**TEACHING PLAN (2015-2016)**

DEPARTMENT OF POLITICAL SCIENCE

**UNDERSTANDING POLITICAL THEORY – I SEM**

**(CORE COURSE) – B.A (HONS)**

**JULY - NOVEMBER 2015**

**TEACHER NAME: DR. Anuranjita Wadhwa**

**SYLLABUS:**

I**: Introducing Political Theory**

1. What is Politics: Theorizing the ‘Political’

2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

3. Approaches to Political Theory: Normative, Historical and Empirical

4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

**II: Political Theory and Practice**

**The Grammar of Democracy**

1. Democracy: The history of an idea

2. Procedural Democracy and its critique

3. Deliberative Democracy

4. Participation and Representation

**COURSE DESCRIPTION**

Political theory is a core component in the discipline of political science. It helps us to equip ourselves with the analytical tools necessary to differentiate between legitimate functions of government and the arbitrary use of power. It enables the readers to move beyond the apparent truths regarding what is happening in politics. The study of political theory provides precision to our knowledge of the fundamental yet General political concepts. It is concerned with the actual policies through which the political process realizes the norms of justice. Rights are the sum total of those opportunities which ensure Enrichment of human personality and the development of society. There are multiple forms and institutions of power, the most powerful being the state which is the Aggregate and legitimate power structure of a country. Therefore, state is one of the core issues discussed and debated in political theory.

This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy. It also describes all these fields and takes up the evolving new sets of ideas and debates that form the core of political theory. These debates and concepts give new insights into the critical frame of understanding and interpreting politics.

**TEACHING TIME :**

12 Weeks approximately five days of a week

The course is organized around daily lectures as per the time table. Students will be provided reading assignments each to help them follow the course content. The lecture will be given according to reading material. Internal Assessment of 25 marks will be given to the students based on activities like assignment, presentation and class test. Some quiz competitions are also conducted through classroom application. There are 5 marks for attendance as part of internal assessment.

**UNIT WISE BREAKUP OF SYLLABUS:**

I**: Introducing Political Theory (Week 1-6)**

Unit first is theory of syllabus. It deals with detailed understanding of Political Theory. Different sources and diverse interpretation of political theory introduced in class. Students will be informed to different categories of sources existing in Hindi and English language.

1. **What is Politics: Theorizing the ‘Political’**

It is necessary to understand the two words ‘Political’ and ‘Theory’ separately. Here words ‘Theory’ and ‘Political’ are qualifying each other that Political Theory or Theory of Politics indicate to a specific subject. In its modern context the word ‘political’ represents the state and its related institutions like Government, legislative or common policy. In spite of various notions till date modern city-state or state has been a common subject for the political theorist in the context of politics.

1. **Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative**

This part deals with the theoretical part of political theory. It gives the detailed comparative studies of liberal, Marxist, Anarchist and Conservative theory.

1. **Approaches to Political Theory: Normative, Historical and Empirical**

In the tradition of Western politics, political theory has been a continuous dialogue through ages. Though, there has been continuity in the subject matter of political theory, yet there had been a lot of changes in the approaches to its study. It divide these broadly in two approaches—Normative and Emperical.

1. **Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern**

This part is the critic of political theory. It deals with the critical prospective to political theory by feminist and postmodernist.

**II: Political Theory and Practice (Week 7-12)**

This unit examines the role of political theory and also tried to find out the role of political theory in the real world of politics. It explores the ends/means relations as an account of how ideas and action might be connected.

**The Grammar of Democracy**

1. **Democracy: The history of an idea**

In this part it describes democracy as contest of values, equality, and liberty, like justice and fairness. Democracy has a long tradition. But the notions regarding its essence and grounds of its justification have been revised from time to time. Plato and Aristotle saw democracy at work in some of ancient Greek city-states, especially at Athens.

1. **Procedural Democracy and its critique**

Procedural democracy is a term used to denote the particular procedures, such as regular elections based on universal suffrage, that produce an electorally-legitimated government. Procedural democracy, with its centering of electoral processes as the basis of democratic legitimacy, is often contrasted with substantive or participatory democracy, which centers the equal participation of all groups in society in the political process as the basis of legitimacy.

1. **Deliberative Democracy**

This part deals with the deliberative democratic theory, Deliberative democratic theory is a normative theory that suggests ways in which we can enhance democracy and criticize institutions that do not live up to the normative standard.

1. **Participation and Representation**

Participatory democracy is a process of collective decision making that combines elements from both direct and representative democracy: Citizens have the power to decide on policy proposals and politicians assume the role of policy implementation. The aim of this unit is to understand how participatory democracy operates, and to study its implications over the behavior of citizens and politicians and over the final policy outcomes.

