



RABINDRA BHARATI UNIVERSITY

Department of Political Science

**Syllabus
for
Master of Arts
in
POLITICAL SCIENCE**

**under
Choice Based Credit System
(CBCS)**

Department of Political Science
Rabindra Bharati University
Semester wise Courses at the PG level under CBCS
Programme Code: RAB/PG/PLSS

Programme Objective: The postgraduate academic programme in Political Science intends, on the one hand, to inculcate in the students the analytical skills necessary to analyse these issues that permeate both the national and international domain by familiarizing them with contemporary political issues including politico-strategic, socio-political, politico-cultural, political economic and ecological dimensions along with the latest theoretical tools, and on the other, to equip them with relevant insights required for policy inputs, decision making and conflict resolution, and for training them for future research.

(CC- Core Course, CEC- Compulsory Elective Course, OEC- Open Elective Course)

Semesters	Course	Course Code	Credit Hours	Marks		
				Internal Assessment	End Semester	Total
Semester I	CC	RAB/PG/PLSS/CC 1.1/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC 1.2/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC 1.3/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC 1.4/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC 1.5/PLSH	5X16=80	10	40	50
Semester II	CC	RAB/PG/PLSS/CC2.1/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC2.2/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC2.3/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC2.4/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC2.5/PLSH	5X16=80	10	40	50
Semester III	CC	RAB/PG/PLSS/CC3.1/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC3.2/PLSH	5X16=80	10	40	50
	CC	RAB/PG/PLSS/CC3.3/PLSH	5X16=80	10	40	50
	CEC Gr. A	RAB/PG/PLSS/CEC 3.1/ISPE	5X16=80	10	40	50
		RAB/PG/PLSS/CEC 3.2/ISPE	5X16=80	10	40	50
	CEC Gr. B	RAB/PG/PLSS/CEC 3.1/INHE	5X16=80	10	40	50
		RAB/PG/PLSS/CEC 3.2/INHE	5X16=80	10	40	50
	CEC Gr. C	RAB/PG/PLSS/CEC 3.1/CLPE	5X16=80	10	40	50
RAB/PG/PLSS/CEC 3.2/CLPE		5X16=80	10	40	50	
Semester IV	CC	RAB/PG/PLSS/CC 4.1/PLSH	5X16=80	10	40	50
	CEC Gr. A	RAB/PG/PLSS/CEC 4.1/ISPE	5X16=80	10	40	50
		RAB/PG/PLSS/CEC 4.2/ISPE	5X16=80	10	40	50
	CEC Gr. B	RAB/PG/PLSS/CEC 4.1/INHE	5X16=80	10	40	50
		RAB/PG/PLSS/CEC 4.2/INHE	5X16=80	10	40	50
	CEC Gr. C	RAB/PG/PLSS/CEC 4.1/CLPE	5X16=80	10	40	50
		RAB/PG/PLSS/CEC 4.2/CLPE	5X16=80	10	40	50
	OEC	RAB/PG/PLSS/OEC 4.1/WOSO	5X16=80	10	40	50
OEC	RAB/PG/PLSS/OEC 4.2/PDEO	5X16=80	10	40	50	

SEMESTER – I

CORE COURSE (CC)

COURSE CODE: **RAB/PG/PLSS/CC1.1/PLSH**
ENLIGHTENMENT AND ITS CRITICS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course aims to provide the participants a historical exposure to the pivots and critiques of European Enlightenment till date.

Course Outcome: Students will benefit from having a historical perspective on the hinges and debates of the European Enlightenment to date.

1. Background to European Enlightenment
2. Rousseau's position on Enlightenment
3. Kant: Notion of Moral Autonomy
4. Hegel: Views on Freedom and State
5. Marx: Views on History and Modernity
6. Nietzsche: Critique of Modernity
7. Foucault: Views on Enlightenment
8. Rorty: Critique of Cartesian-Kantian Foundation

Suggested Readings

1. Garrard, G. (2005). *Counter-Enlightenments: From the Eighteen Century to the Present*. London: Routledge.
2. Geras, N., & Wokler, R. (2000). *The Enlightenment and Modernity*. United States of America: Macmillan press Ltd.
3. Holt, J. P. (2015). *The Social Thought of Karl Marx*. United States of America: Sage.
4. McClelland, J. S. (1996). *A History of Western Political Thought*. London: Routledge.
5. Mukherjee, S., & Ramaswamy, S. (2019). *A History of Political Thought: Plato to Marx* (2nd ed.). Delhi: PHI Learning Private Limited.
6. Scruton, R. (2001). *Kant: A very short introduction*. New York: Oxford University Press.
7. Wokler, R. (2001). *Rousseau: A Very Short Introduction*. New York: Oxford University Press.

