

# Semester – I

Major Discipline Specific Courses (core)

Course – 1

## Understanding Politics

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

### Learning Outcomes:

- a. The students would be able to explain different approaches to politics and build their own understanding of politics.
- b. They will be able to answer why the state plays so much central place in the discourses on politics.
- c. They will be able to make a distinction between nation and state.
- d. They will come to know about different theories on nationalism.
- e. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

### Unit-I

- a. What is Politics?
- b. Different Approaches to Understand Politics: Traditional (Historical, Philosophical, Legal) & Modern (Behavioral, Systems, Structural-Functional, Communication, Rational Choice, Post-modern)

### Unit-II

- a. What is state? Significance of state in discussion of Politics.
- b. Theories of state (idealist, liberal, neo-liberal, Marxist, Gandhian).

- c. Changing Role of State in the Era of Globalization?

#### Unit-III

- a. State and the nation
- b. Concept of nation, nationalism, internationalism.

#### Unit-IV

- a. Theories of Democracy: liberal, participatory, deliberative
- a. Political Communication
- b. Role of Mass media

#### Readings:

- Heywood, A. (2004). *Political Theory - An Introduction*, (3rd ed.). Basingstoke: Palgrave.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Harding, A. (1994). The Origins of the Concept of the State, *History of Political Thought*, 15(1), pp. 57-72. •
- Held, D. (1989). *Political Theory and the Modern State*. Cambridge: Polity Press.
- Heywood, A. (2002). *The State*. In *Politics*. New York: Palgrave, pp. 85-102.
- Laski, H. J. (1935). *The State in Theory and Practice*. London: George Allen & Unwin
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.
- Dahl, R. A. (1991). *Democracy and its Critics*. New Delhi: Orient Longman.
- Macpherson, C. B. (1973). *Democratic Theory: Essays in Retrieval*. Oxford: Clarendon Press.
- Shah, G. (Ed.). (2002). *Social Movements and the State*. New Delhi: Sage Publication.

Major Discipline Specific Courses (core)

Course – 2

**Western Political Thinkers**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

**Learning Outcomes:**

- a. The students will know the key ideas of all the political philosophers given in the course. \
- b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.
- c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
- d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
- e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
- f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.
- g. Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

Unit-I

- a. Plato: Ideal state, Theory of Justice, System of Education, Critique of Democracy
- b. Aristotle: Citizenship, Justice, Slavery
- c. Machiavelli: Religion and Politics, Republicanism

## Unit-II

- a. Social Contract Theorists (Hobbes, Locke, Rousseau): State of Nature, Natural Rights and Social Contract, State and Political Obligation

## Unit-III

- a. Utilitarian Thinkers (Betham & J. S. Mill): Utilitarianism, liberty, Representative Government

## Unit -IV

- a. Marxist Thinkers (Karl Marx, Lenin and Mao): Class Struggle, Dialectic Materialism and Historical Materialism, State and Revolution
- b. Post-Marx Marxism Antonio Gramsci

## Readings:

- Annas, J. (1981). *An Introduction to Plato's Republic*. Clarendon Press, Oxford.
- Barker, E. (1959). *The Political Thought of Plato and Aristotle*. New York: Dover Publications.
- Nelson, B. (2006). *Western Political Thought*. New Delhi: Pearson.
- Mukherjee, S., & Ramaswami, S. (2004). *A History of Political Thought*. Delhi: Prentice Hall of India.
- Burns, T. (2009). Aristotle. In Boucher, D. & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press.
- Machiavelli, N. (1961). *The Prince*. Harmondsworth: Penguin. (Translated by George Bull).
- Skinner, Q. (2000). The Adviser to Princes. In: *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press.
- Hobbes, T., & Macpherson, C. B. (1968). *Leviathan*. Baltimore: Penguin Books
- Macpherson, C. (1962). *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario.
- Sabine, G. H. (1973). *A History of Political Theory*. New Delhi: Oxford and I.B.H. Publishing
- McClelland, J. S. (1996). *A History of Western Political Thought*. Routledge.

## **Minor/Elective**

Course – 1

### **Globalization and Politics**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

**Course Objective:** The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

**Learning Outcomes:** Students will be able to explain

- a. Meaning of globalization and how different schools have understood this.
- b. About the global institutional drivers of the globalization.
- c. How the globalization has impacted the traditional notion of sovereignty of the state?
- d. How globalization has impacted the domestic market and culture of societies.