Though democracy creates a relationship between citizens and the state through

elections; in complex societies, representatives mediate this association. Whereas the

concept of representation has long been attended by anxious debates on several issues—

for instance how representatives discharge their mandates with a commitment to their

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for instance how representatives discharge their mandates with a commitment to their

constituents

**ASSESSMENT**

**Internal Assessment : 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 mark each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on topic related to their syllabus. The topics for the first assignment will be shared in class by the end of the first week of August, for certain topics which need extra concerns as per students demand, group discussions organised occasionally.

2) There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Additionally there are 5 marks for Attendance.

**Essential Readings**

Bhargava, R. (2008), ‘*What is Political Theory’*, in Bhargava, R and Acharya, A. (eds.) PoliticalTheory: An Introduction.New Delhi: Pearson Longman, pp. 2-16.

Chapman, J. (1995), ‘*The Feminist Perspective’*, in Marsh, D. and Stoker, G. (eds.) Theory andMethods in Political Science. London: Macmillan, pp. 94-114.

Bannett, J. (2004), ‘*Postmodern Approach to Political Theory’*, in Kukathas, Ch. and Gaus, G. F. (eds.) Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004), ‘*The Nature of Political Theory’*, New York: Oxford University Press, 2004, pp. 19-80.

Owen, D. (2003), ‘*Democracy’*, in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) ‘*Democracy’*, in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Baral, J.K. et al.(2015), ‘*Political Theory: Concepts, issues and ideologies*’, Cuttack: Vidyapuri.

**CLASSICAL POLITICAL PHI LOSPHY**

**Core Course**

**Semester- V**

**July-Nov 2015**

**Teacher Name – Dr. Anuranjita Wadhwa**

**SYLLABUS**

**Unit I**

Text and Interpretation

**Unit II** - **Antiquity**

**Plato**

1. Philosophy and Politics
2. Theory of Forms
3. Justice
4. Philosopher King/Queen
5. Communism
6. Presentation theme: Critique of Democracy
7. Women and Guardianship
8. Censorship

**Aristotle**

1. Forms
2. Virtue
3. Citizenship
4. Justice
5. State and Household
6. Presentation themes: Classification of governments; man as zoon politikon

**Unit III- Interlude**

**Machiavelli**

1. Virtue
2. Religion
3. Republicanism
4. Presentation themes: morality and statecraft; vice and virtue

**Unit IV- Possessive Individualism**

**Hobbes**

1. Human nature
2. State of Nature
3. Social Contract
4. State
5. Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

**Locke**

1. Laws of Nature
2. Natural Rights
3. Property
4. Presentation themes: Natural rights; right to dissent; justification of property.

**COURSE DESCRIPTION**

This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course and text based for students. It is expected that students will become familiar with the key texts of political thought. They will be familiar with concepts and debates around the idea of philosophers like Plato,Aristotle, Machiavelli, Hobbes and Locke. It is concerned with an examination of the most important ideas and theories concerning the relationship between man, state and society in the political thought of the Ancient Greeks, the early Christians, the later middle ages, and the early modern state.

For comprehending the intricacies of contemporary political theory the starting point is the classical tradition. For this purpose this course examines in detail the fascinating evolution of the history of political thought; rich and diverse through the work of political thinkers who form the classical tradition. In understanding the work of these thinkers, it should be noted that each thinker was responding to the specific questions of his time while at the same time addressing the perennial issues of political discourse like power, the nature of political society and of political activity; the relationship between moral, religious and political ideas; political argument and political deliberations; distribution of advantages in situations of scarcity and conflicting claims the factors of stability, change and conversation the relationship between ethics, politics and the role of women in society.

**TEACHING TIME**

12 Weeks approximately

**CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail.

**UNIT WISE BREAK UP OF SYLLABUS**

**Unit I (2 weeks)**

**Text and Interpretation**

This unit will deal with the interpretations of texts and their importance in political theory. It will to understand students various issues and debates of reading any philosophers’ thought process and the grounds and situations in which they written different texts.

**Unit II: Antiquity (4 Weeks)**

**Plato**

1. Philosophy and Politics
2. Theory of Forms
3. Justice Philosopher King/Queen
4. Communism
5. Presentation theme: Critique of Democracy
6. Women and Guardianship
7. Censorship

**Aristotle**

1. Forms
2. Virtue
3. Citizenship
4. Justice
5. State and Household
6. Presentation themes: Classification of governments; man as zoon politikon

This unit will explain the ideas of two important philosophers and their contributions in political philosophy. Students will be able to understand with this unit, different ideas and their contribution on the concept of justice. Various themes under this unit will be helpful to develop major principles of political philosophy.