8. Entreves, Maurizio Passerin (2000) "Critique and Enlightenment: Michel Foucault on 'Was Ist Aufklärung'" in Geras, N. et al., *The Enlightenment and Modernity*, Palgrave Mc Millan, London, pp 184-203.
9. Foucault, Michel (1984), What is Enlightenment, in Rainbow P (ed), *The Foucault Reader*, Pantheon Books, New York, pp. 32-50.
10. Seppa, Anita (2004), *Foucault, Enlightenment and the Aesthetics of the Self, Contemporary Aesthetics*, Vol 2, pp1-23.
11. Simons, Jon (1995), *Foucault and the Political*, Routledge, London.
12. Tartaglia, James (2010), Did Rorty's Pragmatism have Foundations? *International Journal of Philosophical Studies*, Vol 18, No 5, pp. 607-627.
13. Malachowski, Alan R (ed) (1990), *Reading Rorty*, Basil Blackwell, Cambridge.
14. Rorty, Richard (1991), *Essays on Heidegger and Others*, (EHO), Philosophical Papers, Volume 2, Cambridge University Press, Cambridge.
15. Arponen, V.P.J. (2015), A Critique of an Epistemic Intellectual Culture "Cartesianism, Normativism and Modern Crises", *Journal for the Theory of Social Behaviour*, Vol 46, No 1, pp. 84-113.

COURSE CODE: RAB/PG/PLSS/CC1.2/PLSH
CONTEMPORARY LIBERALISM AND ITS CRITICS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The purpose of this course is to help students to understand the development of liberalism as a theory of toleration, rights, free market and individualism. It starts with the historical emergence of liberalism in the seventeenth century as a way to reconcile religious pluralism. It will focus on liberalism and the implications of its core principle. It will explore the practical implications of 'liberalism and its critics' in contemporary cases. It concludes by raising the question whether some of the central problems of modern liberalism can be addressed and perhaps solved by a return to classical political rationalism.

Course Outcome: Students will be familiar with current discussions around liberalism, such as theory of toleration, rights, free market, and individualism.

1. Roots of Liberalism: Socio-political and Intellectual
2. Contemporary Liberalism: Rawls and Nozick
3. Marxist Critique of Liberal-Capitalist State: Gramsci and Poulantzas
4. Pocock: Republicanism Revived
5. Martha Nussbaum's Liberal Feminism and its Critics
6. Communitarian Critique of Liberalism: Sandel, Walzer and McIntyre
7. Communication Theory: Habermas
8. Liberal Multiculturalism: Kymlicka and Taylor

Suggested Readings

1. Dryzek, John S., et al. (eds.). (2006). *The Oxford Handbook of Political Theory*, Oxford: OUP.
2. Farrelly, Colin. (2004). *Introduction to Contemporary Political Theory*. London: Sage
3. Ball, Terence, et al. (2017). *Political Ideologies and the Democratic Ideal*. 10th ed. New York: Routledge.
4. Hoffman, John and Graham, Paul. (2015). *Introduction to Political Theory*. 3rd ed. Oxon: Routledge.
5. Rawls, John. (1999). *A Theory of Justice*. Revised ed. Cambridge: Harvard University Press.
6. Nozick, Robert. (1974). *Anarchy, State, and Utopia*. Oxford: Blackwell Publishers Ltd.
7. Corlett, J. Angelo. (1991). *Equality and Liberty: Analyzing Rawls and Nozick*. New York: Palgrave.

8. Adams, Ian and Dyson, R.W. (2003). *Fifty Major Political Thinkers*. Oxon: Routledge.
9. Finlayson, James (2014). *Habermas: A Very Short Introduction*. London: OUP.
10. Edgar, Andrew. (2006). *Habermas: The Key Concepts*. Oxon: Routledge.
11. White, Stephen K. (ed.). (1995). *The Cambridge Companion to Habermas*. Cambridge: Cambridge University Press.
12. Gauba, O. P. (2014). *An Introduction to Political Theory*. New Delhi: Mayur Books.
13. Nussbaum, Martha C. (1997). *The Feminist Critique of Liberalism*. The University of Kansas.
14. Walzer, Michael. (1983). *Spheres of Justice*. USA.
15. Sandel, Michael J. (1998). *Liberalism and the Limits of Justice*. Cambridge University Press.
16. Taylor, Charles. (ed.). *Multiculturalism: Examining the Politics of Recognition*. Princeton University Press.
17. Hoare, Quentin and Geoffrey Nowell Smith (ed.). (1971). *Selections from the Prison Notebooks of Antonio Gramsci*. London.
18. Kymlicka, Will. (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford University Press.
19. Kymlicka, Will. (2002). *Contemporary Political Philosophy: An Introduction*. Oxford University Press.