#### Unit I

- a. Meaning and nature of Globalization
- b. Liberalization, privatization and globalization

#### Unit II

- a. Globalization and International Financial Institutions (GATT, World Bank, International Monetary Fund, World Trade Organization)
- b. Role of MNCs in the era of globalization

#### Unit-III

- a. Globalization and Peasant Movements in India
- b. Globalization and Environmental Movement in India
- c. Globalization and Human Displacement in India

#### Unit- IV:

- a. Globalization, Democracy and Citizenship
- b. Globalization and the Issue of National Sovereignty

c. Globalization and its Impact on Culture

**Readings:**

- Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press.
- Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell.
- Williams, M. (1994). *The IMF and the Third World. International Economic Organisations and the Third World*. New York: Harvester Wheatsheaf.
- Rodrik, D. (2011). *Bretton Woods, GATT, and the WTO: Trade in a Politicized World. The Globalization Paradox*. New York: Norton
- Kofman, E., & Youngs, G. (Eds.), *Globalization: Theory and Practice*. (3rd edition), New York: Continuum International Publishing Group
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*, (7th edition). London: The Guilford Press
- Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield
- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc.,
- O'Brien, R., & Williams, M. (2016), *Global Political Economy: Evolution and Dynamics*, (5th ed.). London and New York: Palgrave Macmillan.
- Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell

## **Interdisciplinary Courses**

Course – 1

### **Managing Elections and Elections Campaign**

Total Credits: 03

Classes per week: 04 (@45 minutes per class)

**Course Objective:** This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

#### **Learning Outcomes:**

- a. Students will learn about how to file election nominations and the technical issues involved in it.
- b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
- c. They will be made aware of the role of new media and technology involved in election campaign.
- d. They will get to know about the required skills for media management during the elections.
- e. They will be able to answer what are debates on state funding of political parties in elections.

#### Unit I

- a. Electoral Democracy: Methods of Representation
- b. Challenges of Electoral Politics
- c. Model Code of Conducts
- d. Election Nominations and Election Affidavits
- a. Knowing your Candidates

#### Unit II

- a. Traditional methods of Electoral Campaign; Poster, Pamphlets
- b. Use of New Techniques and Methods in Election Campaign

- c. Ethics in Electoral Campaign, Studies in use and abuse of communication

### Unit III

- a. Role of Print, Electronic and Social Media in Elections
- b. Electoral Campaign and the Issue of Fake News
- c. Fund Management in elections

### Unit VI:

- a. Membership Drive
- b. Responsibility management
- c. Booth Management

### Readings:

- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2), pp. 93- 106
- Hauser, W., & Singer, W. (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp. 135-157.
- Herrnson, P. (1988). The Importance of Party Campaigning. *Polity*, 20(4), pp. 714- 719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
- Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. *Foreign Affairs*, 90(1), pp. 28-41.
- Newton, K. (1999). Mass Media Effects: Mobilization or Media Malaise? *British Journal of Political Science*, 29(4), pp. 577-599.
- Carlisle, J., & Patton, R. (2013). Is Social Media Changing How We Understand Political Engagement? An Analysis of Facebook and the 2008 Presidential Election. *Political Research Quarterly*, 66(4), pp. 883-895.
- George, H. (1883). Money in Elections. *The North American Review*, 136(316), pp. 201-211.



- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511.
- Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. *The Journal of Policy Reform*, 3:3, pp. 229-254.
- Rosenblum, N. (2000). Political Parties as Membership Groups. *Columbia Law Review*, 100(3), pp. 813-844.
- Part, I. The Need for Greater Party Responsibility. (1950). *The American Political Science Review*, 44(3), pp. 15-36.

## **Semester – II**

### **Major Discipline Specific Courses (core)**

Course – 3

### **Ancient Indian Political Thought**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

**Course Objectives:** This course intends to acquaint students with the vast repository of ideas and literatures produced by ancient Indian philosophers on politics and management of statecraft which has remained so far ignored in Indian discourses within the discipline of Political Science. It is now a settled proposition that thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics and functioning of government including bureaucracy, role and, nature of the monarchy and its relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Purans and some of the texts written by the philosophers themselves.

#### **Learning Outcomes:**

- a. The students will come to know about the ideas of individual sages and philosophers on politics and functioning of government.
- b. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
- c. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.

#### **Unit I:**

- a. Salient features of Ancient Indian Political Thought
- b. Beyond Anglo-American Narrative
  - i. Need for Indian Vocabulary and Indian Framework
  - ii. Nation vs Rashtra
  - iii. India or Bharat
  - iv. Religion vs Dharma
  - v. Culture vs Sanskriti

## Unit II:

- a. Geographical and Cultural Conception of Bharat
- b. Territorial Depiction in Bhishma Parva and Shanti Parva
- c. Depiction of Bharat in Puranas

## Unit III:

- a. Shanti Parva in Mahabharata
- b. Saptanga Theory of Kautilya
- c. Diplomacy in Epics

## Unit – IV

- a. Mandal Theory of Kautilya
- b. Conception of Justice and Jurisprudence: Manu and Kautilya

## Readings:

- Kosambi, D.D. (1980). *Culture and civilization in Ancient India*. Delhi: Vikas Publishing House.
- Mishra, K. K. (2004). The Study of Ancient Indian Political Traditions. *The Indian Journal of Political Science*, 65(1), pp.9-20.
- Rao, K. S. (2007). Vedic Ideals and Indian Political Thought. *Indian Journal of Political Science*, 68(1), pp. 5-14.
- Roy, H. & Singh, M. P. (2017). *Indian Political Thought*, Pearson, Delhi.
- Basham, A. L. (1981 Reprint). *The Wonder That Was India*, Delhi: Rupa Paperback.
- Feuerstein, G., Kak, S., & Frawley, D. (1999). *In search of the cradle of civilization*. Delhi: Motilal Banarsi Das.
- Verma, S. R. (2005). *Vedas: The Source of Ultimate Science*, Delhi: Nag Publishers.
- Mookerji, R. (2004). *The Fundamental Unity of India*, Orient Blackswan, Hyderabad.
- Modelski, G. (1964). Kautilya: Foreign Policy and International System in the Ancient Hindu World. *The American Political Science Review*, 58(3), pp. 549-560.
- Mukherjee, B. (1976). *Kautilya's Concept of Diplomacy*. Calcutta, India: Minerva Associates Publications.
- Rao, K. (2005). Manu's Ideas on Administration. *The Indian Journal of Political Science*, 66(3), pp. 489-502.
- Dutt, M. N. (1895). *Manusmrti*. (Reprint 2003).