**III. (2 weeks)**

**Interlude: Machiavelli**

1. Virtue
2. Religion
3. Republicanism
4. Presentation themes: morality and statecraft; vice and virtue

This unit will be helpful in understanding various ideas of Machiavelli and his contribution in generating view on religion with principles of morality. With this unit students will be able to understand themes like republicanism as a form of government and define the relevance of his ideas.

**IV. (4 weeks)**

**Possessive Individualism**

**Hobbes**

1. Human nature
2. State of Nature
3. Social Contract
4. State
5. Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

**Locke**

1. Laws of Nature, Natural Rights, Property,
2. Presentation themes: Natural rights; right to dissent; justification of property.

This unit will cover various issues of Hobbes and Locke’s theory on the role and relevance of governance and its scope of activities. With the introduction of this unit students will be able to understand social contract theory and its relevance in contemporary period with basic themes of rights and equality.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Students will have to write one essay based assignment inclusive of bibliographies. In this assignment students will justify the theme with suitable literature. For this purpose reading material provided for the paper course and other sources like internet sites, journals and books will be used.

2) They will have to prepare a presentation using power point presentation on a specific topic assign to them in class by the end of the first week of May.

3) There will be a Class Test of 5 marks. It will take place tentatively in the third week of June. Quizzes on specific topics will be organized time to time after discussion with students.

**READING LIST**

**I. Text and Interpretation**

**Essential Readings:**

T. Ball, (2004) ‘History and Interpretation’ in C. Kukathas and G. Gaus, (eds.) *Handbook of*

*Political Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) ‘The Liberty of the Ancients Compared with that of the Moderns’, in D.

Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

**Additional Readings:**

J. Coleman, (2000) ‘Introduction’, in *A History of Political Thought: From Ancient Greece to*

*Early Christianity,* Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) ‘Preface’, in *The Foundations of Modern Political Thought Volume I,* Cambridge: Cambridge University Press pp. ix-xv.

**II. Antiquity:**

**Plato**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi:

Pearson Education, pp. 9-32.

R. Kraut, (1996) ‘Introduction to the study of Plato’, in R. Kraut (ed.) *The Cambridge*

*Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) ‘Plato’, in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates*

*to the Present,* Oxford: Oxford University Press, pp. 62-80

**Additional Readings:**

S. Okin, (1992) ‘Philosopher Queens and Private Wives’, in S. Okin *Women in Western*

*Political Thought,* Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) ‘The Defence of Justice in Plato's Republic’, in R. Kraut (ed.) *The*

*Cambridge Companion to Plato.* Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) ‘Plato's Later Political Thought’, in R. Kraut (ed.) *The Cambridge*

*Companion to Plato.* Cambridge: Cambridge University Press, pp. 464-492.

**Aristotle**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi:

Pearson Education, pp. 53-64.

T. Burns, (2009) ‘Aristotle’, in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From*

*Socrates to the Present.* Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) ‘Politics’, in J. Barnes (ed.), *The Cambridge Companion to Aristotle*.

Cambridge: Cambridge University Press, pp. 232-258

**Additional Readings:**

J. Coleman, (2000) ‘Aristotle’, in J. Coleman *A History of Political Thought: From Ancient*

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

D. Hutchinson, (1995) ‘Ethics’, in J. Barnes, (ed.), *The Cambridge Companion to Aristotle*

Cambridge: Cambridge University Press, pp. 195-232.

**III. Interlude:**

**Machiavelli**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi:

Pearson Education, pp. 124-130

Q. Skinner, (2000) ‘The Adviser to Princes’, in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) ‘Machiavelli’, in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From*

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

**Additional Reading:**

Q. Skinner, (2000) ‘The Theorist of Liberty’, in *Machiavelli: A Very Short Introduction*.

Oxford: Oxford University Press, pp. 54-87.

**IV. Possessive**

**Individualism Hobbes**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi:

Pearson Education pp. 131-157.

D. Baumgold, (2009) ‘Hobbes’, in D. Boucher and P. Kelly (eds) *Political Thinkers: From*

*Socrates to the Present.* Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*.

Oxford University Press, Ontario, pp. 17-29.

**Additional Readings:**

I. Hampsher-Monk, (2001) ‘Thomas Hobbes’, in *A History of Modern Political Thought:*

*Major Political Thinkers from Hobbes to Marx,* Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) ‘Hobbes's political philosophy’, in T. Sorell, (ed.) *Cambridge Companion to*

*Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

**Locke**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi:

Pearson Education, pp. 181-209.

J. Waldron, (2009) ‘John Locke’, in D. Boucher and P. Kelly, (eds) *Political Thinkers: From*

*Socrates to the Present.* Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*.