**COURSE CODE: RAB/PG/PLSS/CC1.3/PLSH
POLITICS IN ANCIENT AND MEDIEVAL INDIA**

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course intends to reorient the course-participants by reproducing intrinsically political representations ranging from *dharma* to humour, culled from across fragments of Ancient and Medieval India.

Course Outcome: Students will obtain an understanding of political representations that span from *dharma* to humour and are drawn from many pieces of ancient and medieval India.

1. Politics of Dharma: Moral Dilemmas and unresolved Conflicts in the Epics
2. Politics of Reigning/Kingship
3. Politics of Rituals: Yajna through the Ages
4. Politics of Danda: From a Narrative of Punishment to a Narrative of resistance
5. Politics of Perception: Truth as Construction
6. Politics of Dana: Brahmanism and Buddhism
7. Politics of Islamic Paradox: Contrasting Views of Kingship
8. Politics of popular Jokes: Humour as subversion

Suggested Readings

1. Sharma, Ram Sharan, *Aspects of Political Ideas and Institutions in Ancient India*, New Delhi, MotilalBanarsidass, 2015
2. Spellman, John Willard, *Political Theory of Ancient India: A Study of Kingship from the Earliest Times to c. AD 300*, Oxford, Clarendon Press, 1964
3. Richman, Paula, *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*, Berkeley, University of California Press, 1991
4. Ganeri, Janardan, ed., *The Collected Essays of Bimal Krishna Motilal*, Vol. II, New Delhi, Oxford University Press, 2015
5. Kak, Subhash, *The Asvamedha: The Rite and its Logic*, New Delhi, Motilal Banarsidass, 2002
6. Agarwal, Sanjay, *Daan and Other Giving Traditions in India: The Forgotten Pot of Gold*, Delhi, Account Aid India, 2010
7. Chattopadhyaya, Brajadulal, *Representing the Other: Sanskrit Sources and the Muslims (8th -14th Century)*, New Delhi, Manohar Publishers, 1998
8. Bhargava, Meena, ed., *Exploring Medieval India: Sixteenth to Eighteenth Centuries*, Vols. 1&2, New Delhi, Orient Blackswan, 2010
9. Siegel, Lee, *Laughing Matters: Comic Traditions in India*, Chicago, University of Chicago Press, 1987.

**COURSE CODE: RAB/PG/PLSS/CC1.4/PLSH
COLONIAL INDIA**

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of the course is to analyse the modern political thought from Rammohun Roy to Subhash Chandra Bose and to explore their intellectual effort to meet the cultural challenge of western modernity. This course will also explore the indigeneity of Indian political thought as emerged during colonial period.

Course Outcome: The students will know about the modern Indian political thinkers and how they offered challenge to western modernity.

1. Modernity and its Early Reception: Rammohun Roy and Akshay Kumar Dutt
2. Early Debates on Socio-Political Reforms: Vidyasagar and Keshab Chandra Sen
3. Discourse on Nationalism: Bankimchandra, Tagore, and Gandhi
4. Community and Politics: Iqbal, Savarkar and Jinnah
5. Religion, State and Society: Tagore and Gandhi
6. Socialist Tendencies: Bhupendranath and Narendra Dev
7. Caste Debate; Gandhi and Ambedkar
8. National Construction: Vivekananda, Nehru and Subhash Chandra Bose

Suggested Readings

1. Thomas Pantham & Kenneth L Deutsch (eds), *Political Thought in Modern India*, Sage, Delhi, 1986.
2. Bhikhu Parekh, *Gandhi's Political Philosophy*, Ajanta, Delhi, 1995.
3. Upendra Baxi & Bhikhu Parekh (eds), *Crisis and Change in Contemporary India*, Sage, Delhi, 1995.
4. Buddhadeb Bhattacharjee, *Evolution of the Political Philosophy of Gandhi*, Calcutta Book House, Kolkata, 1969.
5. Sachindra Nath Sen, *The Political Thought of Tagore*, General Printers and Publishing, Calcutta, 1949
6. Sabyasachi Bhattacharjee (ed.), *The Mahatma and the Poet: Letters and Debates Between Gandhi and Tagore 1915-1941*, NBT, Delhi, 1977/1999.
7. Shibaji Pratim Basu, *The Poet and the Mahatma: Engagement with Nationalism and Internationalism*, Progressive Publishers, Kolkata, 2009.
8. Ramchandra Guha (ed.), *Rabindranath Tagore: Nationalism*, Penguin, Delhi, 2009
9. Nishikanta Kolge, *Gandhi Against Caste*, OUP, Delhi, 2017.