## Major Discipline Specific Courses (core)

Course – 4

Political Theory

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

### Learning Outcomes:

- a. Students will be able to learn key concepts needed to understand the political phenomenon.
- b. They will come to know about the role and functions of Political theory.
- c. They will come to know how liberal and Marxist traditions look at and understand politics.
- d. They will learn what is power and how does it operate in society and politics.
- e. They will be able to explain the debates on the distributive theory of justice. f. They will come to understand and explain different theories and contemporary debates in democracy.

### Unit I:

- a. Understanding political questions
- b. Nature of Political Theory: Explanatory, Normative and Empirical
- c. Decline and revival of Political Theory

### Unit II

- a. Theories of Politics: Liberal, Marxist, Feminist, Post-Modern
- b. Power, Authority and Influence (Max Weber, Robert Dahl, Michel Foucault)

### Unit III:

- a. Notion of Justice
- b. Distributive Justice: John Rawls and Robert Nozick

c. Communitarianism

Unit IV

- a. Theories of rights, liberty and equality
- a. Theories of Citizenship

**Readings:**

- Acharya, A. & Bhargava, R. (Ed.). (2008). *Political Theory: An Introduction*. Pearson: New Delhi.
- Bhargava, R. (2010). *What is Political Theory and Why Do We Need It?* Oxford: Oxford University Press.
- Barry, N. (1981). *An Introduction to Modern Political theory*. London: Macmillan.
- Heywood, A. (2004). *Political Ideologies: An Introduction* (3rd ed.), London: Palgrave.
- Heywood, A. (2013). *Politics* (4th ed.), London: Palgrave Macmillan.
- Farrelly, C. (2004). *An Introduction to Contemporary Political Theory: A Reader*. London: Sage.
- Gray, J. (1993). *Post- liberalism: Studies in Political thought*. London: Routledge.
- Kymlicka, W. (1995). *Multicultural Citizenship: A liberal Theory of Minority Rights*. Oxford: Clarendon Press.
- Mackinnon, C. (2008). *Issues in Political Theory*. New York: Oxford University Press.
- Dahl, R. A. (1957). *The concept of power*. New York: Bobbs-Merrill.
- Nozick, R. (1974). *Anarchy, State and Utopia*. New York: Basic Books.
- Rawls, J. (1971). *A Theory of Justice*. Cambridge: Harvard University Press.
- Young, I. M. (1990). *Justice and the Politics of Difference*. Princeton: Princeton University press.
- Bhargava, R & Acharya, A. (Eds.), *Political Theory: An Introduction*. New Delhi: Pearson Longman
- Held, D. (1991). *Models of Democracy*. Polity Press, Cambridge.

**Minor/Elective**

Course – 2

**Feminism: Theory and Practice**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

**Learning Outcomes:** After reading this course the students will be able to explain

- a. How different schools have understood patriarchy and feminist questions differently.
- b. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
- c. The representation of the women in the political space of India.
- d. How the immense contribution that women make to the family are neglected in computation?

Unit I:

- a. Meaning of Feminism
- b. Sex /Gender Distinction
- c. Liberal Feminism, Socialist Feminism and Radical Feminism

Unit II:

- a. Origin and Phases of Feminist Movement
- b. Characteristics and Issues in Feminist movement in the Euro-American World
- c. Feminist Movement in India

Unit III:

- a. Patrilineal and Matrilineal Practices in the Indian family
- b. Gender Relations in Family

#### Unit IV:

- a. Women and their Representation in Politics and Administration
- b. Women Representation at Grass-roots level in Politics
- c. Violence and Discrimination against Women (Domestic Violence, Sexual Harassment, Women Trafficking and Deserted Women)

#### Readings

- Shinde, T. (1993). Stree Purusha Tulna. In Lalitha, K., & Tharu, S. (Eds.), *Women Writing in India*, New Delhi, Oxford University Press
- Mcdermott, R., & Hatemi, P. (2011). Distinguishing Sex and Gender. *Political Science and Politics*, 44(1), pp. 89-92.
- Matthews, J. (1986). *Feminist History. Labour History*, (50), pp. 147-153.
- Haug, F. (1989). Lessons from the Women's Movement in Europe. *Feminist Review*, (31), pp. 107-116.
- Agnihotri, I., & Mazumdar, V. (1997). Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s. *Economic and Political Weekly*, 30(29), pp. 1869-1878.
- Kalpagam, U. (2000). The Women's Movement in India Today-New Agendas and Old Problems. *Feminist Studies*, 26(3), pp. 645-660.
- Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. *Women's Studies Quarterly*, 22(3/4), pp. 42-54.
- Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science*, 66(1), pp. 75-92.
- Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1), pp. 55-64.
- Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.
- Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science*, 69(3), pp. 661-672.
- Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874.
- Karlekar, M. (1998). Domestic Violence. *Economic and Political Weekly*, 33(27), pp. 1741-1751.
- Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10), pp. 49-61.