Oxford University Press, Ontario, pp. 194-214.

**Additional Readings:**

R. Ashcraft, (1999) ‘Locke's Political Philosophy’, in V. Chappell (ed.) *The Cambridge*

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

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers*

*from Hobbes to Marx,* Oxford: Blackwell Publishers, pp. 69-116.

**Paper:** (**CORE COURSE) -B. A (Prog)**

**Introduction to Political Theory**

**SEMESTER 1: JULY-NOVEMBER 2015**

 **TEACHER NAME: Dr.Anuranjita Wadhwa**

**SYLLABUS:**

After completing this course students will be able to:

* + - Understand the nature and relevance of Political Theory
		- Understand different concepts like liberty, equality, justice and rights,gender,citizenship,civil society and state.
		- Reflect upon some of the important debates in Political Theory

Unit 1

 a. What is Politics?

 b. What is Political Theory and what is its relevance?

Unit 2

Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State.

Unit 3

Debates in Political Theory:

a. Is democracy compatible with economic growth?

b. On what grounds is censorship justified and what are its limits?

c. Does protective discrimination violate principles of fairness? d. Should the State intervene in the institution of the family?

**COURSE DESCRIPTION**

The course is designed to interrogate political theory and its development. This helps students to know detailed overview of political concepts and theoretical ideas of politics with reference to practical realities of politics. In order to examine the paper can be divided in three parts that is concept theory and concept and debates. The chief character of this papers is described through various western political thinkers.

It represents relationship between ground realities and theoretical aspects of society. While describing theory, concepts and debates social, economic and political condition of society taken into account. It has taken several examples to prove its points. It seeks to explain factual, formal and normative aspects of politics.

The purpose of this paper has been solving the social and economic problems confronting society. Political theory helps in normative and empirical enquires of society. The paper identified nature and purpose of the state, basis of political authority and problems of political obligations and political obedience.

In many ways the approach to study political theory in comprehensive ways related to society as well as government. These diverse ideas and various models certainly competing in many ways. In course of studying, different structures and processes were highlighted that shaped the political systems overtime. The paper seeks to identify the different strands that allows for a more integral contextualization of its evolving society and political theory.

**TEACHING TIME:**

12 Weeks approximately five days of a week

The course is organized around daily lectures and tutorials as per the timetable. Students will be provided reading assignments each week to help them follow the course content. Readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

**UNIT WISE BREAKUP OF SYLLABUS:**

**UNIT I (Week 1-3)**

First week based upon some basic information of course and its requirement of discussion elaborated in the class. While discussing on meanings of politics, role of theory and requirement of political theory were discussed. Students will be informed to different categories of references and sources existing in Hindi and English language. Unit first is concerned about the normative of political theory.

 1) What is Political Theory and what is its relevance?

**UNITII (Week 3-8)**

Unit second explores the role of concepts and model of explanation of political realities as conceived by political thinkers. In terms of explaining origin, development, and debate around the concept incorporated during the lectures. economic plan which changes societal relations and new emerging class in Indian politics. It discusses the role of economic sectors in individual lives. It deals with philosophical knowledge of Plato Aristotle Machiavelli, Hobbes, Locke Rousseau, Mill and ideas of Marx.

Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State

**UNITIII (Week 9-10)**

This unit will examine the sociological, cultural aspects of society. Primarily this part is based on state policies strategies and how it conflicts as well as discussion emerged. The debate denounces ways of different arguments.

Debates in Political Theory:

a. Is democracy compatible with economic growth?

b. On what grounds is censorship justified and what are its limits?

 c. Does protective discrimination violate principles of fairness? d. Should the State intervene in the institution of the family?

 **Revision and Queries regarding different topics (Week 11- 12)**

**ASSESSMENT**

Internal Assessment: 25Marks

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1)Two assignments of 5marks each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on topic related to their syllabus. The topics for the first assignment will be shared in class by the end of the first week of August.

 For certain topics which need extra concerns as per students demand, group discussions will be held occasionally.

2)There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Additionally, there are 5marks for Attendance.

**REFERENCES**

### Unit I

Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) ‘Why Do We Need Political Theory’, in Bhargava, R. and Acharya, A.(eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 18-37.

### Unit 2

Sriranjani, V. (2008) ‘Liberty’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) ‘Equality’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) Justice’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) ‘Rights’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) ‘Democracy’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction.New Delhi: Pearson Longman, pp. 106‐128.

 Roy, A. ‘Citizenship’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130‐147.

 Das, S. (2008) ‘State’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi:Pearson Longman, pp. 170‐187.

 Singh, M. (2008) ‘Civil Society’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction.New Delhi: Pearson Longman, pp. 188‐205.