10. Kancha Ilaiah, *Why I am not a Hindu*, Samya, Kolkata, 1996.
11. Sugata Bose, *His Majesty's Opponent: Subhas Chandra Bose and India's Struggle Against Empire*, Harvard University Press, Harvard, 2011.
12. Ratna Ghosh (ed.), *Netaji Subhas Chandra Bose and Indian Freedom Struggle*, Deep & Deep, Delhi, 2006.
13. Akash Singh and Silika Mohapatra (eds) (2010), *Indian Political Thought: A Reader*, Routledge, London.
14. Deb Raj Bali (1984), *Modern Indian Political thought: Rammohan Roy to Jayaprakash Narayan*, sterling Publishers, New Delhi.
15. Kiran Saxena (1978) *Modern Indian Political Thought: Gandhism and Roy's New Humanism*, Chetana Publication, New Delhi.
16. M.N. Jha (1975) *Modern Indian Political Thought: Rammohun Roy to Present Day*, Meenakshi, Prakashan, Meerut.
17. Roderik Mathews (2012) *Jinnah vs Gandhi*, Hachette Book Publishing India, Noida.
18. Raj Kumar (2011) *Dr. B.R. Ambedkar: Life and Works*, Commonwealth Publishers, Darya Gang.
19. V.R. Mehta (1995) *Foundation of Indian Political Thought: An interpretation*, Manohar Publishers, New Delhi.
20. V.P. Varma (1978) *Modern Indian Political Thought*, Lakshmi Narain Agarwal, Agra.

COURSE CODE: RAB/PG/PLSS/CC1.5/PLSH
POLITICAL THEORY IN INDIAN CONTEXT SINCE INDEPENDENCE
 (Course will be taught with reference to contribution of representative writers)

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of this course is to examine Indian democracy, civil society and political culture in the light of western political theories. This course also focusses on the Indianness in political theories as explored by different writers and scholars in India since independence. It will also explore the indigenous knowledge of India about democracy, secularism, multiculturalism and development.

Course Outcome: In the context of western political theories, students will be able to analyze Indian democracy, civil society, and political culture. Additionally, the indigenous knowledge of India on democracy, secularism, multiculturalism, and development will be imparted to the students.

1. Democracy in Indian Context
2. Civil Society and Political Society
3. State and Political Culture in India
4. Multiculturalism in Indian Context
5. Secularism in Indian Context
6. Politics of Knowledge
7. Contending Perspective on Development
8. Subaltern Studies as Postcolonial Criticism

Suggested Readings

1. A.R. Desai: *India's Path of Development a Marxist Approach.*
2. Rajni Kothari: *Politics in India.*
3. Rajni Kothari: *Rethinking Democracy.*
4. Rajni Kothari: *Rethinking Development: In search of Human Alternative.*
5. Rajni Kothari: *State Against Democracy: In Search of Human Governance.*
6. Atul Kohli: *Democracy and Discontent: India's Growing Crisis of Governability.*
7. Atul Kohli (ed.): *The Success of Indian Democracy.*
8. Partha Chatterjee: *The Politics of the Governed.*
9. Partha Chatterjee: *Lineages of Political Society.*
10. Sudipta Kaviraj: *The Trajectories of the India State: Politics and Ideas.*

11. Sudipta Kaviraj: *The Enchantment of Democracy in India*.
12. Rajeev Vargava (ed.): *Secularism and Its Critics*.
13. Rajeev Vargava, Amiya Kumar Bagchi, R.Sudarshan (eds.) *Multiculturalism, Liberalism and Democracy*.
14. Bhikhu Parekh: *Rethinking Multiculturalism*
15. Gurpreet Mahajan: *The Multicultural Path*.
16. T.N. Madan: *Images of the World*.
17. Ashis Nandy: *The Romance of the State*.
18. Ashis Nandy: *Bonfire of Creeds*.
19. Ashis Nandy: *Traditions, Tyranny, and Utopias*.
20. Amartya Sen, *Development as Freedom*.
21. Ranajit Guha: *Subaltern Studies*.
22. Dipesh Chakrabarty: *Rethinking Working Class History*.
23. Neera Chandhoke: *The Conceit of Civil Society*.
24. Neera Chandhoke: *State and Civil Society*.
25. Pranab Bardhan: *The political Economy of Development*.
26. Pranab Bardhan: *Scarcity, Conflicts, and Cooperation*.