- Subramaniam, M., Krishnan, P., & Bunka, C. (2014). Women's Movement Groups in State Policy Formulation: Addressing Violence against Women in India. *Indian Anthropologist*, 44(1), pp. 37-52.
- Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.



## **Semester – III**

Major Discipline Specific Courses (core)

Course – 5

### **Comparative Government and Politics**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

#### **Learning Outcomes**

- a. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- b. They will be able to compare democratic regimes and evaluate their functioning.
- c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.
- d. They will be able to explain how media has changed the contours of elections and electoral democracy.

#### Unit I

- a. Meaning and Significance of Comparative Politics
- b. Approaches to the study of Comparative Politics: Political System, Institutionalism and New institutionalism, Political Economy, Political Culture, Political Development

#### Unit II

- a. Typologies of Regimes: Democracy and Autocracy
- b. Democratic waves after Second World War; Post-Soviet Union, Arab Springs

### Unit III

- a. Theories of representation: Types and functions of electoral system.
- b. Debates on Political Participation, Comparing democratic systems such of India and the USA

### Unit IV

- a. Meaning and Typologies of the Party System
- b. Comparing functioning of Party system in India, USA and Britain
- c. Political Communication and the Role of Media

### Readings

- Hague, R., & Harrop, M. (2004). *Comparative Government and Politics: An Introduction*, (6th ed.). New York: Palgrave Macmillan.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, second edition. Cambridge: Cambridge University Press.
- Landman, T. (2003). *Issues and Methods in Comparative Politics: An Introduction, second edition*. London and New York: Routledge.
- Lijphart, A. (1971). "Comparative Politics and the Comparative Method", *The American Political Science Review*, 65, No. 3, pp. 682-693.
- Macridis, R. C. (1969). A Survey of the Field of Comparative Government. In Blondel, J. (Ed.), *Comparative Government*. London: Palgrave.
- Newton, K., & Van, D., Jan, W. (2009). *Foundations of Comparative Politics: Democracies of the Modern World*, second edition. Cambridge: Cambridge University Press.
- Peters, B. G. (2017). Approaches in Comparative Politics. In Caramani, D. (Ed.), *Comparative Politics*, fourth edition. Oxford: Oxford University Press.
- Blondel, J. (1999). Then and Now: Comparative Politics. *Political Studies* XLVII, pp. 152-160.
- Chilcote, R. H. (2000). *Comparative Inquiry in Politics and Political Economy: Theories and Issues*. Oxford: Westview Press.
- Clark, B. (1998). *Political Economy: A Comparative Approach*, (2nd ed.). London: Praeger.
- Esteva, G. (2010). Development. In Sachs, W. (Eds.), *The Development Dictionary: A Guide to Knowledge as Power*, (2nd ed.). London: Zed Books.
- Bobbio, N. (1989). *Democracy and Dictatorship: The Nature and Limits of State Power*. Translated by Kennealy, P., Minneapolis: University of Minnesota Press.

- Diamond, L. (2003). *Can the Whole World Become Democratic? Democracy, Development, and International Policies*. Paper 03-05, Center for the Study of Democracy. University of California, Irvin.
- Held, D. (2006). *Models of Democracy*. Cambridge: Polity Press.
- Huntington, S. P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman: University of Oklahoma Press.
- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), *The Oxford Handbook of Political Institutions*. Oxford University Press, Oxford.
- Farrell, D. M. (2011). *Electoral Systems: A Comparative Introduction*. New York: Palgrave Macmillan.
- Newton, K., & Van, D. J. W. (2009) *Foundations of Comparative Politics: Democracies of the Modern World*, second edition. Cambridge: Cambridge University Press.
- Peffley, M., & Rohrschneider, R. (2014). The Multiple Bases of Democratic Support: Procedural Representation and Governmental Outputs. In Thomassen, J. (Eds.), *Elections and Democracy Representation and Accountability*. Oxford: Oxford University Press.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), *Comparative Politics*, (4th ed.). Oxford: Oxford University Press.
- Chhibber, P. K., & Torcal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. *Comparative Political Studies*, 30 (1): pp. 27–54.
- Chhibber, P. K., & Kollman, K. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press, pp. 9-21.

Major Discipline Specific Courses (core)

Course – 6

**Modern Indian Political Thinkers**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

**Course Objective:** This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly. Their writings and thoughts give insights into their ideas of India and the kind of society and polity that they had dreamed of. As all their thoughts are not possible to cover in a semester, some key thoughts have been underlines for focused study.

