other power center of power (4 lectures)

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- রাধারমনচক্রবর্তীওসুকল্লাচক্রবর্তী, সমসাময়িক আন্তর্জাতিক সম্পর্ক।
- অনিকচট্টোপাধ্যায়, ঠান্ডায়ুদ্ধের পর আন্তর্জাতিকসম্পর্ক।
- অঞ্জনাঘোষ, ঠান্ডায়ুদ্ধ উত্তর আন্তর্জাতিক সম্পর্ক।
- প্রাণগোবিন্দদাস, আন্তর্জাতিক সম্পর্ক।
- পুরুষোত্তম ভট্টাচার্য ও অনিন্দ্যজ্যোতি মজুমদার, আন্তর্জাতিক সম্পর্কের রূপরেখা।
- গৌতমকুমারবসু, আন্তর্জাতিক সম্পর্ক:তত্ত্বওবিবর্তন।
- Pranab Kumar Dalal – *Antarjatic tatta o Samasamik Biswa*

CC8- Political Processes and Institutions in Comparative Perspective

Credit: 6

Course Objective:

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Course Learning Outcomes:

The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic and authoritarian systems. It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems. It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies. Students will develop insights into the process of democratization in post-colonial, post-authoritarian and post-communist societies.

I. Approaches to studying comparative politics (8 lectures)

- a. Political Culture
- b. New Institutionalism

II. Electoral system (8 lectures)

Definition and procedure: types of election system (first past the post, proportional representation)

III. Party system (8 lectures)

Historical context of emergence of party system and types of parties.

IV. Nation state (8 lectures)

What is nation state? Historical evolution in Western Europe and post colonial context. Nation and state debates.

V. Democratization (8 lectures)

Process of democratization in post-colonial, post authoritarian and post Communist countries.

VI. Federalism. (8 lectures)

Historical context of federation and confederation. Debates around territorial division of power.

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CC9-Public Policy and Administration in India Credit: 6

Course Objective:

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

Course Learning Outcomes:

- The student is introduced to theoretical perspectives on public policy, a major sub-discipline of public administration.
- This is a paper devoted specially to the Indian context, so the student will become familiar with details of public policy adopted in India.

- Students will recognize the significance of local governance – both rural and urban.
- The students will become familiar with a range of budgetary procedures and practices, as part of the budget cycle in India.
- The student is exposed to mechanisms of grievance redressal and a range of specific social welfare policies.

I. Public Policy (5 lectures)

- a. Definition, characteristics and models
- b. Public policy process in India

II. Decentralization (10 lectures)

- a. Meaning, Significance and approaches and types
- b. Local Self Governance: Rural and Urban

III. Budget and Financial Administration (8 lectures)

- a. Concept and Significance of Budget
- b. Budget cycle in India
- c. Public Accounts Committee, Estimate Committee, Role of CAG

IV. Organization of Union and State Government

Secretariat Administration, PMO, Cabinet Secretariat and Chief Secretariat of State

V. District Administration: Role of D.M., S.D.O. and B.D.O.

VI. Planning: Planning Commission, National Development Council, District planning, Changing nature of planning, NITI Ayog

VII. Citizen and Administration: Function of Lokpal & Lokayukt, Right to Information-Citizen Charter

VIII. Social Welfare Policies: Right to Education, National Health Mission, Right to Food Security, MNREGA.

References:

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- অমল মুখোপাধ্যায়, ভারতীয় সংবিধান পরিক্রমা
- সুভাষসোমা, জনপ্রশাসন
- প্রাণগোবিন্দদাস, জনপ্রশাসন
- বিশ্বনাথচক্রবর্তী, পশ্চিমবঙ্গের পঞ্চায়েত ব্যবস্থার রূপরেখা।
- প্রভাতদত্ত, স্থানীয় স্বায়ত্ত শাসন।
- বিশ্বনাথচক্রবর্তী, স্থানীয় স্বায়ত্ত সরকার।

CC10-Global Politics and Indian Foreign Policy since 1945

Credit: 6

Course Objective:

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Learning Outcomes:

- The students will have conceptual clarity on meaning, nature and significance of globalization.
- The students will learn about the contemporary debates on the discourse of globalization.
- The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.
- The paper will enhance students' understanding of contemporary global issues like proliferation of nuclear weapons, ecology, international terrorism and human security.

