

Syllabus and Scheme of Examination

For

B.A.

POLITICAL SCIENCE

Under Choice Based Credit System(CBCS)

**DIBRUGARH UNIVERSITY
DIBRUGARH-786004
ASSAM
APRIL, 2017**

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A.

	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
I English/MIL-1	(English/MIL Communication) /				
DSC- 1 A	Environmental Science				
DSC- 2 A					
II MIL/English-1	Environmental Science/ (English/MIL Communication)				
DSC- 1 B					
DSC- 2 B					
III English/MIL-2 SEC -1			Sec-1		
DSC- 1 C					
DSC- 2 C					
IV MIL/English-2 SEC -2			Sec-2		
DSC- 1 D					
DSC- 2 D					
V			Sec-3	3 DSE-1 A	GE-1
				DSE-2 A	
VI			Sec-4	DSE-1 B	GE-2
				DSE-2 B	

Details of Courses Under Undergraduate Programme (B.A)

Course	*Credits	
	Paper+ Practical 12X4= 48	Paper + Tutorial 12X5=60
<u>I. Core Course</u> (12 Papers) Two papers – English Two papers – MIL Four papers – Discipline 1. Four papers – Discipline 2.		
Core Course Practical / Tutorial* (12 Practicals)	12X2=24	12X1=12
<u>II. Elective Course</u> (6 Papers) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Inter disciplinary Two papers from each discipline of choice and two papers of interdisciplinary nature.	6x4=24	6X5=30
<u>Elective Course Practical / Tutorials*</u> (6 Practical/ Tutorials*) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Inter disciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.	6 X 2=12	6X1=6
<p>• Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</p>		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory Courses (AECC) 2 X 2=4 (2 Papers of 2 credits each) Environmental Science English Communication/MIL		2 X 2=4
2. Skill Enhancement Courses (SEC) (4 Papers of 2 credits each)	4 X 2=8	4 X 2=8
	Total credit= 120	Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

**CHOICE BASED CREDIT SYSTEM
B.A. POLITICAL SCIENCE
LIST OF PAPERS AND COURSES**

A) DISCIPLINE SPECIFIC CORE COURSE (4)

1. Paper I- Introduction to Political Theory
2. Paper-II - Indian Government and Politics
3. Paper-III- Comparative Government and Politics
4. Paper-IV- Introduction to International Relations

B) CORE/ FOUNDATION (Compulsory) (4)

• ENGLISH (2)

• MIL (2)

c) Ability Enhancement (Compulsory) (2)

• ENGLISH/MIL (Communication)

• ENVIRONMENTAL SCIENCE

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

- 1) Legislative Support
- 2) Public Opinion and Survey Research
- 3) Democratic Awareness with Legal Literacy
- 4) Conflict and Peace Building

E) Discipline Specific Elective Course(2)

- 1) Themes in Comparative Political Theory
- 2) Administration and Public Policy: Concepts and Theories
- 3) Democracy and Governance
- 4) Understanding Globalization

F) Generic Elective -2 (Interdisciplinary): (2)

- 1) Reading Gandhi
- 2) Human Rights Gender and Environment

**CHOICE BASED CREDIT SYSTEM
SYLLABI AND READING LIST**

B.A. POLITICAL SCIENCE

DISCIPLINE SPECIFIC CORE COURSE (4)

Paper I- Introduction to Political Theory

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

Unit-I: Political Theory basics: Politics, Political, and the relevance of Political Theory

Unit-II: Concepts in Political Theory-I:

Democracy- Types, Democracy as an Ideal- Evolution, Direct Democracy, Liberal Democracy; Procedural Democracy- Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy.

Liberty-Evolution, Negative and Positive Liberty, liberty and equality, liberty and rights

Equality-Evolution, Equality of Welfare, Resources

Unit-III: Concepts in Political Theory-II:

Justice-Distributive Justice; Procedural Justice, Justice as Fairness; Capabilities and Freedom

Rights-Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights, Human Rights, Communitarians and Rights; Multiculturalism and Rights

Gender- Meaning, sex/gender dichotomy, Masculinity

Unit-IV: Concepts in Political Theory-III:

Citizenship-Historical development, Equal and Universal Citizenship, Multiculturalism, Globalization and Citizenship, Dilemma of Liberal Citizenship- Uniformity and Generality

Civil Society and State- State of Nature and Social Contract; Liberal Concept of State; Marxist concept of State; Patriarchal State, Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society.

