

1. **Prerequisites:** To have basic knowledge of Indian History
2. **Learning Objectives:** We shall look at the historical development of organizations that employ violence, the evolution of doctrines for the use of force, the technological changes and attendant revolutions in military affairs. Our focus will be on the diplomatic interactions and the social, economic, political, and cultural contexts in which they take place.
3. **Salient Features:** various ideologies towards a shared past
4. **Utility:** students will have understanding about colonialism in India from different perspectives that reveal different facets of colonialism in India

### Course objectives:

The purpose of this course is to help the students understand India's colonial past. The importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past. The course seeks to achieve this understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational

UNIT	Course Contents
<b>I</b>	<b>Imperialism and colonialism</b> 1. Brief History: Global and Indian 2. Main Perspectives on Colonialism: i. Liberalism ii. Marxism iii. Post-colonialism
<b>II</b>	<b>Foundations of Colonial Rule in India</b> 1. Consolidation of British power: Police and Civil Administration 2. Legal Foundations of the Colonial State: Issues related to the sovereignty and relations with British Parliament and major constitutional developments
<b>III</b>	<b>Economy and Society</b> 1. Impact on Agriculture, land relations and ecology 2. Deindustrialization Debate <b>Religion and Society</b> 1. Colonial Ideology of Indian Improvement/'civilizing mission': Orientalists and the Anglicists (Utilitarians and Missionaries) 2. Shaping Communities: Census and Enumeration 3. Colonialism and the Gender question
<b>IV</b>	<b>Education</b> 1. Teaching the Colonial Subject: Education

	2. The New Middle Class
<b>V</b>	<b>Early Indian Responses</b> 1. Peasant and Tribal Uprisings 2. The 1857 Rebellion

## Introduction to Political Theory

- 1. Prerequisites:** To have basic knowledge about democracy and its characteristics
- 2. Learning Objectives:**
- 3. Salient Features:** Understanding democracy
- 4. Utility:** students will have understanding about colonialism in India from different perspectives that reveal different facets of colonialism in India

### Course objectives:

This course is divided into two sections. First introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Second is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy

UNIT	Course Contents
<b>I</b>	a. Defining the 'Nature' and Scope of Political Theory. b. Politics, Power and Authority. Relationship with Allied Sciences. c. The State and Civil Society.
<b>II</b>	1. What is Politics: Theorizing the 'Political' 2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
<b>III</b>	1. Approaches to Political Theory: Normative, Historical and Empirical 2. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern
<b>IV</b>	1. Democracy: The history of an idea 2. Procedural Democracy and its critique
<b>V</b>	1. Deliberative Democracy 2. Participation and Representation

1. **Prerequisites:** To have basic knowledge about Indian Constitution.
2. **Learning Objectives:** To Understand how monumental the constitution and its provision are for the Indian Democracy.
3. **Salient Features:** Understanding Indian Constitution and its design
4. **Utility:** encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

### Course objectives:

This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice.

UNIT	Course Contents
I	<b>The Constituent Assembly and the Constitution</b> (a) The formation of the Constituent Assembly; the philosophy of the Constitution and its main features. (b) Fundamental Rights and Directive Principles
II	<b>Organs of Government</b> (a) The Legislature: Parliament (b) The Executive: President, Prime Minister and Governor (c) The Judiciary: The Supreme Court
III	<b>Federalism and Decentralization</b> (a) Centre - state relations; constitutional provisions regarding emergency and centre-state relations; special provisions for some states and the fifth and sixth schedule areas (b) Third tier of government: panchayati raj; urban local bodies
IV	<b>Security Laws</b> (a) Preventive detention laws and constitutional exceptions (b) Extra-ordinary laws: anti-terror laws, laws against organized crimes
V	a) Major Issues —Caste, Religion, Language, Region. b) Problems of Illiteracy, Environmental Degradation, Regional Imbalance and Poverty Alleviation. c) Development Strategy, International Agencies, Liberalisation