 Menon, N. (2008) ‘Gender’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224‐235.

Shorten, A. (2008) ‘Nation and State’, in McKinnon, C. (ed.) Issues in Political Theory, New York: OxfordUniversity Press, pp. 33‐55.

Christiano, Thomas. (2008) ‘Democracy’, in McKinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80‐96. Riley,

J. (2008) ‘Liberty’, in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103‐125.

Casal, P. & William, A. (2008) ‘Equality’, in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149‐ 165.

Wolf, J. (2008) ‘Social Justice’, in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172‐193.

Brighouse, H. (2008) ‘Citizenship’, in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241‐259.

Chambers, C. (2008) ‘Gender’, in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241‐288.

 Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.

**Unit 3**

 Sen, A. (2003) ‘Freedom Favours Development,’ in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 444‐446.

Prezowrski, 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.

Sethi, A. (2008) ‘Freedom of Speech and the Question of Censorship’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308‐319.

Acharya, A. (2008) ‘Affirmative Action’, in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298‐307.

 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.

**Political Theory-Concepts and Debates – II SEM**

**(CORE COURSE) – B.A (HONS)**

**JANUARY - APRIL 2016**

**TEACHER NAME: DR. Anuranjita Wadhwa**

**SYLLABUS:**

**Section A: Core Concepts**

I. Importance of Freedom

a) Negative Freedom: Liberty

b) Positive Freedom: Freedom as Emancipation and Development

Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality

 a) Formal Equality: Equality of opportunity

b) Political equality

Important Issue: Affirmative action

III. Indispensability of Justice

a) Procedural Justice

 b) Distributive Justice

 c) Global Justice

Important Issue: Capital punishment

IV. The Universality of Rights

 a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations

 Important Issue: Right of the girl child

**Section B: Major Debates**

1. Why should we obey the state? Issues of political obligation and civil disobedience.
2. Are human rights universal? Issue of cultural relativism.
3. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

**COURSE DESCRIPTION**

Political theory is a core component in the discipline of political science. It helps us to equip ourselves with the analytical tools necessary to differentiate between legitimate functions of government and the arbitrary use of power. It enables the readers to move beyond the apparent truths regarding what is happening in politics. The study of political theory provides precision to our knowledge of the fundamental yet General political concepts like liberty, equality, democracy, development, human rights, justice, etc. Liberty is a manifold concept, and includes natural liberty, Civil liberty, political liberty, personal liberty, economic liberty and National liberty, among others. It is central to any political system. Equality too has many facets. Social equality is a state of affairs in which all the people have the same status in certain respects. Political equality within the state is the essence of political dimension of justice. It is concerned with the actual policies through which the political process realizes the norms of justice. Rights are the sum total of those opportunities which ensure Enrichment of human personality and the development of society. There are multiple forms and institutions of power, the most powerful being the state which is the Aggregate and legitimate power structure of a country. Therefore, state is one of the core issues discussed and debated in political theory.

The course describes all these fields and takes up the evolving new sets of ideas and debates that form the core of political theory. These debates and concepts give new insights into the critical frame of understanding and interpreting politics.

**TEACHING TIME:**

12 Weeks approximately five days of a week

The course is organized around daily lectures as per the time table. Students will be provided reading assignments each to help them follow the course content. The lecture will be given according to reading material. Internal Assessment of 25 marks will be given to the students based on activities like assignment, presentation and class test. Some quiz competitions are also conducted through classroom application. There are 5 marks for attendance as part of internal assessment.

**UNIT WISE BREAKUP OF SYLLABUS:**

**Section A**

 **Freedom (Week 1-2)**

Section A deals with the concept of Liberty, Equality, Justice and Rights.

 Liberty is a manifold concept, and includes natural liberty, Civil liberty, political liberty, personal liberty, economic liberty and National liberty, among others. It is central to any political system.

**Equality (3-5)**

This chapter explains the theory of equality and also deal with many facets of Equality. Social equality is a state of affairs in which all the people have the same status in certain respects. Political equality within the state is the essence of political dimension of justice. It is concerned with the actual policies through which the political process realizes the norms of justice.

**Justice (6-7)**

This chapter defines the concept of Justice. It’s deeply explains the Rawls theory of justice and differentiates the concept of Procedural and Substantive justice. It’s also deals with the critic of Rawls by the different theory and deeply studies of scope of justice and what are the differences between National and Global justice.

 **Rights (8-10)**

This topic broadly covers the theories of Rights. Rights are rightly called social claims which help individuals attain their best selves and help them develop their personalities. A democratic government can best serve the people if it maintains a system of rights for its people. It’s also explains about the concept of Human Rights and Universalism or cultural relativism. for the wider understanding of students unit also discuss that States never give rights, they only recognise them; governments never grant rights, they only protect them. Rights emanate from society, from peculiar social conditions, and, therefore, they are always social. Rights are individuals’ rights; they belong to the individuals; they exist for the individuals; they are exercised by them so as to enable them to attain the full development of their personalities.