Unit-V: Debates in Political Theory:

- a. democracy and economic growth
- b. Justification of censorship
- c. protective discrimination and principles of fairness

Essential Readings:

- Bhargava, R. and Acharya, A. (eds.), *Political Theory: An Introduction*. New Delhi: Pearson Longman
- McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press
- Swift, A. (2001), *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.
- Sen, A. (2003), 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.), *The Democracy Sourcebook*, Cambridge, Massachusetts: MIT Press.
- Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.), *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

Paper-II

Indian Government and Politics

Unit-I: Approaches to the Study of Indian Politics and Nature of the State in India:
Liberal, Marxist and Gandhian

Unit-II: a. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles
b. Institutional Functioning: Prime Minister, Parliament and Judiciary

Unit-III: Power Structure in India: Caste, class, patriarchy, Religion and Politics- Secularism and Communalism

Unit-IV: Parties and Party systems in India; Strategies of Development- Planned Economy and Neo-Liberalism

Unit-V: Social Movements: Workers, Peasants, Environmental and Women's Movement

READING LIST

- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

- Chakravarty, B. & Pandey, K. P. (2006), Indian Government and Politics. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010), India After Independence. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008), Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010), Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007), Power and Contestation: India Since 1989. London: Zed Book.
- Austin, G. (1999), Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.
- Austin, G. (2004), Working of a Democratic Constitution of India. New Delhi: Oxford University Press.
- Jayal, N. G. & Maheta, P. B. (eds.) (2010), Oxford Companion to Indian Politics. New Delhi: Oxford University Press.

Paper-III- Comparative Government and Politics

Unit-I: Comparative Politics: nature, scope and methods of comparative political analysis
Comparing Regimes: Authoritarian and Democratic

Unit-II: Classifications of political systems:
a) Parliamentary and Presidential: UK and USA
b) Federal and Unitary: Canada and China

Unit-III: Electoral Systems: First past the post, proportional representation, mixed systems

Unit-IV: Party Systems: one-party, two-party and multi-party systems

Unit-V: Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization.

READING LIST

- Bara, J & Pennington, M. (eds.), (2009), Comparative Politics. New Delhi: Sage.
- Caramani, D. (ed.). (2008), Comparative Politics. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010), Comparative Government and Politics: An Introduction (Eight Edition), London: Palgrave McMillan.

- Ishiyama, J.T. and Breuning, M. (eds.), (2011), 21st Century Political Science: A Reference Book. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010), Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
- O Neil, P. (2009), Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009), Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.
- Caramani, D. (2008), • Introduction to Comparative Politics, in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.
- Mohanty, M. (1975), • Comparative Political Theory and Third World Sensitivity in Teaching Politics. Nos. 1 & 2.
- Cameron, D. R. (2002), • Canada, in Ann L. G. (ed.) Handbook of Federal Countries. Montreal & Kingston: McGill Queen University Press, pp. 105-119.
- Peter, H. (2002), • Canada: A Federal Society despite Its Constitution, in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115 • -129.
- Dhillon, Michael. (2009), • Government and Politics, in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160.
- Evans, Jocelyn A.J. (2009) • Electoral Systems, in Bara, J. and Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.
- Blondel, J. (1996), • Then and Now: Comparative Politics, Political Studies. Vol. 47, Issue 1, pp.152-160
- Chandhoke, N. (1996), • Limits of Comparative Political Analysis, *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.
- Mair, P. (2008), Democracy, in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.
- Watts, D. (2003), Understanding US/UK Government and Politics. Manchester: Manchester University Press.