## PS 102 Nationalism in India

- 1. Prerequisites:** To have basic knowledge about Indian National Movement.
- 2. Learning Objectives:** To understand how our Nationalism was monumental in shaping today's nation state.
- 3. Salient Features:** Understanding various phases and groups in Nationalism.
- 4. Utility:** It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions

### Course objectives:

The purpose of this course is to help students understand the struggle of Indian people against colonialism. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence. In the process, the course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

UNIT	Course Contents
I	<b>Approaches to the Study of Nationalism in India</b> Nationalist, Cambridge School, Marxist, and Subaltern interpretations
II	<b>Nationalist Politics and Expansion of its Social Base</b> (a) Phases of Nationalist Movement and different ideological streams: Moderates and Extremists within Congress and revolutionary radicals; Formation of the Muslim League (b) Gandhi and mass mobilisation: Khilafat, Non-cooperation and Civil Disobedience Movements (c) Socialist alternatives: Congress socialists, Communists (d) Communalism in Indian Politics
III	<b>Social Movements</b> (a) <i>The Women's Question</i> : participation in the national movement and its impact(3 Lectures) (b) <i>The Caste Question</i> : anti-Brahmanical Politics (c) <i>Peasant, Tribals, and Workers</i> movements
IV	<b>Reformism and Anti-Reformism in the 19th Century</b> Major Social and Religious movements among Hindus and Muslims; BrahmoSamaj, AryaSamaj, Dharma Sabhas, Aligarh Movement
V	<b>Partition and Independence</b> The two-Nation theory, negotiations over partition

## PS 104 Political Theory: Concepts and Debates

- 1. Prerequisites:** To have basic knowledge about Political Theories.
- 2. Learning Objectives:** To understand how our the debates around theories of Political Science.
- 3. Salient Features:** Understanding theories which constitute Political Science like freedom, Liberty etc.
- 4. Utility:** Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding

### Course objectives:

This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory.. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

UNIT	Course Contents
<b>I</b>	<b>I. Importance of Freedom</b> a) Negative Freedom: Liberty b) Positive Freedom: Freedom as Emancipation and Development <i>Important Issue:</i> Freedom of belief, expression and dissent
<b>II</b>	<b>Significance of Equality</b> a) Formal Equality: Equality of opportunity b) Political equality c) Egalitarianism: Background inequalities and differential treatment <i>Important Issue:</i> Affirmative action
<b>III</b>	<b>Indispensability of Justice</b> a) Procedural Justice

	b) Distributive Justice c) Global Justice <i>Important Issue: Capital punishment</i>
<b>IV</b>	<b>The Universality of Rights</b> a) Natural Rights b) Moral and Legal Rights c) Three Generations of Rights d) Rights and Obligations <i>Important Issue: Right of the girl child</i>
<b>V</b>	<b>MAJOR DEBATES</b> <b>I.</b> Why should we obey the state? Issues of political obligation and civil disobedience. <b>II.</b> Are human rights universal? Issue of cultural relativism. <b>III.</b> How do we accommodate diversity in plural society? Issues of multiculturalism andtoleration

### PS 106 Political Processes in India

- 1. Prerequisites:** To have basic knowledge about political systems.
- 2. Learning Objectives:** It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power
- 3. Salient Features:** Understanding regional politics through the study of processes and systems.
- 4. Utility:** Understanding modern nation state and its processes

#### Course objectives:

Actual politics in India diverges quite significantly from constitutionallegal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.

UNIT	Course Contents
<b>I</b>	<b>Political Parties and the Party System:</b> National and regional parties; trends in the party system - from the Congress system to the era of multiparty coalitions
<b>II</b>	<b>Elections and the Electoral System:</b> The nature of, and challenges to, the electoralsystem ; social determinants of voting
<b>III</b>	<b>Federalism and Regional Aspirations:</b> Politics of secession, autonomy andaccommodation

	<b>Federalism and Regional Aspirations:</b> Politics of secession, autonomy and accommodation
<b>IV</b>	<b>Caste and Politics:</b> Caste in politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies
<b>V</b>	<b>Globalisation and the Changing Nature of the Indian State:</b> The nature of political power in India, with reference to developmental, welfare, ideological and coercive dimensions