- The paper will develop analytical skills of the students to reflect on the phenomenon of global governance.

A. Post Cold War: An Overview, Globalization: Conception and Perspective

B. Major Institution of Global Governance: World Bank, I.M.F., W.T.O.-Overview.

C. Major Regional Organizations: EU (Brexit), ASEAN, OPEC, SAARC & BRICS

D. NAM and its relevance

E. Contemporary Global Issues: Terrorism, Environment, Human Rights, Proliferation of Nuclear weapons, Migration

F. Indian Foreign Policy:

i) Basic principle, objectives and evolution.

ii) India and her neighbors: Pakistan, Nepal, Bhutan, Bangladesh and srilanka

iii) India's bilateral relations with USA, China, Russia.

References:

- Andrew Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan.
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- Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company.

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- Canchal Kumar (et.al), *Understanding Global Politics*, K.W. Publishers, Delhi, 2017.
- T. Cohn, (2009) *Global Political Economy: Theory and Practice*,.
- J. Goldstein, (2006) *International Relations*, New Delhi: Pearson,
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- Sumit Ganguly (ed),(2016) “Engaging the World-Indian Foreign Policy since 1947” New Delhi, Oxford University Press.
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- Aneek Chatterjee- Neighbours Major Powers and Indian Foreign Policy.
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- অনিকচট্টোপাধ্যায়, ঠান্ডায়ুদ্ধের পর আন্তর্জাতিকসম্পর্ক।
- অঞ্জনাঘোষ, ঠান্ডায়ুদ্ধ উত্তর আন্তর্জাতিক সম্পর্ক।
- প্রাণগোবিন্দদাস, আন্তর্জাতিক সম্পর্ক।

- পুরুষোত্তম ভট্টাচার্য ও অনিন্দ্যজ্যোতি মজুমদার, আন্তর্জাতিক সম্পর্কের রূপরেখা।
- গৌতমকুমারবসু, আন্তর্জাতিক সম্পর্ক: তত্ত্ব ও বিবর্তন।
- Pranab Kumar Dalal – Antarjatic tatta o Samasamik Biswa

CC11-Classical Political Philosophy

Credit: 6

Course Objective:

This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways. The aim is to introduce to the students the questions, ideas and values of political philosophy which are being addressed by the political philosophers as part of contemporary political thinking. In this manner students would be familiarized with the theoretical origins of key concepts in political science.

Course Learning Outcomes

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

- Understand how to read and decode the classics and use them to solve contemporary socio-political problems.
- Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

I. Text and Interpretation

II. Antiquity

Plato (2 weeks)

Philosophy of politics, Theory of forms, Justice, Philosopher king/Queen, Communism

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

Aristotle (2 weeks)

Forms, Virtue, Citizenship, justice, state and Household

Presentation themes: Classification of governments, man as zoon politikon, Citizenship, justice, State and Household, Classification of Government.

III. Interlude:

Machiavelli (2 weeks)

Virtue, Religion, Republicanism

Presentation themes: Morality and Statecraft. Vice and Virtue

IV. Possessive Individualism

Hobbes (2 weeks)

Human nature, State of nature, Social contract, state

Presentation themes: State of nature, Social contract, Leviathan, atomistic individuals.

Locke (2 weeks)

Laws of nature, Natural rights, property,

Presentation themes: Natural rights, rights to dissent, justification of property.

References:

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd.
- Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London,
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- Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education,
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- T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press,
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- Hobbes, T. *Leviathan*, Chapters 1, 2, 3, Curley, Edwin (1994), Hackett Publishing Company, Inc: Indiana.
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- Locke, J. *Two Treatise of Government* (Cambridge: CUP, 1988), Book II, Chapter 1-5 Rawls, J. *Lectures on the History of Political Philosophy*.
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- R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press,
- নিমাইপ্রামানিক ও সুশীলরঞ্জনরায়, পাশ্চাত্য রাষ্ট্রচিন্তা রূপরেখা।
- অমল মুখোপাধ্যায়, পাশ্চাত্য রাষ্ট্রচিন্তা পরিক্রমা।
- প্রাণগোবিন্দ দাস, রাষ্ট্রচিন্তার ইতিবৃত্ত।
- শোভনলাল দত্তগুপ্ত সম্পাদিত, পাশ্চাত্য রাষ্ট্রভাবনা।