Paper-IV

Introduction to International Relations

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

Unit-I: Approaches to International Relations

- (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- (d) Feminist Perspective (J. Ann Tickner)

Unit-II: Cold War Era

- (a) Second World War & Origins of Cold War
- (b) Phases of Cold War: First Cold War; Rise and Fall of Détente; Second Cold War; End of Cold War and Collapse of the Soviet Union

Unit-III: Post-Cold War Era- Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Unit-IV: India's Foreign Policy: Basic Determinants -Historical, Geo-Political, Economic, Domestic and Strategic
India's Policy of Non-alignment

Unit-V: India: An Emerging Power- Situating India, India as a Military power, nuclear power, Asian Power, India and The USA

READING LIST

- William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999), Classic Readings of International Relations. Belmont: Wadsworth Publishing Co.
- Art, R. J. and Jervis, R. (eds.) (1999), International Political Enduring: Concepts and Contemporary Issues. 5th Edition. New York: Longman.
- Jackson, R. and Sorenson, G. (2008), Introduction to International Relations: Theories and Approaches. New York: Oxford University Press.
- Goldstein, J. and Pevehouse, J.C. (2009), International Relations. New Delhi: Pearson, pp. 81-111.

- Tickner, J. A. (2001), *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011), *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press.
- Wenger, A. and Zimmermann, D. (eds.) (2003), *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985), *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001), *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981), *Perspectives on World Politics*. London:
- Croom Helm. Indian Foreign Service Institute. (1997, 1998), *India's Foreign Policy: An Agenda for the 21st Century Vols. 1 & 2*, New Delhi: Konark Publishers.
- Ganguly, S. (ed.) (2009), *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995), *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman.
- Basu, Rumki (ed) (2012), *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt. Ltd.

Discipline Specific Elective Course (2)

1. Themes in Comparative Political Theory

Course Objective: This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective is to appreciate the value and distinctiveness of comparative political theory.

Unit-I : Features of Political Thought: Indian and Western

Unit-II : Liberal Political Thinker and Themes
a. Aristotle on Citizenship
b. Locke on Rights
c. Rousseau on inequality
d. J. S. Mill on liberty and democracy

Unit-III : Marxist Political Thinker and Themes
Marx – Dialectical Materialism, Historical Materialism, Class War,
Dictatorship of Proletariat and on State
Bakunin on State

Unit-IV : Indian Thought: Thinkers and Themes-I
a. Kautilya on State
b. Tilak and Gandhi on Swaraj

Unit-V : Indian Thought: Thinkers and Themes-II
Ambedkar and Lohia on Social Justice
Nehru and Jayaprakash Narayan on Democracy
Pandita Ramabai on Patriarchy

Readings:

- Shogimen, T. and Nederman, C. J. (eds.) (2009), *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington.
- Boucher, D and Kelly, P. (eds.) (2003), *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.

- Sparks, Ch. and Isaacs, S. (2004), *Political Theorists in Context*. London: Routledge.
- Mehta, V. R. (1992), *Foundations of Indian Political Thought*. New Delhi: Manohar Publishers.
- Panthan, Th. & Deutsch, K. L. (eds.) (1986), *Political Thought in Modern India*. New Delhi: Sage.
- Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' *Economic and Political Weekly*. Vol. XLV: 40, October 2008, pp. 64-70.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

2. Administration and Public Policy: Concepts and Theories

Unit-I: Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution

Unit-II: Major approaches- Traditions, Modern and Contemporary Approaches
Comparative approaches to public administration- Inter-Institutional, Intra National, Cross national, Cross cultural, Cross Temporal

Unit-III: Administrative theories: the classical theory, scientific management, the human - relation theory, and rational decision-making.

Unit-IV: Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation.

Unit-V: From Development Administration to New Public Management: Elements and politics of development administration, the New Public Management paradigm – a critical perspective in the post globalized era.

Readings:

- Avasthi, A. and Maheshwari, S. (2003), *Public Administration*. Agra: Laxmi Narain Agarwal.