TEACHING METHODS OF THE SEMESTER – I

Courses in the Semester–I broadly pertain to the realm of ideas both in the East and the West. The generation of the meaning of ideas is never confined to a single pedagogic practice. The usual input-output-feedback mode, pursued widely in this semester, certainly has its value in unlocking the world of meaning. Yet it is possible to locate the issues, events and personalities through historical signs and images, both virtually and physically. In this way, sounds (spoken language), words (written language) and images (visual language) are sought to be synchronized, throughout the courses in this semester to incessantly open up new horizons of ideas.

SEMESTER – II

CORE COURSE (CC)

COURSE CODE: **RAB/PG/PLSS/CC2.1/PLSH**
CONCEPTS AND THEORIES OF INTERNATIONAL RELATIONS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The Course deals with concepts, approaches and theories of International Relations highlighting the major debates in the contemporary times including debates on tradition versus science, debate on unipolarity world order. The course will also attempt to provide the students a comprehensive understanding on post-positivist interventions in the study of International Relations.

Course Outcome: The ideas, methods, and theories of international relations, emphasizing the key discussions of the modern era, will be familiar to the students.

1. Scientific Approach to International Relations: The Debate between ‘Tradition’ and ‘Science’
2. Realism and its Critiques
3. International Relations viewed as a System: Systems Theory and Decision-making
4. Approaches to the Political Economy of International Relations
5. Conflict and Cooperation in International Relations: Communications and Game Theory
6. Post-Positivist Interventions in the Study of International Relations I: Normative Theory and Critical Theory
7. Post-Positivist Interventions in the Study of International Relations II: Constructivism, Postmodernism and Feminism
8. Post-Cold War Era and the Debate on Unipolarity

Suggested Readings

1. Chirs Brown, *Understanding International Relations*, Macmillan, 1997
2. E. H. Carr, *The Twenty Years Crisis*, London: Macmillan, 1939.
3. Hans J. Morgenthau, *Politics among Nations*, Knopf, New York, 1985.
4. Kenneth Waltz, *Theory of International Politics*, Adison Wesley, London, 1980.
5. Immanuel Wallerstein, *The Capitalist World Economy*, Cambridge University Press, Cambridge, 1979.

6. Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, Macmillan, New York.
7. Raymond Aron, *Peace and War: A Theory of International Relations*, Garden City, N. Y., 1966.
8. Robert Gilpin, *The Political Economics of International Relations*, Oxford University Press, 1987.
9. G. Modelski, *Long Cycle in World Politics*, Macmillan, London, 1987.
10. J. N. Rosenau, *Linkage Politics*, The Free Press, New York, 1969.
11. Joseph Frankel, *Contemporary International Theory and the Behaviour of States*, Oxford University Press, London, 1973.
12. Synder, Bruck and Sapin, *Decision – Making as an Approach to the Study of International Politics*, Princeton University Press, Princeton, 1954.
13. Stephanie Lawson, *International Relations*, Atlantic publishers, New Delhi, 2003
14. Ronald H Chilcote, *Theories of Development and Under Development*, West View Press, 1984.
15. Chakraborty, Biswanath, *Tatta, Dharana o Bisaya Bitarke Antarjatic Samparka*, Progressive, Kolkata, 2015.

COURSE CODE: RAB/PG/PLSS/CC2.2/PLSH
CONSTITUTION AND GOVERNANCE IN INDIA

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of the course is to enable students to understand the basic philosophy of the Constitution and its major changes. Further, the course aims to identify different themes/issues and institutions which has become significant in the study of Indian politics and explore the process through which they obtained a significant place in Indian politics. The course intends to enable students to develop critical perspectives.

Course Outcome: Students will be able to recognize numerous subject areas, issues, and institutions that have grown significant in the study of Indian politics through understanding about the fundamental ideas of the Constitution and its key changes.