CC12- Ancient and Medieval Indian Political Thought

Credit: 6

Course Objective:

The primary objective of the course is to make students familiar with the works and studies related to Indian Political Thought. This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated socio-political transformation. The course as a whole is meant to provide a sense of the broad streams of Indian thought, while encouraging a specific knowledge of individual thinkers and texts. The ideas contain classical as well as medieval approaches to the issues in existence in the Indian society. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Course Learning Outcomes:

Having successfully completed this course, student will be able to demonstrate knowledge and understanding of basic concepts of ancient and medieval Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought. This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historiographical debates.

I. Ancient Indian Political Thought (12 lectures)

Introduction, Historiography, Features, Ideas of State and Government

II. Manu: Social Laws (6 lectures)

III. Kautilya: Theory of state, Theory of Saptanga, Concept of King, Dandaniti, Conduct of foreign policy

IV. Medieval Political Thought: Introduction, nature of state (2 lectures)

V. Barani: Ideal Polity (4 lectures)

VI. Abul Fazal: Monarchy (4 lectures)

VIII. Kabir: Syncretism (5 lectures)

References:

- Singh, Aakash, Silika Mohapatra (2010): *Indian Political Thought*, A Reader, New Delhi: Routledge
- Varma, Vishwanth Prasad, *Hindu Political Thought and Its Metaphysical Foundations*, Motilal Banarsidass, Delhi 1952
- R.S. Sharma, *Aspects of Political ideas and institutions in Ancient India*, Delhi, 1959.
- T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications.
- S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge,
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- P. Olivelle, (2006) *Manu's Code of Law: A Critical Edition and Translation of the Manava – Dharmasastra*, Delhi: Oxford University Press,

- অনাদিকুমার মহাপাত্র, ভারতীয়রাষ্ট্রদর্শন
- ভারতীমুখার্জি, প্রাচীনওমধ্যযুগের ভারতবর্ষের রাজনৈতিক চিন্তা
- রাধারমনচক্রবর্তী সম্পাদিত,
ভারতীয়রাষ্ট্রচিন্তারবিকাশওরাজনৈতিকআন্দোলন।
- নিমাইপ্রামানিক(সম্পাদিত), আধুনিক ভারতের সামাজিকওরাজনৈতিক ভাবনা।
- সত্যব্রত চক্রবর্তী সম্পাদিত, ভারতবর্ষ:রাষ্ট্রভাবনা.

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.

I. Modernity and its discourses (8 lectures)

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

II. Jean Jacques Rousseau (6 lectures)

Presentation themes: General will, local or direct democracy, self government, origin of inequality.

III. Bentham: Utilitarianism (4 lectures)

IV. John Stuart Mill (4 lectures)

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

V. Hegel: Civil Society and State (4 lectures)

VI. T.H.Green: Freedom and obligation (4 lectures)

VII. Karl Marx: Alienation, difference with other kind of materialism, class struggle (8 lectures)

VIII. Antonio Gramsci: Hegemony and Passive Revolution (4 lectures)

IX. Louis Althusser: Ideology, ISA and RSA (4 lectures)

References:

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- B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman
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- L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press,
- Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.
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- অমল মুখোপাধ্যায়, পাশ্চাত্য রাষ্ট্রচিন্তা পরিক্রমা।
- প্রাণগোবিন্দ দাস, রাষ্ট্রচিন্তার ইতিবৃত্ত।
- শোভনলাল দত্তগুপ্ত সম্পাদিত, পাশ্চাত্য রাষ্ট্রভাবনা।

CC14-Modern Indian Political Thought

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.