- Basu, Rumki, (2014) *Public Administration, Concepts and Theories*, Delhi Sterling Publishers
- Henry, N. (2003) *Public Administration and Public Affairs*. New Delhi: Prentice Hall, pp. 1- 52.
- Bhattacharya, M. and Chakrabarty, B. (eds.) (2005), *Public Administration: A Reader*. Delhi: Oxford University Press.
- Hyderbrand, W. (1980) ‘A Marxist Critique of Organization Theory’, in Evan, W (ed.) *Frontiers in Organization & Management*. New York: Praeger, pp. 123-150.
- Hyderbrand, W. (1977) ‘Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations’, in Benson, J. K. (ed.) *Organizational Analysis: Critique and Innovation*. Beverly Hills: Sage, pp. 85-109.
- Bhattacharya, M. (1999) *Restructuring Public Administration: Essays in Rehabilitation*. New Delhi: Jawahar, pp. 29-70, 85-98.
- Bhattacharya, M. (2001) *New Horizons in Public Administration*. New Delhi: Jawahar, pp. 248-272, 301-323.
- Dye, T.R. (1975) *Understanding Public Policy*. New Jersey: Prentice Hall, pp. 1-38, 265- 299. Dror, Y. (1983) *Public Policy Making Reexamined*. Oxford: Transaction Publication, pp. 129-216.
- Bernard, C. (1938) *The Functions of Executive*. Cambridge: Harvard University Press.
- Esman, M.J. (1986) ‘Politics of Development Administration’, in Montgomery, J.D. and
- Siffin, W. (eds.), *Approaches to Development Politics* . New York: McGraw-Hill.
- Gant, G.F. (1979) *Development Administration: Concepts, Goals, Methods*. Madison: University of Wisconsin Press.
- Kamenka, E. & Krygier, M. (eds.) (1979) *Bureaucracy*. London: Edward Arnold.
- Lee, H.B. (ed.) (1953) *Korea: Time, Change and Administration*. Hawai’i: University of Hawai’i Press.
- Leftwich, A. (1994) ‘Governance, the State and the Politics of Development’, *Development and Change*, 25. March, J. and Simon, H. (1958) *Organization*. New York: Wiley.
- Mooney, J. (1954) *The Principles of Organization*. New York: Harper & Row.

- Simon, H. (1967) *Administrative Behavior: A Study of Decision Making Process in Administrative Organization*. New York: Macmillan

3. Democracy and Governance

Course Objective: This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

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

Unit-II: Ideas, Interests and Institutions in Public Policy:

- a. Contextual Orientation of Policy Design
- b. Institutions of Policy Making

Unit- III: a. Regulatory Institutions – SEBI, TRAI, Competition Commission of India,

b. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit-IV: Contemporary Political Economy of Development in India: Policy Debates over Models of Development in India, Recent trends of Liberalization of Indian Economy in different sectors, E-governance.

Unit-V: Dynamics of Civil Society: New Social Movements and Various Interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

Essential Readings:

- Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

- Atul Kohli (ed.), *The Success of India's Democracy*, Cambridge University Press, 2001.
- Corbridge, Stuart and John Harris, *Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy* OUP, 2000.
- J.Dreze and A.Sen, *India: Economic Development and Social Opportunity*, Clarendon, 1995.
- Saima Saeed, *Screening the Public Sphere: Media and Democracy in India*, 2013
- Nick Stevenson (2002), *Understanding Media Cultures*, Hodder Education.
- Fuller, C.J. (ed.) *Caste Today*, Oxford University Press, 1997.
- Himat Singh, *Green Revolution Reconsidered: The Rural World of Punjab*, OUP, 2001.
- Jagdish Bhagwati, *India in Transition: Freeing the Economy*, 1993.
- Joseph E. Stiglitz, *Globalisation and its Discontents*, WW Norton, 2003.
- Patel, I.G., *Glimpses of Indian Economic Policy: An Insider View*, OUP, 2002.
- Rajni Kothari and Clude Alvares, (eds.) *Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy*
- *Development Program Funded by the EEC went off the Rails*, Ajanta, New Delhi, 1985.
- Smitu Kothari, *Social Movements and the Redefinition of Democracy*, Boulder, Westview, 1993.
- Qah, John S.T., *Curbing Corruption in Asia: A Comparative Study of Six Countries*, Eastern University Press, 2003.
- Vasu Deva, *E-Governance In India : A Reality*, Commonwealth Publishers, 2005
- M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July –August 2002
- Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004
- Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.
- Ghanshyam Shah [ed.], *Social Movements and The State*, Sage Publication, 2002