1. Philosophy of the Indian Constitution: Major shifts
2. Federalism
3. Social Justice, Patriarchy and the Indian State
4. Politics of Defection and anti-defection Law
5. Issues of Judicial 'Overreach'
6. Indian Bureaucracy: Role and Neutrality
7. Elections and Electoral Reforms in India
8. Coalition Politics in India: Prospects and Challenges

Suggested Readings

1. Niraja Gopal Jayal and Pratap Bhanu Mehta, (eds), *The Oxford Companion to Politics in India*, Oxford University Press.
2. Rajib Bhargava et al (eds), *Multiculturalism, Liberalism and Democracy*, Oxford University Press.
3. Sudha Pai (eds), *Handbook of Democratic Politics in India*, Oxford University Press.
4. Sumit Ganguli, Larry Diamond and Marc F. Plattner (eds), *The State of India's Democracy*, Oxford University Press.
5. Devesh Kapoor, Pratap Bhanu Mehta (eds), *Public Institutions in India*, Oxford University Press.
6. Zoya Hasan, *Politics of Inclusion*, Oxford University Press.
7. S.R. Maheshwari, *Public Administration in India: The Higher Civil Service*, Oxford University Press.

8. Bankim Chandra Mandal, *Protective Discrimination Policy: In Search of Equality*, Abhijit Publication, New Delhi.
9. Har Swarup Singh, *Indian Bureaucracy: Maladies and Remedies*, Shipra Publications.
10. Ramashray Roy, *Gandhi and Ambedkar: A Study of Contrast*, Shipra Publications.
11. Sudha Pai, *State Politics: New Dimensions*, Shipra Publication.
12. IM.G. Ramakanta Rao and Prasanta K. Mathur, *Bureaucratic System and Public Policy*, Kanishka.
13. D. Sundar Ram, *Quest for Political Stability in India: Essays on Governance, Polity and Development*, Kanishka.
14. J.S.N. Rao, A Soomasekhar K. Audiseshaih, B. R. Ambedkar: *His Relevance*, Gyan Books Pvt. Ltd.
15. Vivek Kumar, *Dalit Leadership in India*, Gyan Books Pvt. Ltd.
16. Joginder Singh, *India Democracy and Disappointments*, Gyan Books Pvt. Ltd.
17. Thorat, Omvedt, Macwan, *Social Justice Philanthropy*, Rawat Publications.
18. V. Subramanyan (eds), *Social Exclusion, Integration and Inclusive Policies*, Rawat Publications.
19. Arun Kumar (ed), *Dalit and Economic Reforms*, Rawat Publication.
20. Srivastava and Joshi (eds), *Bureaucracy in Action*, Rawat Publications.
21. M.A. Rafath, *Bureaucracy and Politics*, Rawat Publications.
22. B. S. Ghuman etal (ed), *Corruption and Quality of Governance*, Rawat Publications.
23. Mahendra Prasad Singh, *Indian Federalism: An Introduction*, National Book Trust, 2011.
24. Hamid Hussain, *Indian Federalism – Emerging Trends*, Jain Book Agency, 2010.
25. Ranabir Samaddar (ed), *State of Social Justice in India: Issues of Social Justice*, Sages, New Delhi, 2009.
26. Upendra Kishore Singh, *Social Justice in India*, ABD Publishers, 2011.
27. S. P. Sathe, *Judicial Activism in India Transgressing Borders and Enforcing Limits*, OUP, 2003.
28. Mahendra Prasad Singh & Anil Mishra, *Coalition Politics in India: Problems and Prospects*, Monhar, 2004.

COURSE CODE: RAB/PG/PLSS/CC2.3/PLSH
GOVERNANCE AND ITS CRITICS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of this course is to learn about the trajectory of the changing notion and concept of governance particularly from the liberal perspective. The course seeks to explore the evolving ideas, issues, and problems of governance by drawing on the work of various contemporary thinkers with emphasis on Michel Foucault and Partha Chatterjee.

Course Outcome: By exploring the emerging concepts, challenges, and difficulties of governance and drawing on the writings of numerous modern thinkers, the students will get familiarity with the trajectory of the evolving ideas and concept of government, particularly from the liberal perspective.

1. Early Views on Liberal Governance: Pastoral Power and Reason of state
2. Bio-politics and Liberal Governance
3. Background to the Recent Rise of Governance to Prominence
4. Recent Theories of Liberal Governance
5. Illiberality and Liberal Governance
6. Advance Liberal Governance
7. Popular and Political Society in Mass Democracies
8. Politics of the Governed

Suggested Readings

1. Ansell Christopher & Torfing Jacob (eds) (2016) *Introduction: Theories of Governance* in Handbook on Theories of Governance, Cheltenham, UK; Northampton, MA, USA Edward Elgar publication.
2. Bevir Mark, (2008): *Encyclopedia of Governance*, New Delhi, Sage
3. Campbell T & A Sitze (ed) (2013) *Biopolitics: A Reader*, Durham & London, Duke University Press
4. Chatterjee Partha, (2004) *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, New York, Columbia University Press
5. Chatterjee Partha, (2008): *Lineages of Political Society; Studies in Post-Colonial Democracy*, New York, Columbia University Press
6. Dean, M. (2010) *Governmentality: Power and Rule in Modern Society*, 2nd edn. London: Sage