**Learning Outcomes:**

- a. They will come to understand how Bankim Chandra Chattopadhyay conceptualizes the idea of ‘we’ and ‘they’ in his writings.
- b. How Swami Dayanand Saraswati criticized the superstitions in religious texts and practice of the same by the followers and in what ways an understanding of Vedanta brings one to the supreme and real truth and wisdom?
- c. Students will be able to explain Vivekanand’s criticism of the West and taking pride in the Indian religion on the one hand and critiquing Christianity and Islam on the issue of religious conversion.
- d. They will be able to explain the key ideas of Gandhi.
- e. Students will be able to evaluate the ideas of Savarkar on Hindutva.
- f. They will be able to explain how Aurobindo understood and explain Indian Nationalism. They will also come to know why Aurobindo equated Indian Nationalism with Sanatan Dharma.
- g. They will come to know about the socialist ideas of Lohia and Jay Prakash Narayan and integral Humanism of Deendayal Upadhyay

Unit I

- a. Salient features of Modern Indian Political Thought
- b. Bankim Chandra Chattopadhyay: The Nation and the Community
- c. Swami Dayanand Saraswati: Critique of Religions and Call for turning to Vedanta

## Unit II

- a. Vivekanand as a Nationalist Monk
- b. Aurobindo on Indian Nationalism
- c. Tilak: Nationalism and Swaraj

## Unit III

- a. Gandhi: Truth and Non-violence, Swadeshi
- b. Savarkar: Hindutva and Social Reforms
- c. Ambedkar: Social Democracy

## Unit IV

- a. Ram Manohar Lohia and Jai Prakash Narayan: Socialist Thoughts
- b. Deen Dayal Upadhyaya: Integral Humanism

## Readings

- Bagchi, J. (1990). Representing Nationalism: Ideology of Motherhood in Colonial Bengal. *Economic and Political Weekly*, 25(42/43), pp. 65-71.
- Haldar, M. K. (1977). *Renaissance and Reaction in Nineteenth Century Bengal: Bankim Chandra Chattopadhyay* (Translation of Bengali Essay). Calcutta: Minerva Associates.
- Saraswati, D. (1882). *Satyarth Prakash: The Light of Truth*. New Delhi: Sarvadeshik Arya Pratinidhi Sabha.
- Sharma, R. (1958). Swami Dayanand's Contribution to Indian Nationalism and His Political Philosophy. *The Indian Journal of Political Science*, 19(1), pp. 25-34.
- Basu, S. (2002). *Religious Revivalism as Nationalist Discourse: Swami Vivekananda and New Hinduism in Nineteenth-Century Bengal*. London: Oxford University Press.
- Gokhale, B. (1964). *Swami Vivekananda and Indian Nationalism*. *Journal of Bible and Religion*, 32(1), pp. 35-42.
- Kumar, N. (1992). The Swami and the Mahatma: The Socio-Political Relevance. *The Indian Journal of Political Science*, 53(3), pp. 297-313.
- Ghosh, A. (1996). *On Nationalism*. Pondicherry: Sri Aurobindo Ashram.
- Singh, K. (1963). *Prophet of Indian Nationalism: Study of the Political Thought of Sri Aurobindo Ghosh 1893-1910*. London: Allen and Unwin.
- Rao, P. V. (2010). *Foundations of Tilak's Nationalism*. Orient Blackswan. New Delhi.

- Varma, V. (1958). *Political Philosophy of Lokamanya Tilak*. The Indian Journal of Political Science, 19(1), pp. 15-24.
- Gandhi, M.K. (1948). *Hinduism, Collected Works of Mahatma Gandhi*. Delhi: National Book Trust.
- Gandhi, M.K. (1948). *An Autobiography or the Story of My Experiments with Truth*. Ahmedabad: Navajivan.
- Gandhi, M.K. (1938). *The Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan.
- Banerjee, N. N. (1989). *The Undaunted Patriot*. In Swatantryaveer Savarkar Rashtriya Smarak. Bombay, pp. 57-61.
- Godbole, V.S. (2004) *Rationalism of Veer Savarkar*. Thane: Itihas Patrika Prakashan.
- Keer, D. (1966). *Veer Savarkar*. Bombay: Popular Prakashan.
- Savarkar, V.D. (1969). *Hindutva*. Bombay: Veer Savarkar Prakashan
- Dwivedi, H., & Sinha, R. (2005). *Dr. Ambedkar: The Pioneer of Social Democracy*. The Indian Journal of Political Science, 66(3), pp. 661-666.
- Gore, M.S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*. Delhi: Sage Publication.
- Doctor, A. (1988). Lohia's Quest for an Autonomous Socialism. *The Indian Journal of Political Science*, 49(3), pp. 312-327.
- Lohia, R. M. (1952). *Aspects of Socialist Policy*. Bombay: Tulloch Road.
- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House.
- Nene, V. V. (2014). *Pt. Deendayal Upadhyaya - Ideology & Perception Part -2. Integral Humanism*. New Delhi: Suruchi Prakashan.
- Swaroop, D. (Ed.). (1992). *Deen Dayal Upadhyaya's Integral Humanism*. New Delhi: DRI.
- Upadhyay, D. D. (1968). *Political Diary*. New Delhi: Suruchi Prakashan.