- Su H. Lee, *Debating New Social Movements: Culture, Identity, and Social Fragmentation* , Rawat Publishers, 2010
- S. Laurel Weldon ,*When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups*, Michigan Publishers, 2011
- Richard Cox, *Production, Power and World Order*, New York, Columbia University Press,1987
- Baxi, Upendra and Bhikhu Parekh, (ed.) *Crisis and Change in Contemporary India*, New Delhi, Sage, 1994.
- Bidyut Chakrabarty, *Public Administration: A Reader*, Delhi Oxford University Press, 2003. Elaine Kamarck, *Government Innovation Around the World: Occasional Paper Series*, John F Kennedy School of Government, 2003
- Kothari, Rajini, *Politics in India*, Delhi, Orient Longman, 1970.
- Mackie, Gerry, *Democracy Defended*, New York, Cambridge University Press, 2003.
- Mahajan, Gurpreet (ed.), *Democracy, Difference and Social Justice*, New Delhi, Oxford University Press, 2000.
- Menon, Nivedita, (ed.), *Gender and Politics in India*, New Delhi, Oxford University Press, 2001
- Mohanty, Manoranjan, *Peoples Rights: Social Movements and the State in the Third World*, Sage, New Delhi, 1998.
- Paul Brass, *Politics in India Since Independence*, Hyderabad, Orient Longman, 1990.
- Rob Jenkins – *Regional Reflections: Comparative Politics Across India's States*, New Delhi, OUP, 2004.
- Sury, M.M, *India : A Decade of Economic Reforms : 1991 –2001*, New Delhi, New Century Publication, 2003.
- Thomas R. Dye., *Understating Public Policy*, Prentice Hall NJ, 1984.
- Y. Dror, *Public Policy Making Reexamined*, Leonard Hill Books, Bedfordshire, 1974.
- Basu Rumki et, al(ed) *Democracy and good governance : Reinventing the Public service Delivery System in India*, New Delhi, Bloomsbury India, 2015

4. Understanding Globalization

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

Unit-I: Globalization- Concepts; Alternative Perspectives; Sovereignty and Territoriality

Unit-II: Dimensions of Globalisation: Economic, Political, Technological and Cultural

Unit-III: Contemporary World Actors

- a) United Nations
- b) World Trade Organization (WTO)
- c) Group of 77 Countries (G-77)

Unit-IV: Global Environmental Issues

Global Warming; Bio-diversity; Resource Scarcities

Unit-V: Contemporary Issues- Poverty and Development; Inequality, International Terrorism – Political Terrorism and US; Migration

Reading List

- Lechner, F. J. and Boli, J. (eds.) (2004), *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.
- Held, D., Mc Grew, A. et al. (eds.) (1999), *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.
- Viotti, P. R. and Kauppi, M. V. (2007), *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.
- Baylis, J. and Smith, S. (eds.) (2011), *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press.
- Taylor, P. and Grom, A.J.R. (eds.) (2000), *The United Nations at the Millennium*. London: Continuum. pp. 1-20.

- Ravenhill, J. (2008) ‘The Study of Global Political Economy’, in Ravenhill, John (ed.) *Global Political Economy*. Second Edition. New York: Oxford University Press, pp. 18-24.
- Sauvart, K. (1981), *Group of 77: Evolution, Structure and Organisation*, New York: Oceana Publications.
- Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) *Global Environmental Politics*. Fourth Edition. Boulder: Colorado: Westview Press.
- Roberts, J.M. (1999), *The Penguin History of the 20th Century*. London: Penguin.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981), *Perspectives on World Politics*. London: Croom Helm.
- White, B. et al. (eds.) (2005), *Issues in World Politics*. Third Edition, New York: Macmillan, pp. 74-92; 191-211.
- Halliday, F. (2004) ‘Terrorism in Historical Perspective’, *Open Democracy*. 22 April, available at: http://www.opendemocracy.net/conflict/article_1865.jsp
- Vanaik, A. (2007), ‘Political Terrorism and the US Imperial Project’, in *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.
- Art, R.J. and Jervis, R. (eds.) (1999), *International Politics: Enduring Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 495-500; pp.508-516.