**Section B: Major Debates**

The section involves students to engage in a discussion questioning why we should obey the state, are rights universal with a discussion on cultural relativism, and the issue of accommodating diversity in a plural society.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 mark each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on topic related to their syllabus. The topics for the first assignment will be shared in class by the end of the first week of August, for certain topics which need extra concerns as per students demand, group discussions organised occasionally.

2) There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Additionally, there are 5 marks for Attendance.

**Essential Readings**

**Freedom**

Riley, Jonathan. (2008), ‘*Liberty’,* in Mckinnon, Catriona (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001), ‘*Political Philosophy*’, London: Routledge, pp. 69- 132

Carter, Ian. (2003) ‘*Liberty’,* in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008), ‘*Freedom of Speech and the Question of Censorship’*, in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

**Equality**

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

Casal, Paula & William, Andrew. (2008), ‘*Equality’*, in Mc Kinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008), ‘*Affirmative Action*’, in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

**Justice**

Menon, Krishna. (2008), ‘*Justice’*, in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.

Swift, Adam. (2001), ‘*Political Philosophy: A Beginners Guide for Student’s and Politicians*’, Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001), ‘*Political Philosophy’*, London: Routledge, pp. 177-238. McKinnon, Catriona. (ed.) (2008), ‘*Issues in Political Theory’*, New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003), ‘*Capital Punishment’*, in LaFollette, Hugh (ed.). The Oxford Handbook of Practical Ethics, New York: Oxford University Press, pp. 705-733.

**Rights**

Seglow, Jonathan. (2003), ‘*Multiculturalism,*’ in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008), ‘*Rights*’, in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003), ‘*Rights*’, in Bellamy, Richard and Mason, Andrew (eds.) Political Concepts, Manchester: Manchester University Press, pp. 16-27.

Menlowe, M.A. (1993), ‘*Political Obligations*’, in Bellamy Richard.(ed.) Theories and Concepts of Politics. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007), ‘*The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity*’, in Essex Human Rights Review, 4(2), pp. 1-23.

**Section B: Major Debates**

 Hyums, Keith. (2008) ‘Political Authority and Obligation’, in Mckinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 9-26.

 Martin, Rex. (2003) ‘Political Obligation’, in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts, Manchester: Manchester University Press, pp. 41-51.

Campbell, Tom. (2008) ‘Human Rights’ in Mckinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, ‘Multiculturalism’, in Mckinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, ‘Multiculturalism’, in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts, Manchester

**MODERN POLITICAL PHILOSPHY**

**Core Course**

**Semester -VI**

**Jan-April 2016**

**Teacher Name – Dr Anuranjita Wadhwa**

**SYLLABUS**

**Unit I**

**Modernity and its discourses**

**Unit II**

**Romantics**

1. Jean Jacques Rousseau: Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
2. Mary Wollstonecraft: Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights.

**Unit III**

**Liberal socialist**

1. John Stuart Mill: Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

**Unit IV**

**Radicals**

1. Karl Marx: Presentation themes: Alienation; difference with other kinds of materialism; class struggle.
2. Alexandra Kollontai: Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin.

**COURSE DESCRIPTION**

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence. Study of institutions is possible but institutional arrangements vary from society to society because they are based on divergent sets of ideas. This realization takes us to the heart of the matter as to what is more important- reality or ideas, facts and concepts. It may be difficult to find satisfactory answers to these perennial questions that would satisfy everybody. However, in trying to define them, one comes across categorization and labels that become useful took in analysis. For instance Romantic thinks like Jean Jacques Rousseau, Mary Wollstonecraft that promotes concepts and issues related with women equality, rights and democracy interpreted norms in society norms and its structures differently from radical thinkers, whose main focus was capital and division of powers at different level in society. Thinkers like John Locke defined it from liberal stand point.

**TEACHING TIME**

12 Weeks approximately

**CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT I (week 1-2) - 8 Lectures**

**Modernity and its discourses**

This section will introduce to students the idea of modernity and the discourses around modernity. In other words, it frees thinking from age-old constraints that provides political concepts from a different strand point.

**UNIT II**

**Romantics (week 3-6) 16 Lectures**

This unit will explain how the age of enlightenment produced some solid justification by prioritising reason in philosophical endeavors but very foundation was put forward and questioned Rousseau. This will also covers how Mary Wollstonecraft argues that inferiority to men is not natural and the reasons for this inferiority are different.