PS 108 **The United Nations and Global Conflict** C (L, T, P) = 4 (3, 1, 0)

- 1. Prerequisites:** To have basic knowledge about international organisations.
- 2. Learning Objectives:** It also familiarizes students with the working of the International institutions, paying attention to the contradictory dynamics of modern state power
- 3. Salient Features:** Understanding regional politics through the study of processes and systems.
- 4. Utility:** Understanding modern nation state and its processes

**Course objectives:**

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

<b>UNIT</b>	<b>Course Contents</b>
<b>I</b>	The United Nations (a) An Historical Overview of the United Nations (b) Principles and Objectives
<b>II</b>	a. Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])



<b>III</b>	a. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect b. Millennium Development Goals
<b>IV</b>	<b>Major Global Conflicts since the Second World War</b> (a) Korean War (b) Vietnam War
<b>V</b>	<b>Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms</b>

### Introduction to Comparative Government and Politics

**Course objective:** This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

<b>UNIT</b>	<b>Course Contents</b>
<b>I</b>	Understanding Comparative Politics (8 lectures) a. Nature and scope b. Going beyond Eurocentrism
<b>II</b>	II. Historical context of modern government (16 lectures) a. Capitalism: meaning and development: globalization
<b>III</b>	b. Socialism: meaning, growth and development
<b>IV</b>	c. Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization
<b>V</b>	III. Themes for comparative analysis (24 lectures) A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

**PERSPECTIVES ON PUBLIC ADMINISTRATION**Semester  
: III

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

<b>UNIT</b>	<b>Course Contents</b>
<b>I</b>	PUBLIC ADMINISTRATION AS A DISCIPLINE <ul style="list-style-type: none"><li>• Meaning, Dimensions and Significance of the Discipline</li><li>• Public and Private Administration</li><li>• Evolution of Public Administration</li></ul>
<b>II</b>	THEORETICAL PERSPECTIVES CLASSICAL THEORIES <ul style="list-style-type: none"><li>• Scientific management (F.W.Taylor)</li><li>• Administrative Management (Gullick, Urwick and Fayol)</li><li>• Ideal-type bureaucracy (Max Weber)</li></ul>
<b>III</b>	NEO-CLASSICAL THEORIES <ul style="list-style-type: none"><li>• Human relations theory (Elton Mayo)</li><li>• Rational decision-making (Herbert Simon)</li></ul> CONTEMPORARY THEORIES <ul style="list-style-type: none"><li>• Ecological approach (Fred Riggs)</li><li>• Innovation and Entrepreneurship (Peter Drucker)</li></ul>
<b>IV</b>	PUBLIC POLICY Concept, relevance and approaches Formulation, implementation and evaluation
<b>V</b>	MAJOR APPROACHES IN PUBLIC ADMINISTRATION <ul style="list-style-type: none"><li>• New Public Administration</li><li>• New Public Management</li><li>• New Public Service Approach</li><li>• Good Governance</li></ul>

**Perspectives on International Relations and World History**Semester  
: III

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

<b>UNIT</b>	<b>Course Contents</b>
<b>I</b>	A. Studying International Relations i. How do you understand International Relations: Levels of Analysis ii. History and IR: Emergence of the International State System iii. Pre-Westphalia and Westphalia iv. Post-Westphalia
<b>II</b>	B. Theoretical Perspectives i. Classical Realism & Neo-Realism ii. Liberalism & Neoliberalism
<b>III</b>	iii. Marxist Approaches iv. Feminist Perspectives v. Eurocentricism and Perspectives from the Global South
<b>IV</b>	C. An Overview of Twentieth Century IR History i. World War I: Causes and Consequences ii. Significance of the Bolshevik Revolution iii. Rise of Fascism / Nazism iv. World War II: Causes and Consequences
<b>V</b>	v. Cold War: Different Phases vi. Emergence of the Third World vii. Collapse of the USSR and the End of the Cold War viii. Post Cold War Developments and Emergence of Other Power Centers of Power

<b>Contemporary Political Economy</b>
Semester : <b>III</b>

**Course Objective:** Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives: 1. To familiarize the students with the different theoretical approaches; 2. To give a brief overview of the history of the evolution of the modern capitalist world; 3. To highlight the important contemporary problems, issues and debates on how these should be addressed.