Generic Elective -2 (Interdisciplinary): (2)

1. Reading Gandhi

Course Objective: The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

Unit-I: Ways to read a text:

- a. textual
- b. contextual

Unit-II: Hind Swaraj:

Gandhi in his own words: A close reading of Hind Swaraj.
Commentaries on Hind Swaraj and Gandhian thought:

Unit-III: Gandhi and modern India-I

- a. Nationalism.
- b. Communal unity

Unit-IV: Gandhi and modern India-II

Women's Question; Untouchability

**Unit-V: Gandhi's Legacy- Anti- Racism Movements; Disarmament Movement
Peace Brigades; Bhoodan Movement, Narmada Bachao Andolan****Reading List:**

- D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.
- M.K.Gandhi, Hind Swaraj and other writings ed. A.J.Parel (1997).
- B.Parekh, Gandhi (1997), chs. 4 ("Satyagraha") and 5("The critique of modernity").
- Quentin Skinner (ed.) (2002), *Visions of Politics*, Vol. 1, Cambridge University Press, Cambridge.
- Terence Ball, *Reappraising Political Theory*, Ch. 1, Oxford University Press, 1995
- D.Hardiman, *Gandhi in his time and ours* (2003), ch.4("An alternative modernity")
- A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.
- P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.
- B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.
- H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

- M. Gandhi, (1941) ‘Chapter 1, 2, 9, 15, and 16’, in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.
- R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.
- N. Dirks, (2001), ‘The Reformation of Caste: Periyar, Ambedkar and Gandhi’, in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.
- R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.
- T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi
- A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.

2. Human Rights, Gender and Environment

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

Expected Learning Outcome: The study of the course will equip the students with theoretical and conceptual understanding of socio – economic and political problems of the marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

Unit-I: Understanding Social Inequality

- Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- Globalization and its impact on workers, peasants, Dalits, Adivasis and women.

Unit-II: Human Rights

- Human Rights: Various Meanings
- UN Declarations and Covenants
- Human Rights and Citizenship Rights

Unit-III: Human Rights in Indian Context:

- Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Human Rights Movement in India.

Unit-IV: Gender

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

Unit-V: Environment

- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- Environment Policy in India
- Environmental Movement in India

Essential Readings

- Agarwal, Anil and Sunita Narain (1991), *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.
- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi.
- Geetha, V. (2002), *Gender*, Stree Publications, Kolkata.
- Ghanshyam Shah, (1991), *Social Movements in India*, Sage Publications, Delhi.

- Guha, Ramachandra and Madhav Gadgil, (1993), *Environmental History of India*, University of California Press, Berkeley. Haragopal, G. (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.
- Menon, Nivedita (ed) (2000), *Gender and Politics in India*, Oxford University Press, Delhi.
- Patel, Sujata et al (eds) (2003), *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.
- Shah, Nandita and Nandita Gandhi (1992), *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- Gonsalves, Colin (2011), *Kaliyug: The decline of human rights law in the period of globalization* Human Rights Law Network, New Delhi.
- Sen, Amartya, *Development as Freedom* (1999), New Delhi, OUP.

Ability Enhancement (Elective) Skill Based (4)

Legislative Support

Aim of the course: To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team.

Rationale:

Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. All over the world, elected representatives have an office with specialised support team to carry out these tasks. In India this has just begun. With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need that needs to be responded to. This course will equip the students with basic skills for this task and expose them to real life legislative work. It will build their skills and deepen their understanding of the political process

Course outline:

Unit-I: Powers and functions of people's representatives at different tiers of governance

Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self government from Zila Parishads/Municipal Corporation to Panchayat/Ward.

Unit-II: Supporting the legislative process: How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations.

Unit-III: Supporting the legislative committees

Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.