1. Jean Jacques Rousseau: Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
2. Mary Wollstonecraft: Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights.

**UNIT III (week 7-9) 8 Lectures**

**Liberal socialist**

This unit will covers liberal thought under modern political traditions. This will also define how the idea of rights becomes central issue for thinkers to define these themes with sections like women, and minority.

1. John Stuart Mill: Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

**UNIT IV (10-12) 16 Lectures**

**Radicals**

This unit will discuss two philosopher’s thoughts on segments of societies and their representations within the society. These thinkers and their ideas will covers themes like class struggle with division of labor.

1. Karl Marx: Presentation themes: Alienation; difference with other kinds of materialism; class struggle.
2. Alexandra Kollontai : Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Students will have to write one essay based assignment inclusive of bibliographies. In this assignment students will justify the theme with suitable literature. For this purpose reading material provided for the paper course and other sources like internet sites, journals and books will be used.

2) They will have to prepare a presentation using power point presentation on a specific topic assign to them in class by the end of the first week of May.

3) There will be a Class Test of 5 marks. It will take place tentatively in the third week of June. Quizzes on specific topics will be organized time to time after discussion with students.

**ReadingList**

**I. Modernity and its discourses**

**Essential Readings:**

* Kant. (1784) ‘What is Enlightenment?,’ available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013
* S. Hall (1992) ‘Introduction’, in *Formations of Modernity* UK: Polity Press pages 1-16

**II. Romantics**

**Essential Readings:**

* B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
* M. Keens- Soper, (2003) ‘Jean Jacques Rousseau: The Social Contract’, in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau.* New York: Oxford University Press, pp. 171-202.
* C. Jones, (2002) ‘Mary Wollstonecraft’s *Vindications* and their Political Tradition’ in C.

Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft,* Cambridge: Cambridge University Press, pp. 42-58.

* S. Ferguson, (1999) ‘The Radical Ideas of Mary Wollstonecraft’, in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at http://digitalcommons.ryerson.ca/politics, Accessed: 19.04.2013.

**III. Liberal Socialist**

**Essential Readings:**

* H. Magid, (1987) ‘John Stuart Mill’, in L. Strauss and J. Cropsey, (eds), *History of Political.*
* *Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.
* P. Kelly, (2003) ‘J.S. Mill on Liberty’, in D. Boucher, and P. Kelly, (eds.) *Political Thinkers:*
* *From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

**IV. Radicals**

**Essential Readings:**

* J. Cropsey, (1987) ‘Karl Marx’, in L. Strauss and J. Cropsey, (eds) *History of Political*

*Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

* L. Wilde, (2003) ‘Early Marx’, in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present.* New York: Oxford University Press, pp. 404-435.
* V. Bryson, (1992) ‘Marxist Feminism in Russia’ in *Feminist Political Theory,* London:
* Palgrave Macmillan, pp. 114-122
* C. Sypnowich, (1993) ‘Alexandra Kollontai and the Fate of Bolshevik Feminism’ *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-29555
* Kollontai (1909), *The Social Basis of the Woman Question*, Available at http://www.marxists.org/archive/kollonta/1909/social-basis.htm, Accessed: 19.04.2013 Additional Readings:
* Bloom, (1987) ‘Jean-Jacques Rousseau’, in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.
* Selections from *A Vindication of the Rights of Woman*, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana>. html#CHAPTER%20II, Accessed: 19.04.2013.
* Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi:

Pearson Education, pp. 328-354.

* Ollman (1991) *Marxism: An Uncommon Introduction,* New Delhi: Sterling Publishers.
* G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words,* London: Pluto Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.
* Kollontai, (1977) ‘Social Democracy and the Women’s Question’, in *Selected Writings of Alexandra Kollontai,* London: Allison & Busby, pp. 29-74.
* Kollontai, (1977) ‘Make Way for Winged Eros: A Letter to the Youth’, in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.
* Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin,* New York: Dutton Children’s Books.

**Paper : (CORE COURSE) - Indian Government and Politics**

**SEMESTER 2 Jan -April 2016**

 **TEACHER NAME: Dr.Anuranjita Wadhwa**

**SYLLABUS :**

Unit 1

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

Unit 2

### Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles

Unit 3

### Institutional Functioning: Prime Minister, Parliament, and Judiciary

Unit 4

### Power Structure in India: Caste, class, and patriarchy

Unit 5

### Religion and Politics: debates on secularism and communalism

Unit 6

### Parties and Party systems in India

Unit 7

### Strategies of Development in India since Independence: Planned Economy and Neoliberalism

Unit 8

### Social Movements: Workers, Peasants, Environmental and Women’s Movement

**COURSE DESCRIPTION**

The course is designed to interrogate the modern Indian political system in India. This helps students to know a detailed overview of the political and social understanding of contemporary India especially concerning Development strategies. This paper is divided into four units that incorporated the economic perspective of state policies as well as the societal impact of these strategies. The paper deals with changing development perspectives in the context of agriculture and industrial framework.