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

II. Rammohan Roy: contribution to Indian liberalism

III. Idea of nationalism: Vivekananda, Bankimchandra, Tagore

IV. Gandhi: Ideas of state, Democracy, theory of Trusteeship

V. Ambedkar: Social justice

VI: Subhas Chandra Bose: Doctrine of Synthesis

VII. Savarkar: Hindutva

VIII: Idea of Socialism: Nehru, Lohia and Jayprakash Narayan

IX. M.N. Roy: Radical Humanism

References:

- 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,
- D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose,

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- Madani, (2005) Composite Nationalism and Islam, New Delhi: Manohar,
- অনাদিকুমার মহাপাত্র, ভারতীয়রাষ্ট্রদর্শন
- ভারতীমুখার্জি, প্রাচীনওমধ্যযুগের ভারতবর্ষের রাজনৈতিক চিন্তা
- রাধারমনচক্রবর্তী সম্পাদিত,
ভারতীয়রাষ্ট্রচিন্তারবিকাশওরাজনৈতিকআন্দোলন।
- নিমাইপ্রামানিক(সম্পাদিত), আধুনিক ভারতের সামাজিকওরাজনৈতিক ভাবনা।
- সত্যব্রত চক্রবর্তী সম্পাদিত, ভারতবর্ষ:রাষ্ট্রভাবনা.

B.GENERIC ELECTIVE COURSE

GE1- Nationalism in India

Credit: 6

Course Objective:

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently, on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes:

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

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases.

- Understand the contribution of various social movements in the anti-colonial struggle.
- Demonstrate awareness of the history of partition and the moment of independence that Followed.

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

Nationalist, Imperialist, Marxist and Subaltern interpretations

II. Reformism and Anti-Reformism in the 19th Century (8 lectures)

Major social and religious movement in 19th century

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

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals, Beginning of Constitutionalism in India
- b. Gandhi and mass mobilization: Non-cooperation Movement, Civil Disobedience Movement and Quit India Movement
- c. Socialist Alternatives: Congress Socialist, Communists

IV. Social Movements (8 lectures)

- a. The Women's Question: Participation in the nationalist movement and its impact
- b. The Cast Question: Anti-Brahminical Politics
- c. Present, Tribal and workers movement

V. Partition and Independence (6 lectures)

- a. Communalism in Indian Politics
- b. The Two –Nation Theory, Negotiation over partition

References:

- Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman,.
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- Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House
- Pradhan, Ram Chandra. (2008) *Raj to Swaraj*. New Delhi: Macmillan.
- সুমিতসরকার, আধুনিক ভারত।
- এ আর দেশাই, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি।

GE2-Contemporary Political Economy

Credit: 6

Course Objective:

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

- To familiarize the students with the different theoretical approaches
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

Course Learning Outcomes:

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

I. Approaches' to Political Economy (15 lectures)

Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian Approach

II. Capital Transformation (14 lectures)

- a. European Feudalism and Transition to Capitalism
- b. Globalization: Transnational Corporation, World Trade Organization, Non-governmental Organizations (their role in development)

III. Issues in Development (15 lectures)

- a. Culture: Media and Television
- b. Big Dams and Environmental concerns
- c. Military: Global Arms Industry and Arms Trade
- d. Knowledge Systems

IV. Globalization and Development Dilemmas (16 lectures)

- a. IT Revolution and Debates on sovereignty
- b. Gender
- c. Racial and Ethnic Problem.
- d. Migration.

References:

- Lal, D. Reviving the *Invisible Hand: The Case for Classical Liberalism in the TwentyfirstCentury*. Princeton: Princeton University Press,

- Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print,
- Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press,
- Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited,
- Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press,
- L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell,
- Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcreev, A. (eds.), *The Global Transformations Reader*. Cambridge: Polity Press,
- Baylis, J., Smith, S. & Owens, P. (eds.) *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press,
- Arya, S. and Roy, A. (eds.) *Poverty Gender and Migration*. New Delhi: Sage,

GE3- Governance Issues and Challenges

Credit: 6

Course Objective:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development.

The essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes:

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.
- The students become familiar with a rigorous introduction to the best practices in India on good governance.

I. Government and Governance: Concepts (12 lectures)

a. Role of State in the Era of Globalization

b. State, Market and Civil Society

II. Governance and Development (12 lectures)

Changing Dimensions of Development Strengthening Democracy through Good Governance.