UNIT	Course Contents
<b>I</b>	<b>Approaches to Political Economy</b> Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach
<b>II</b>	II. Capitalist Transformation a. European Feudalism and Transition to Capitalism b. Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development)
<b>III</b>	III. Issues in Development (i) Culture: Media and Television (ii) Big Dams and Environmental Concerns
<b>IV</b>	(i) Military: Global Arms Industry and Arms Trade (ii) Knowledge Systems
<b>V</b>	IV. Globalization and Development Dilemmas (i) IT revolution and Debates on Sovereignty (ii) Gender (iii) Racial and Ethnic Problems (iv) Migration

<b>Global Politics</b>
Semester : <b>IV</b>

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into

key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

UNIT	Course Contents
I	I. Globalization: Conceptions and Perspectives a. Understanding Globalization and its Alternative Perspectives b. Political: Debates on Sovereignty and Territoriality c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF
II	d. World Bank, WTO, TNCs e. Cultural and Technological Dimension f. Global Resistances (Global Social Movements and NGOs)
III	II. Contemporary Global Issues a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate b. Proliferation of Nuclear Weapons
IV	c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments d. Migration e. Human Security
V	III. Global Shifts: Power and Governance

### PUBLIC POLICY AND ADMINISTRATION IN INDIA

Semester  
: **IV**

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

Unit	Course Contents	Total Hours of Contact=
		48
I	Public Policy a. Definition, characteristics and models b. Public Policy Process in India	8
II	Decentralization a. Meaning, significance and approaches and types b. Local Self Governance: Rural and Urban	10

III	Budget a. Concept and Significance of Budget b. Budget Cycle in India c. Various Approaches and Types Of Budgeting	12
IV	Citizen and Administration Interface a. Public Service Delivery b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance	8
V	Social Welfare Administration a. Concept and Approaches of Social Welfare b. Social Welfare Policies: <ul style="list-style-type: none"> <li>• Education: Right To Education,</li> <li>• Health: National Health Mission,</li> <li>• Food: Right To Food Security</li> <li>• Employment: MNREGA</li> </ul>	10
	Total	48

### Political Processes and Institutions in Comparative Perspective

Semester  
: **IV**

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

Unit	Course Contents	Total Hours of Contact=
		48
I	<b>I. Approaches to Studying Comparative Politics</b> a. Political Culture b. New Institutionalism	8
II	<b>II. Electoral System</b> Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)	10
III	<b>III. Party System</b> Historical contexts of emergence of the party system and types of parties <b>Nation-state</b> What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates	12
IV	<b>IV. Democratization</b> Process of democratization in postcolonial, post- authoritarian and post-communist countries	8
V	<b>VI. Federalism</b> Historical context Federation and Confederation: debates around territorial division of power.	10
	Total	48

<b>Indian Political Thought</b>
Semester : <b>V</b>

**Course objective:** This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is

Unit	Course Contents	Total Hours of Contact=
		48
I	Traditions of Pre-colonial Indian Political Thought a. Brahmanic and Shramanic b. Islamic and Syncretic.	12
II	II. VedVyasa (Shantiparva): Rajadharma	10
III	III. Manu: Social Laws	8
IV	IV. Kautilya: Theory of State (7 lectures)	8
V	VII. AbulFazal: Monarchy	10
	Total	48

<b>Classical Political Philosophy</b>
Semester : <b>V</b>

**Course objective:** 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 for students.

Unit	Course Contents	Total Hours of Contact=
		48
I	<b>Antiquity –</b> <i>Plato</i> Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship	12
II	<i>Aristotle</i> Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as	10

	zoon politikon	
III	<b>Interlude:</b> <i>Machiavelli</i> Virtu, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue	8
IV	<b>Possessive Individualism</b> <i>Hobbes</i> Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals	8
V	<i>Locke</i> Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property	10
	Total	48