## **Minor/Elective**

Course – 3

## **Human Rights**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

**Course Objective** The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses. Apart from state actors and institutions, agencies and law associated with them, which occupy the central place is discussion, the module also engages with social, religious, political and economic ideologies which unleash several critical issues pertaining to human rights. Thus, it is not the conflict zones but industrialization and pursuit of political and religious hegemony also throw serious human rights challenges.

### **Learning Outcomes**

- a. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
- b. The students will be able to relate human rights with other rights of individuals.
- c. They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of individuals.
- d. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.
- e. They will come to know about the human rights of the armed forces.

### Unit I

- a. Meanings and scope of Human rights and its correlation with other rights
- b. Institutionalization of Human Rights: Universal Declaration of Human Rights

### Unit II

- a. Political Ideologies and the Principles of Human Rights
- b. Refugee Rights: A case Study of Northeast India

### Unit III

- a. Terrorism, Police Encounter and Human Rights
- b. Human Rights of the Armed Forces

## Unit IV

- a. Issues of Surveillance and Censorship
- b. Police Custody, Torture and Human Rights

### Readings:

- Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.
- Hoffman, J., & Graham, P. (2006). 'Human Rights', *Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.
- SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.
- The Constitution of India, Chapter 3: Fundamental Rights
- Henkin, L. (1998). Religion, Religions, and Human Rights. *The Journal of Religious Ethics*, 26(2), pp. 229-239.
- Arat, Z. (2008). Human Rights Ideology and Dimensions of Power: A Radical Approach to the State, Property, and Discrimination. *Human Rights Quarterly*, 30(4), pp. 906-932.
- Mitchell, N., Howard, R., & Donnelly, J. (1987). Liberalism, Human Rights, and Human Dignity. *The American Political Science Review*, 81(3), pp. 921-927.
- Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*, 44(28), pp. 76-85.
- Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37(1), pp. 31-35.
- Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.
- Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.
- Sen, S. (2014). Right to Free Speech and Censorship: A jurisprudential Analysis. *Journal of the Indian Law Institute*, 56(2), pp. 175-201.
- D. O'Byrne. (2007). Torture. In *Human Rights: An Introduction*. Delhi: Pearson, pp. 164-197.



## **Interdisciplinary Courses**

Course – 2

### **Research in Public Opinion and Voting Behavior**

Total Credits: 03

Classes per week: 04 (@45 minutes per class)

**Course Objective:** The purpose of the course is to equip students with concepts, skills, and methods to understand public opinion and voting behavior in the political system. They will be trained in skills and methods of data collection, their processing with the application of new technology and precise statistical tools. The module is going to provide hands - on learning to the students to interpret election data and predicting of electoral fortunes of the parties based on inputs from the field.

#### **Learning Outcomes:**

- a. Students would learn the methods and techniques of data collection from the field.
- b. They would know where and how to apply the statistical tools like mean, median, mode, standard deviation, and correlational research.
- c. They will be able to predict the results of the election based on data applying the techniques of election data.

#### Unit I

- a. Conceptual Understanding of Public Opinion
- b. Role of Public Opinion in Democratic Politics

#### Unit II

- a. Survey
- b. Sampling
- c. Interview
- d. Questionnaire and Schedule
- e. Observation

#### Unit III

- a. Mean, Median, Mode and Standard Deviation, Correlational Research
- b. Pie diagram, Bar Charts
- c. Statistical Software: SPSS

#### Unit IV

- a. Techniques of Interpreting Election Data
- b. Prediction in Polling Research
- c. Politics of Interpreting Data

## Readings

- Gunnell, J. G. (2011). Democracy and the Concept of Public Opinion. In George, C. E. III., George, C. J., Lawrence, R., & Shapiro, R. Y. (Eds.), *The Oxford Handbook of American Public Opinion and the Media*.
- Lau, R. R., Klenberg M. S., & Ditonto, T. M. (2018). Measuring Voter Decision Strategies in Political Behaviour and Public Opinion Research. *Public Opinion Quarterly*, 82(1), pp. 911–936.
- Bruyn, S. (1963). The Methodology of Participant Observation. *Human Organization*, 22(3), pp. 224-235. Cannell, C., Miller, P., & Oksenberg, L. (1981). *Research on Interviewing Techniques. Sociological Methodology*, 12, pp. 389-437.
- Geer, J. (1988). What Do Open-Ended Questions Measure? *The Public Opinion Quarterly*, 52(3), pp. 365-371.
- Gideon, L. (Ed.). (2012). *Handbook of Survey Methodology for the Social Sciences*. Springer.
- Hubbard, F. (1942). Questionnaires, Interviews, Personality Schedules. *Review of Educational Research*, 12(5), pp. 534-541.
- Ellwood, C. (1933). The Uses and Limitations of the Statistical Method in the Social Sciences. *The Scientific Monthly*, 37(4), PP. 353-357.
- Babbie, E. et al. (2012). *Adventures in Social Research: Data Analysis Using SPSS 14.0 and 15.0 for Windows*. (8th edition), Thousand Oaks, CA: Pine Forge Press.
- Bryman, A. (2012). *Social Research Methods*. 4th Edition. Oxford: Oxford University Press
- Eldersveld, S. J. (1951). Theory and Method in Voting Behavior Research. *The Journal of Politics*, 13(1), pp. 70-87.
- Gosnell, H. F., & Pearson, N. (1939). The Study of Voting Behaviour by Correlational Techniques. *American Sociological Review*, 4(6), pp.809-815.
- Eldersveld, S. J. (1956). Experimental Propaganda Techniques and Voting Behaviour. *The American Political Science Review*, 50(1), pp. 154-165.