III. Environmental Governance (12 Lectures)

a. Human-environment interaction

b. Green Governance: Sustainable Human Development

IV. Local governance (12 lectures)

a. Democratic Decentralization

b. People Participation in Governance

V. Good Governance Initiatives in India: Best practices (20 lectures)

- a. Public services guarantee Act
- b. Electronic Governance
- c. Citizens charter & RTI
- d. Corporate Social Responsibility

References:

- B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998
- Surendra Munshi and Biju Paul Abraham (eds.), Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004
- United Nation Development Programme, Reconceptualising Governance, New York, 1997 Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality,
- Smita Mishra Panda, Engendering Governance Institutions: State, Market And Civil Society, Sage Publications, 2008
- B. C. Smith, Good Governance and Development, Palgrave, 2007
- J.P. Evans, Environmental Governance, Routledge, 2012
- Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights and the Law of the Commons, Cambridge University Press, 2013
- Bina Agarwal, Gender And Green Governance, Oxford University Press, Oxford, 2013
- Pranab Bardhan and Dilip Mookherjee, Decentralization and Local Governance in Developing Countries: A Comparative Perspective, MIT Press, 2006
- T.R. Raghunandan, Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society, Orient Blackswan, 2013

- Niraja Gopal Jayal, Democracy and the State: Welfare, Secularism, and Development in Contemporary India, Oxford University Press, 1999
- Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford University Press, 1995
- K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social
- Amartya Sen and Jean Dreze, Omnibus: Poverty and Famines, Hunger and Public Action,
- D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

GE4: Constitutional Government in India Credit: 6

Course Objective:

The aim of this course is to enable students to gain knowledge about the constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course

is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.

Course Learning Outcomes:

At the end of the course, students shall:

- be familiarized with the debates around the origin, and evolution of the Indian constitution.
- become aware of the manner in which government functions through its various organs.
- understand the division of power between various organs of the government at different levels.

This course enables students to develop an understanding of the tenets of Indian constitutionalism by engaging with Constituent Assembly debates. It enables them to understand the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation. Moreover, it enables the students to understand the division of powers in Indian federal set-up and its asymmetrical federal arrangements, with special emphasis on the special provisions for governance in fifth and sixth schedules of the constitution. The students are also familiarized with the process of rural and urban governance and the dynamics of gender and caste in these domains. The students would also become familiar with challenges of addressing emergency conditions and security concerns within the constitutional framework.

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

- a. Philosophy of the constitution, the Preamble and the features of the constitution (8 lectures)
- b. Fundamental rights and directive Principles (8 lectures)

II. Organs of Government (20 lectures)

- a. The Legislature: Parliament (6 lectures)
- b. The Executive: President and Prime Minister (8 lectures)
- c. The Judiciary: Supreme Court (6 lectures)

III. Federalism and Decentralization (12 lectures)

- a. Federalism: Division of powers, Emergency Provision, Fifth and Sixth Schedules (8 lectures)
- b. Panchayati Raj and Municipalities (4 lectures)

References:

- G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press,
- R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in
- R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press,
- Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford:

- Bloomsbury, Ch. 'Origins and the Crafting of the Constitution',
- S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust
- M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press
- S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.
- M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press,
- Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press
- Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press,
- P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.,) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.
- R. Dhavan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press,
- K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.
- J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press,
- D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

- অনাদি কুমার মহাপাত্র, ভারতের শাসনব্যবস্থা,
- অমল মুখোপাধ্যায়, ভারতীয় সংবিধান পরিক্রমা
- অরুণাভ ঘোষ, ভারতীয় রাজনীতির বিতর্কিত বিষয়।
- সুজিত সেন সম্পাদিত, জাতপাতওসংরক্ষণ:ভারতীয় প্রেক্ষাপট।

C. DISIPLINE SPECIFIC COURSE (DSE)

DSE1- Political Sociology

Credit: 6

I. Emergence of Political Sociology, Sociology of Politics and Political Sociology

II. State and Civil Society: meaning and relation.

III. Political Culture: meaning, components and types.

IV. Political Socialization: meaning, role and agencies

V. Social inequality and politics: Caste, Class and Power Politics, Gender –Question and Women’s Empowerment.

VI. Religion and Politics: Various Perspectives

VII. Political System: Classification and Types.

VIII. Political Process: Political Participation, Political Mobilization and Political Communication.

IX. Groups of Politics: Interest Group and Pressure Group

X. Political Parties: Definition, Function and Types.

XII. Modernization and Political Development

References:

- Amal Kumar Mukhopadhyay- Political Sociology
- MacIver and Page- Society
- Tom Bottomore- Political Sociology
- Rush and Althrof- Political Sociology
- অনাদি কুমার মহাপাত্র-রাজনৈতিক সমাজতত্ত্ব

DSE2- Nationalism in India Credit: 6

Course Objective:

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently, on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes:

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

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India • Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle

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

Nationalist, Imperialist, Marxist and Subaltern interpretations

II. Reformism and Anti-Reformism in the 19th Century (8 lectures)

Major social and religious movement in 19th century

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

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals, Beginning of Constitutionalism in India
- b. Gandhi and mass mobilization: Non-cooperation Movement, Civil Disobedience Movement and Quit India Movement
- c. Socialist Alternatives: Congress Socialist, Communists

IV. Social Movements (8 lectures)

- a. The Women's Question: Participation in the nationalist movement and its impact
- b. The Cast Question: Anti-Brahminical Politics
- c. Present, Tribal and workers movement

V. Partition and Independence (6 lectures)

- a. Communalism in Indian Politics

b. The Two –Nation Theory, Negotiation over partition

References:

- Chandra, B. (1999) Essays on Colonialism, Hyderabad. Orient Longman,.
- Chandra, B. (1988) India's Struggle for Independence, New Delhi. Penguin,
- Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage,
- Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman,
- Bhattacharya, Sabyasachi (ed.) Development of Modern Indian Thought and the Social Sciences. Vol X. New Delhi: Oxford University Press..
- Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.
- Bandopadhyaya, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 334-381.
- Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black.
- Islam, S. (2004) 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House
- Pradhan, Ram Chandra. (2008) Raj to Swaraj. New Delhi: Macmillan.
- সুমিতসরকার, আধুনিক ভারত।
- এ আর দেশাই, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি।

Course Objectives:

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

Course Learning Outcomes:

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

I. The United Nations (29 lectures)

- a. An historical over view of the United Nations
- b. Principles and objectives
- c. Structures and Functions: General Assembly, Security Council, Economic and Social Council, The International Court of Justice
- d. The Specialized Agencies: ILO, UNESCO, WHO
- e. UN Programmes and funds: UNICEF, UNDP, UNEP, UNHCR

II. Major Global Conflicts since the second world War

III. Assessment of the United Nations as an International Organization: Imperatives of Reforms and the Process of Reforms (8 lectures).

References:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave
- S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson
- Longman, 2007,
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge,
- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company,
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education
- J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press,

- Wallerstein, (2000) ‘The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis’, in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge,
- J. Tickner, (2007) ‘A Critique of Morgenthau’s Principles of Political Realism’, in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman
- Acharya and B. Buzan, (2007) ‘Why Is There No Non- Western IR Theory: Reflections on and From Asia’, *International Relations of The Asia- Pacific*,
- T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2),
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*.

- রাধারমনচক্রবর্তীওসুকল্লাচক্রবর্তী, সমসাময়িক আন্তর্জাতিক সম্পর্ক।
- অঞ্জনাঘোষ, ঠান্ডাযুদ্ধ উত্তর আন্তর্জাতিক সম্পর্ক।
- প্রাণগোবিন্দদাস, আন্তর্জাতিক সম্পর্ক।
- পুরুষোত্তম ভট্টাচার্য ও অনিন্দ্যজ্যোতি মজুমদার, আন্তর্জাতিক সম্পর্কের রূপরেখা।
- গৌতমকুমারবসু, আন্তর্জাতিক সম্পর্ক:তত্ত্বওবিবর্তন।
- Pranab Kumar Dalal – *Antarjatic tatta o Samasamik Biswa*.
- অনাদিকুমার মহাপাত্র, আন্তর্জাতিক সংগঠনের রূপরেখা।

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 institutionalization 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 familiarize 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.