Suggested Readings:

- Madhavan, M.R. & N.Wahi *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, 2008: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
- Vanka, S. *Primer on MPLADS* Centre for Policy Research, New Delhi, 2008. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>
- Kalra, H. *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>
- Government of India (Lok Sabha Secretariat) *Parliamentary Procedures (Abstract Series)*, 2009. Can be accessed on: <http://164.100.47.132/LssNew/abstract/index.aspx>
- Government of India, (Ministry of Parliamentary Affairs) *Legislation, Parliamentary Procedure*, 2009. Can be accessed on: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm
- Government of India, (Ministry of Parliamentary Affairs) *Subordinate Legislation, Parliamentary Procedure*, 2009. Can be accessed on: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm
- Kapur, Devesh and Pratap Banu Mehta, “The Indian Parliament as an Institution of Accountability,” *Democracy, Governance and Human Rights*, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf)
- Agarwal, O.P. and T.V. Somanathan, “Public Policy Making in India: Issues and Remedies,” February, 2005. Can be accessed on: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_1420_5_TV_SOMANATHAN.pdf.
- Debroy, Bibek, “Why we need law reform,” *Seminar* January 2001.
- Mehta, Pratap Bhanu, “India’s Unlikely Democracy: The Rise of Judicial Sovereignty,” *Journal of Democracy* Vol.18, No.2, pp.70-83.

Government links:

- <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>
- Sanyal, K. *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>
- Celestine, A. *How to read the Union Budget* PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-unionbudget-1023/>

Public Opinion and Survey Research

Course Objective: This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarise the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

Unit-I: Introduction to the course

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit-II: Measuring Public Opinion with Surveys: Representation and sampling

- a. What is sampling? Why do we need to sample? Sample design.
- b. Sampling error and non-response
- c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit-III: Survey Research

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

Unit-IV: Quantitative Data Analysis

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

Unit-V: Interpreting polls

Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

READING LIST

- R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers, pp. 40-46.
- G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.
- G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
- Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)
- Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).
- 'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)
- H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.
- R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.
- A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,
- S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
- R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.
- M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.
- K. Warren, (2001) 'Chapter 2', in *In Defence of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80.
- W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons.
- G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75.
- D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

Suggested Student Exercises:

1. Discussion of readings and Indian examples.
2. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.

4. Give the students the electoral list of an area in Delhi (<http://ceodelhi.gov.in>). The students have to draw a random sample of n number of respondents.
5. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on 10 different individuals.
6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

Democratic Awareness with Legal Literacy

Course Objective: The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

Expected Learning Outcome: The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons. This course consists of 100 marks - comprising 25 marks for evaluation of the practical/ project work and a written paper of 75 marks.

Course Content:

Unit-I: Legal System In India

- Outline of the Legal system in India
- System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- Role of the police and executive in criminal law administration.
- Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

Unit-II: Laws in India-I: Introduction and Constitution

- Brief understanding of the laws applicable in India

- Constitution- fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

Unit-III: Laws in India-II: Laws relating to criminal jurisdiction

- - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian PenalCode, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.

Unit-IV: Laws in India-III: Laws relating to Gender, Consumer Protection, Cyber Crimes, Anti-Terrorist Laws, Personal Laws, Laws under Practice.

- Personal laws in India : Pluralism and Democracy
- Laws relating to contract, property and tenancy laws.
- Laws relating to dowry, sexual harassment and violence against women
- Laws relating to consumer rights
- Laws relating to cyber crimes
- Antiterrorist laws: implications for security and human rights
- Practical application: Visit to either a (I) court or (ii) a legal aid centre set up by the
- Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.

Unit-V: Access to courts and enforcement of rights

- Critical Understanding of the Functioning of the Legal System
- Legal Services Authorities Act and right to legal aid, ADR systems
- **Practical application** : What to do if you are arrested ; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic

and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies

□ Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

Essential Reading

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in

Reading list for course on Legal Literacy

- Multiple Action Research Group, *Our Laws Vols 1, 10*, Delhi. Available in Hindi also.
- Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
- Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia, *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, , Universal Law Books and Publishers, Delhi, 2002
- V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.