## Semester – IV

Major Discipline Specific Courses (core)

Course – 7

### Theories of International Relations

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

#### Learning Outcomes

- a. Familiarization with the key concepts of the discipline of IR.
- b. Understanding of linkages between Classical Realism and Classical Geopolitics.
- c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.
- d. Appreciation of what is Global IR and why non-western perspectives are needed.
- e. Greater appreciation of the important role played by non-Western countries in building post-War norms and institutions in key areas such as universal sovereignty,
- f. human rights, development, and regionalism.
- g. Understanding the agency of the Global South in these areas is key to countering IR's ethnocentrism and developing new concepts, theories, and methods.

#### Unit I:

- a. Evolution of the Discipline
- b. Power, Sovereignty, Security
- c. Space, Power & Territory

- d. States and non-state actors
- e. Sustainable development

#### Unit II

- a. Realism (national interest, national power, national security, security dilemma, balance of power, structural realism, defensive/offensive realism)
- b. Liberalism (interdependence, neoliberal institutionalism, commercial liberalism, democratic peace theory, international law, regimes, world public opinion)
- c. Constructivism (identity, impact of ideas, social construction of knowledge, emerging new forms of political associations)

#### Unit III

- a. Marxism
- b. Postmodernism
- c. Post colonialism
- d. Feminism

#### Unit IV

- a. Role and relevance of non-western perspectives in IR
- b. Indian and Chinese perspectives in IR

#### Readings:

- Agnew, J. (1998). *Geopolitics: Revisioning World Politics*. London and New York: Routledge.
- Dunn, T., Kurki, M., & Smith, S. (2010). *International Relations Theories: Discipline and Diversity*, (2nd ed.). Oxford: Oxford University Press.
- Jackson, R. and Sørensen, G. (2007). *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press.
- Dunne, T. and Schmidt, B. (2008). Realism. In Baylis, John et al. (Eds.), *The Globalization of World Politics*, (3rd ed.), Oxford: Oxford University Press.
- Dunne, T. (2008). Liberalism. In Baylis, John et al. (Eds.), *The Globalisation of World Politics: An Introduction to IR*. Oxford: Oxford University Press.
- Burke, A. (2008). Postmodernism. In Reus-Smit, C., & Snidal, D. (Eds.), *The Oxford Handbook of IR*. Oxford: Oxford University Press.
- Devetak, R. (1996). Critical Theory. In Burchill, S. et al., *Theories of International Relations*. New York: St. Martin's.
- Linklater, A. (1996). Marxism. In Burchill, S., & Linklater, A. (Eds.), *Theories of International Relations*. New York: St. Martin's.

- Smith, S., & Owens, P. (2008). Alternative Approaches to International Theory: Feminism. In Baylis, J. et al. (Eds.), *The Globalisation of World Politics: An Introduction to IR*. Oxford: Oxford University Press.
- Acharya, A. (2014). Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies. *International Studies Quarterly*, 58(4), pp. 1-13.
- Bajpai, K., & Mallavarapu, S. (2005). *International Relations in India: Bringing Theory Back Home*. New Delhi: Orient Blackswan
- Acharya, A., & Buzan, B. (2009). *Non-Western International Relations Theory: Perspectives on and Beyond Asia*. London: Routledge.

Major Discipline Specific Courses (core)

Course – 8

**Indian Constitution**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

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

**Learning Outcomes**

- Students will be able to understand the terms of partition and how princely states were integrated. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India
- They will come to know the importance of the Preamble in the constitutional design of India
- They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution
- They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India

Unit I

- a. Independence and integration of Indian States: Case Study of Junagarh, Goa, Kashmir and Northeast India
- b. Philosophy of Indian Constitution, Preamble
- c. Debates on National Language, National Flag, National Anthem, National Song, Minority rights

Unit II

- a. Fundamental Rights and Duties, Directive Principles of State Policy
- b. Procedure in the Constitutional Amendment

### Unit III

- a. Union and State Executive
- b. Union and State Legislature

### Unit IV

- a. Supreme Court and High Courts: Structure and Functions
- b. Judicial Accountability, Judicial Activism and Judicial Overreach
- c. Centre-State Relations: Legislative, Executive and Financial
- d. Contemporary Debates in Indian Federalism