I. Conceptual Background of Human Rights and Duties

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

II. Theories of Human Rights (Different theories of human rights)

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

III. International Bill of Human Rights

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

IV. Role of United Nations in Promoting Human Rights

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

References:

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

- পায়েল রায় চৌধুরী, মানবাধিকারও মানবউন্নয়ন।
- সুহাস চট্টোপাধ্যায়, বিপন্ন মানবাধিকার।
- বেনুলালধর, মানবাধিকার কি এবং কেন?
- সিদ্ধার্থগুহরায়, মানবাধিকারও গণতান্ত্রিক অধিকার: ঐতিহাসিক প্রেক্ষাপট।

D. SKILL ENHANCEMENT COURSE (SEC)

SEC1.Legislative Practices and Procedures Credit: 2

Course Objective:

This course will acquaint the students with the legislative process in India at various levels, to impart them with the elementary skills required to part of a legislative support team and expose them to real life legislative work. The skills provided by this course will include the understanding of legislative procedures, comprehending policy concerns which serve as the objective for legislative practices, drafting new legislation, tracking and analyzing feedback on ongoing bills, writing press releases, conducting meetings with various stakeholders, monitoring media and public opinion, managing constituent relations and handling inter-office communications. It will also deepen their understanding and appreciation of the legislative process and its importance for a robust democracy.

Course Learning Outcomes:

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

- Understand the structure and functions of law-making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives

- Develop beginners' skills to become a part of a support team engaged in different levels of the law-making functions

1. Parliamentary Democracy: (8 lectures)

- a. Evolution of Parliamentary Democracy
- b. Evolution of Indian Constitution
- c. Indian Union Parliament and Executive
- d. State Executive and Legislature
- e. Parliamentary Privileges
- f. Election

2. Powers and Functions of people's representative at different tiers of Governance :(6 lectures)

- a. Members of Parliament, State Legislative assemblies
- b. Functionaries of Rural and Urban Local Self-government with special reference in West Bengal

3. Laws And Rules Regulating Practice and Procedure of Parliament and State Legislature: (8 Lectures)

- a. Committee System; types of committees
- b. Role of committees in review governance finance: policy, programmes and Legislation.

4. Legislative Procedure and Procedure in Financial Matters :(8Lectures)

- a. Distribution of Legislative Powers

b. types of Bill

c. Enactment of Law

d. Reconsideration of Bills returned by Governor /President

e. Subordinate Legislation-Procedure in Financial Matters.

5. Support in Media Monitoring and Communication :(4 Lectures)

a. Types of Media and their role and significance of Media for Legislators;

b. Basics of communication in Print and Electronic Media.

References:

- G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press,
- R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in
- R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press,
- Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford:
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- S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust
- M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press

- S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.
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- Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press
- Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press,
- P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.
- R. Dhavan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press,
- K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.
- J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press,
- D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- অনাদি কুমার মহাপাত্র, ভারতের শাসনব্যবস্থা,
- অমল মুখোপাধ্যায়, ভারতীয় সংবিধান পরিক্রমা
- অরুণাভ ঘোষ, ভারতীয় রাজনীতির বিতর্কিত বিষয়।
- সুজিত সেন সম্পাদিত, জাতপাতওসংরক্ষণ:ভারতীয় প্রেক্ষাপট।

SEC-2 Research Methodology

Credit: 2

Course Objective:

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

Course Learning Outcomes:

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

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system.
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample data, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

I. Social research (6 lectures)

Definition, types (pure research, applied research, exploratory research, descriptive research, explanatory research)

II. Stages of social research (6 lectures)

Selection of research topic, review of literature, formulation of research problem and hypothesis, making research design, data collection (primary and secondary) and analysis, writing report.

III. Hypothesis (4 lectures)

Definition and characteristics, types, sources and testing of hypothesis.

IV. Sampling techniques(5 lectures)

Definition and characteristics of sample. Probability and non probability sample.

V. Survey research (5 lectures)

Concept, advantages, steps in survey research. construction of questionnaire, interview techniques.

References:

- C R Kothari and Gaurav Garg- Research Methodology Methods and Techniques.
- কমল ইন্দু,সামাজিকগবেষণাপদ্ধতি।
- গৌতম মুখোপাধ্যায়,সামাজিক গবেষণা পদ্ধতি।

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