7. Esposito, Robert (2008): *Bíos: Biopolitics and philosophy*, translated by Campbell, Timothy, Minneapolis, The University of Minnesota Press
8. Fontana, Alessandro & Bertani, Mauro (2003): "Situating the Lectures" in *Society Must Be Defended*". Lectures at the Collège de France, 1975-76. Arnold I Davidson (eds) translated by David Macey, New York, Picador Press.
9. Foucault M (2003). *Society Must Be Defended: Lectures at the College de France*. English Series, Arnold I Davidson (eds), translated by David Macey, New York, Picador Press,
10. Foucault M (1982) 'The Subject and Power' *Critical Inquiry*, Vol. 8, No. 4, pp. 777-795
11. Foucault, M. (1991) Governmentality. In G. Burchell, C. Gordon, and P. Miller (eds) *The Foucault Effect: Studies in Governmentality with Two Lectures and Interview with Michel Foucault*. Toronto: Harvester Wheatsheaf
12. Foucault, M. (2007): *Security, Territory, Population. Lectures at the Collège de France 1977-1978*. translated by Burchell, Graham, New York, Palgrave Macmillan
13. Foucault, M. (2008): *The Birth of Biopolitics. Lectures at the Collège de France 1978-1979*, Senellart, Michel (eds). translated by Burchell, Graham, New York, Palgrave Macmillan
14. Goulder ben, (2007): *Foucault and the Genealogy of Pastoral Power*, Radical Philosophy Review, Vol 10, No.2
15. Grindle, Merilee S. (2004) "Good Enough Governance: Poverty Reduction and Reform in Developing Countries." *Governance* 17.4; 525-548.
16. Lemke Thomas: (2002): *Foucault, Governmentality and Critique, Rethinking Marxism: A Journal of Economics, Culture & Society*, Vol 14
17. Lemke, Thomas (2011): *Biopolitics: An Advanced Introduction*, translated by Erik Frederick Trump, New York, New York University Press.
18. Nanda, V. P. (2006). *The "Good Governance" Concept Revisited*. *Annals of the American Academy of Political and Social Science*, 603, 269-283.
19. Steffek J: 2006: *Embedded Liberalism and Its Critics; Justifying Global Governance in the American Century*, New York, Palgrave Macmillan
20. World Bank Development Report (1990) *A Hand Book of World Development Report 1990: Poverty*, New York: Oxford University Press.

COURSE CODE: RAB/PG/PLSS/CC2.4/PLSH
POLITICS IN INDIA

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: Actual politics in India diverges quite significantly from the diversity of society and its interaction with the legal frameworks of the state. An understanding of the politics in India 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. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of social cleavages that interact with modern state power.

Course Outcome: Based on an understanding of Indian politics from various modes of analysis provided by political sociology, the students will be familiar with how actual politics in India are distinct considerably from the diversity of society and its interaction with the state's legal frameworks.

1. Religion and Politics
2. Politics of Language
3. Caste and Politics of Reservation
4. Tribal Issues: Land, Forest and Underdevelopment
5. Ethnicity and Ethnonationalism
6. Regionalism: Regional Politics
7. Corruption: Civil Society Movements
8. Criminalization of Politics

Suggested Readings

1. Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). *The Oxford Companion to Politics in India*. New Delhi: OUP.
2. Brass, Paul R. (1990). *The Politics of India since Independence*. Cambridge: CUP.
3. Austin, Granville (2014). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: OUP.
4. Sengupta, Papia. (2017). Impulsive Imposition: Language and Politics of Majoritarianism in India. *Economic & Political Weekly*, 52(52).
5. Kohli, Atul and Singh, Prerna. (2013). *Routledge Handbook of Indian Politics*. New York: Routledge.