### Readings:

- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press
- Shankar, B. L., & Rodrigues, V. (2014). *The Indian Parliament: A democracy at work*. Oxford University Press.
- Singh, M. P., & Saxena, R. (2013). *Federalizing India in the Age of Globalization*, New Delhi, India: Primus Books.
- Basu, D.D. (2022). *Introduction to the Constitution of India*. 26<sup>th</sup> Edition. Lexis Nexis.
- Singh, M. (2008). Reorganisation of States in India. *Economic and Political Weekly*, 43(11), pp. 70-75.
- Noorani, A. (1973). Vande Mataram: A Historical Lesson. *Economic and Political Weekly*, 8(23), pp. 1039-1043.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Baxi, U. (1967). The Little Done, the Vast Undone—Some Reflections on Reading Granville Austin's 'The Indian Constitution'. *Journal of the Indian Law Institute*, 9(3), pp. 323-430.
- Manor, J. (2005). The Presidency. In Kapur, D., & Mehta, P. B. (Eds.), *Public Institutions in India: Performance and Design*. New Delhi: Oxford University Press
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, M.P., & Saxena, R. (Eds.), *Indian Judiciary and Politics: The Changing Landscape*. Delhi: Manohar Publication.
- Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa Publication.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Hicks, U. (1976). Fiscal Federalism in India. *FinanzArchiv/Public Finance Analysis*, 34(2), pp. 358-362.

**Minor/Elective**

Course – 4

**The Constituent Assembly Debates and the Idea of India**

Total Credits: 04

Classes per week: 05 (@45 minutes per class)

**Course Objective:**

The making of Indian constitution was indeed a gigantic task. It was really challenging to leave behind the wounds and scars of partition and design a new script and trajectory for the modern India assuring unity of the country without diluting or disturbing its diversity. It was again a difficult task of mediating between the elements of modernity and civilizational ethos and identity which make India a unique nation in the world. It was a result of marathon meetings and cross-fertilization of ideas for over two years which went through examining and discussing the minute details. Reading into the debates of Constituent Assembly reflects the depth and richness of thoughts that went into shaping and producing a sacred document for the modern India. This course entails some of the key issues which continue to engage our national discourses in post-colonial India. The debates in the constituent assembly on the underlying issues shall be the primary and essential readings for the students.

**Learning Outcomes:**

The students will be able to know and answer

- a. What were debates on nomenclature of the country? How the term ‘India i.e. Bharat’ as ‘Union of States’ came to stay in the constitution?
- b. What went into discussions on deciding national symbols like National Flag and National Anthem of the country?
- c. What were the views of the majority of the members in the Constituent Assembly on minority rights?
- d. What were the discussions on religious freedom and religious conversion in the Constituent Assembly?
- e. What were the positions of the members of the constituent assembly on the issue of cow protection?

**Unit I**

- a. Unity in Diversity and Diversity in Unity
- b. Basic Philosophy and ‘the Preamble’ of Indian Constitution

**Unit II**

- a. National Flag, National Anthem and National Song
- b. National Languages, Rajbhasha and Rastrabhasha



### Unit III

- a. Minority Rights
- b. Debates on Religious Conversion
- c. Religion Based Reservations in Public Institutions.

### Unit IV

- a. Ban on Cow Slaughter
- b. Uniform Civil Code
- c. Article 370

### Readings

- Lahoti, R. C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Eastern book Company, Delhi.
- Gottlob, M. (2007). India's Unity in Diversity as a Question of Historical Perspective. *Economic and Political Weekly*, 42(9), pp. 779-789.
- Wallace, D. (1951). The Indian Constitution of 1949. *The Journal of Politics*, 13(2), pp. 269-275.
- Mookerji, R. (2004). *The Fundamental Unity of India*, Orient Blackswan, Hyderabad.
- Roy, S. (2006). A Symbol of Freedom: The Indian Flag and the Transformations of Nationalism, 1906-2002. *The Journal of Asian Studies*, 65(3), PP. 495-527.
- Lipner, J. (2003). *Re-translating Bankim Chatterji's Ananda Math*. *India International Centre Quarterly*, 30(1), 59-71.
- Agnihotri, R. K. (2015). Constituent Assembly Debates on Language. *Economic and Political Weekly*, 50(8), pp. 47-56.
- Gusain, L. (2012). The Effectiveness of Establishing Hindi as a National Language. *Georgetown Journal of International Affairs*, 13(1), pp. 43-50.
- Sinha, M. (2005). Minority Rights: A Case Study of India. *International Journal on Minority and Group Rights*, 12(4), pp. 355-374.
- Bajpai, R. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Basavaraju, C. (2009). Reservation under the Constitution of India: Issues and Perspectives. *Journal of the Indian Law Institute*, 51(2), pp. 267-274.
- Shah, G. (1985). Caste, Class and Reservation. *Economic and Political Weekly*, 20(3), pp. 132-136.
- Claerhout, S., & Roover, J. D. (2005). The Question of Conversion in India. *Economic and Political Weekly*, 40(28), pp. 3048-3055.
- Goyal, S. R. (2000). *India's Secularism*. New Delhi: Voice of India.
- Shourie, A. (2001). *Harvesting Our Souls: Missionaries, their Designs, their claims, Voice of India*. New Delhi: Asa publications.
- Manooja, D. (2000). Uniform Civil Code: A Suggestion. *Journal of the Indian Law Institute*, 42(2/4), pp. 448-457.
- Rattan, J. (2004). Uniform Civil Code in India: A Binding Obligation under International and Domestic Law. *Journal of the Indian Law Institute*, 46(4), pp. 577-587.
- Seth, L. (2005). A Uniform Civil Code: towards gender justice. *India International Centre Quarterly*. India International Centre, 31 (4), pp. 40-54.