Conflict and Peace Building

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

Unit-I: Conflict and its Dimensions

- a. Conflict, Conflict Resolution and Peace Building
- b. Economic/Resource Sharing Conflicts
- c. Socio- Cultural Conflicts (Ethnic, Religious, Gender- based)

Unit-II: Peace Building Mechanisms

- a. Role of the UN
- b. Role of the International Criminal Court
- c. Humanitarian Intervention

Unit -III: Conflict Responses: Skills and Techniques

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening
- c. Track I, Track II & Multi Track Diplomacy

Reading List:

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.

- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- P. Wallensteen, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reyhler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.
- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.
- D. Barash and C. Webel, (2009) *Peace and Conflict Studies*, London: Sage Publication, pp. 91-117.
- D. Sandole, (2003) 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.39-54.
- P. Wallensteen, (2007) *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications.
- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.
- N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.
- J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century* Englewood Cliffs, New Jersey: Prentice-Hall.
- J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.
- C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge. Toolkits by United States Institute of Peace

- S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.
- I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute Of Peace.
- A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute Of Peace.
- H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute Of Peace.
- Online Resources Conflict Resolution in Popular Art and Culture: The International Network of Peace Museums, at www.museumsforpeace.org/, contains links to visit the websites of many of the world's peace museums.
- Theatre, peace and conflict at Theatre Without Borders, www.theatrewithoutborders.com/peacebuilding
- Global Peace Film Festival, www.peacefilmfest.org/
- Football for Peace International, www.football4peace.eu/contact.html
- http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf
- http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf
- <http://www.pgexchange.org/images/toolkits/civicus%20mediation%20tool.pdf>
- <http://www.beyondintractability.org/bi-essay/mediation>
- http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf
- <http://www.beyondintractability.org/bi-essay/facilitation>
- Roger Fisher et al, *Getting to Yes: Negotiating Agreement without Giving In*, New York: Penguin, 1991.
- http://peacebuilding.caritas.org/index.php/Introduction_to_Principled_Negotiation
- Reconciliation: <http://www.peacebuildinginitiative.org/index.cfm?pageId=1975>
- John Paul Lederach, *The Journey Toward Reconciliation*, London: Herald Press, 1999.
- Charles Lerche, "Peace Building Through Reconciliation," *International Journal of Peace Studies*, Vol. 5. No. 2, 2000. http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm
- http://www.cengage.com/cgiwadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101
- http://www.cengage.com/cgiwadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781111344238

Suggested Classroom Exercises/ Activities:

- 1) Map the ethnic composition of your classroom and examine the prevailing prejudices and stereotyping practices and their manifestations and then suggest a strategy for trust building.
- 2) Identify a group of immigrants/ refugees from the South Asian region (Afghans, Bangladeshis, Sri Lankans, Tibetans, Rohingya Muslims from Myanmar) and based on your interactions with them, write a report explaining their respective experiences of conflicts are amenable to what kind of solution?

- 3) Identify musical bands and other such endeavours in the South Asian region which have used music as a peace building measure for promoting understanding among different communities.
- 4) Sports is a means or a barrier to promoting inter community understanding. Have a debate in the class arguing for and against this proposition.
- 5) Conduct a case study of resource allocation of water and electricity by the Government of Delhi. Identify, if any, elements of institutional discrimination has taken place.
- 6) Follow a conflict from any level (local/sub-national/national) covered in the news for a month and prepare a report on its causes, the parties and the dynamics of the conflict.
- 7) Identify protests over sharing of environmental resources and study their modus operandi for seeking redressal (for example, Narmada Bachao Andolan, Protests against the Nuclear Plant in Kondakulm, Movements against POSCO and Vedanta in Orissa)
- 8) Organize a peace film festival in your college.
- 9) Follow any track-two initiative between India and any of its neighbours (for example, Neerana Initiative, The Pakistan India Peoples forum for Peace and Democracy, RIMC Old Boys Network, Women's Initiative for Peace in South Asia, Committee for Sane Nuclear Policy, Peace Pals) and, write a report on its activities and the impact factor.