This paper is an interesting initiative that highlights the social, economic, and political conditions of Indian society. The Paper begins with the historical development of the economic situation in the post-independence -era. After analyses of history, emerging effects were discussed. The course also includes major developmental ideas of the Indian economy. It equips the students with the different perspectives on studying Indian politics and the state in India, the constitutional principles on which the institutions of the state are founded and function, the social structures of power, and salient features of the political process in India.

The paper provides a detailed overview of different religious cultural and political structures in India. Socio and economic understanding certainly was an important aspect of the Indian economy, in many ways the approach to study Indian politics in comprehensive ways related to society as well as politics. The paper seeks to identify the different strands that are followed by institutions in India like the judiciary, executive, and parliament.

The teaching-learning will involve theory classes (lectures) and tutorial classes. The curriculum will be delivered through various methods including chalk and talk, PowerPoint presentations, audio and video tools, E-learning/E-content, seminars (talks by experts), workshops, projects, and class discussions.

**TEACHING TIME** :

12 Weeks approximately five days of a week

The course is organized around daily lectures as per the timetable. Students will be provide reading assignments each week to help them follow the course content. Readings will be discussed in class in detail. There are 5 marks for attendance as part of the Internal assessment.

UNIT WISE BREAKUP OF SYLLABUS :

UNIT I (Week 1-2)

The first week is based upon some basic information of course and its requirement of discussion elaborated in the class. While discussing the unit three models of development will be introduced in the class. Students will be informed of different categories of references of sources existing in Hindi and English language. The unit first is the theory part of institutional and policy perspective of an initial period, periods of crisis, and an era of new economic reforms. The course provides an understanding of the different viewpoints on Indian politics and the nature of the Indian state

### Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

UNIT-II (Week 3)

This unit explores qualities of the Indian constitution that changes societal relations and new emerging groups in Indian politics. It discusses the role of fundamental rights and directives in individual lives. It deals with historical changes in fundamental rights in the context of judgment by the supreme and high Court.

### Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

UNIT III (Week 4)

This unit will examine the institutional aspect of the Indian government. Primarily it is based on three important factors of government like parliament, prime minister, and the judiciary as well as how they deal with a situation of crisis in Indian society. It discusses the role of government policies and their problems.

### Institutional Functioning: Prime Minister, Parliament, and Judiciary (09 lectures)

UNIT-IV (Week -5)

The course relates to the power structure of Indian society like caste, class, and patriarchy as well. Paper provides a model of explanation of power that exists in various forms. The paper recognizes the difference in society and contributing factors of these differences.

### Power Structure in India: Caste, class, and patriarchy (07 lectures)

Unit -V (Week-6)

This unit exposes students to the debates on secularism and communalism. The method of teaching for this paper is based on debates by thinkers like Ashish Nandi, T.N Madan, etc.

### Religion and Politics: Debates on secularism and communalism (06 lectures)

Unit-VI (Week-7)

Unit six familiarizes the students with the evolution of the party system in India. Starting with the national parties like the Congress party of India in 1885 to regional parties. It facilitates students with the information like nature, ideology, and organization of these political parties.

### Parties and Party systems in India (05 lectures)

Unit-VII (Week 8-9)

The unit first is the theory part of institutional and policy perspective of an initial period, periods of crisis, and an era of new economic reforms. It also enlightens us on a situation of the pre-1990s and posts 1990 era of the Indian political economy.

Strategies of Development in India since Independence: Planned Economy and Neoliberalism (05 lectures)

Unit- VIII (Week-10)

This is essentially the most important part of the syllabus which debated around the voice of citizens in India with regards to political-economic plans. Although many movements emerged in that period the course includes five emerging challenges in front of the state.

### Social Movements: Workers, Peasants, Environmental and Women’s Movement (10 lectures)

 **Revision and Queries regarding different topics (Week 11- 12)**

**ASSESSMENT**

Internal Assessment: 25Marks

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1)Two assignments of 5marks each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment, they will have to prepare a presentation on a topic related to their syllabus. The topics for the first assignment will be shared in the class by the end of the first week of Jan .

 For certain topics which need extra concerns as per student's demand, group discussions are organized occasionally.

2)There will be a Class Test of 10 marks. It will take place tentatively in the first week of feb after the mid-semester break.

Additionally, there are 5marks for Attendance.

READING LIST

Essential Texts.

 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.