<b>Development Process and Social Movements in Contemporary India</b>
Semester : <b>V</b>

**Course objective:** Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Unit	Course Contents	Total Hours of Contact=
		48
I	Development Process since Independence a. State and planning b. Liberalization and reforms	12
II	Industrial Development Strategy and its Impact on the Social Structure a. Mixed economy, privatization, the impact on organized and unorganized labour	10
III	b. Emergence of the new middle class	8
IV	Agrarian Development Strategy and its Impact on the Social Structure a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers	8
V	Social Movements a. Tribal, Peasant, Dalit and Women's movements b. Maoist challenge	10



	c. Civil rights movements	
	Total	48

<b>Feminism: Theory and Practice</b>
Semester : V

**Course Objective:** The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women’s movements are engaged with.

Unit	Course Contents
I	Approaches to understanding Patriarchy <ul style="list-style-type: none"> <li>• Feminist theorising of the sex/gender distinction. Biologism versus social constructivism</li> <li>• Understanding Patriarchy and Feminism</li> <li>• Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions</li> </ul>
II	II. History of Feminism <ul style="list-style-type: none"> <li>• Origins of Feminism in the West: France, Britain and United States of America</li> <li>• Feminism in the Socialist Countries: China, Cuba and erstwhile USSR</li> </ul>
III	<ul style="list-style-type: none"> <li>• Feminist issues and women’s participation in anti-colonial and national liberation movements with special focus on India</li> </ul>
IV	The Indian Experience <ul style="list-style-type: none"> <li>• Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women’s struggle in India</li> <li>• Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family,</li> </ul>
V	Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights <ul style="list-style-type: none"> <li>• Understanding Woman’s Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women’s work , Female headed households</li> </ul>
	Total

## Indian Political Thought-II

Semester  
: VI

**Course objective:** Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Unit	Course Contents	Total Hours of Contact=
		48
I	Rammohan Roy: Rights Pandita Ramabai: Gender	12
II	Vivekananda: Ideal Society Gandhi: Swaraj (5 lectures)	10
III	Ambedkar: Social Justice Tagore: Critique of Nationalism (4 lectures)	8
IV	Iqbal: Community Savarkar: Hindutva	8
V	Nehru: Secularism Lohia: Socialism	10
	Total	48

## Modern Political Philosophy

Semester  
: VI

**Course objective:** 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.

Unit	Course Contents	Total Hours of Contact=
		48
I	<b>Modernity and its discourses</b> This section will introduce students to the idea of modernity and the discourses around modernity. (Two essential readings have been prescribed.)	6
II	<b>Romantics</b> Jean Jacques Rousseau Presentation themes: General Will; local or direct democracy;	10

	self-government; origin of inequality.	
III	c. Mary Wollstonecraft Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights	8
IV	<b>Liberal socialist</b> a. John Stuart Mill Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.	8
V	<b>Radicals</b> a. Karl Marx Presentation themes: Alienation; difference with other kinds of materialism; class struggle b. Alexandra Kollontai Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin	16
	Total	48

<b>Public Opinion and Survey Research</b>
Semester : <b>VI</b>

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

Unit	Course Contents	Total Hours of Contact=
		48
I	<b>Introduction to the course</b> Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll	8
II	<b>Measuring Public Opinion with Surveys: Representation and sampling</b> a. What is sampling? Why do we need to sample? Sample design. b. Sampling error and non-response c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified	12
III	<b>Survey Research</b> a. Interviewing: Interview techniques pitfalls, different types of and forms of interview b. Questionnaire: Question wording; fairness and clarity	8
IV	<b>Quantitative Data Analysis</b> a. Introduction to quantitative data analysis b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics	10
V	<b>Interpreting polls</b> Prediction in polling research: possibilities and pitfalls Politics	10

	of interpreting polling	
	Total	48