6. Rob, Jenkins. (2004). *Regional reflections: Comparing Politics across India's States*. New Delhi: OUP.
7. Baruah, Sanjib (ed.). (2012). *Ethnonationalism in India — A Reader*. New Delhi: OUP.
8. Brass, Paul R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. Newbury Park, Calif: Sage.
9. Pai, Sudha (ed.). (2013). *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*. New Delhi: OUP.
10. Subramanian, Narendra. (1999). *Ethnicity and Populist Mobilization: Political Parties, Citizens and Democracy in South India*. New Delhi: OUP.
11. Shani, Giorgio. (2008). *Sikh Nationalism and Identity in a Global Age*. Oxon: Routledge.
12. Mukherjee, Bharati. (1992). *Regionalism in Indian Perspective*. Calcutta: K P Bagchi.
13. Ambagudia Jagannath, and Xaxa, Virginius (Eds.). (2021). *Handbook of Tribal Politics in India*. New Delhi: Sage.
14. Bhargava, Rajeev (ed.). (2000). *Secularism and Its Critics*. New Delhi: Oxford University Press.
15. Jayal, Niraja Gopal. (1999). *Democracy and the State: Welfare, Secularism and Development in Contemporary India*. Delhi: Oxford University Press.

COURSE CODE: RAB/PG/PLSS/CC2.5/PLSH
POLITICS IN WEST BENGAL

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: This course has been introduced to explore the politics in West Bengal from the partition of India, thus Bengal, to contemporary times. The students will make sense on the socio-economic impact of the partition on West Bengal. Furthermore, the different political regimes, i.e., Indian National Congress, Left Front, and Trinamool Congress, will be examined. Besides these, various movements, that are pertinent to the politics of West Bengal, such as Naxalite movement, Workers' Movements, Peasants' Movements, Students' Movements, Movements for Regional Autonomy, etc., will be central to this course. The students will also be able to study the issues of decentralization of power and political culture of West Bengal.

Course Outcome: The students will acquire knowledge about West Bengal politics from the partition of India or Bengal to the present day, as well as the politics around the various political regimes, such as the Indian National Congress, Left Front, and Trinamool Congress.

1. Partition: Socio-Economic and Political impact on West Bengal- Problems of Migration and Displacement.
2. Parties and Politics: The Indian National Congress: Power, Politics and changing Role – Emergence of Trinamool Congress
3. The Left in West Bengal: Left in Power/Left in Opposition
4. Politics of Left Radicalism: Naxalite Movements- Recent Trends.
5. Agitational Politics—Workers' Movements, Peasants' Movements, Students' Movements
6. Movements for Regional Autonomy
7. Power, Politics and Decentralization: Panchayati Raj in West Bengal
8. Culture and Politics of West Bengal

Suggested Readings

1. Chakrabarti, Prafulla K. (1999). *The Marginal Men: The Refugees and the Left Political Syndrome in West Bengal*. Kalyani: Lumière Books.
2. Franda, Marcus F. (1971). *Radical Politics in West Bengal*. Cambridge: MIT Press.
3. Bhattacharyya, Dwaipayan. (2004). *Making and Unmaking of Trinamul Congress*. Economic and Political Weekly, 39(14/15), pp. 1529-1537.
4. Sengupta, Sucharita, et al. (2016). *People, Politics and Protests I: Calcutta and West Bengal, 1950s – 1960s*. Kolkata: Mahanirban Calcutta Research Group.

5. Chatterji, Rakhahari (ed.). (1985). *Politics in West Bengal: Institutions, Processes, and Problems*. Calcutta: World Press.
6. Mukherjee, Subrata Kumar. (1974). *Local Self-government in West Bengal*. Calcutta: Dasgupta.
7. Chatterjee, Partha. (1997). *The Present History of West Bengal: Essays in Political Criticism*. New Delhi: Oxford University Press.
8. Chatterji, Rakhahari and Basu, Partha Pratim. (2019). *West Bengal under the Left 1977-2011*. London: Routledge.
9. Gupta, Monobina. (2010). *Left Politics in Bengal: Time Travels among Bhadraklok Marxists*. New Delhi: Orient Blackswan.
10. Chatterjee, Jyotiprasad and Basu, Suprio. (2020). *Left Front and After: Understanding the Dynamics of Poriborton in West Bengal*. New Delhi: Sage.
11. Banerjee, Anirban. (2014). *Student Radicalism in Contemporary Bengal*. Working Paper. Available at <https://www.researchgate.net/publication/263967170>

TEACHING METHODS OF THE SEMESTER – II

Several teaching methods will be used in the teaching of the different courses in the Semester–II. This will particularly be based on a series of lectures given by the faculty members as well as distinguished speakers from the outside. Besides the lecture method, discussion method, debate method, seminar method, panel discussion, and individual and group projects may also be used. Moreover, many teaching-learning resource materials will be used and these include blackboard, books, journals, newspaper articles, and audio-visual programmes like LCD projector, film projector, internet, and virtual classes.

SEMESTER –III**CORE COURSE (CC)**

COURSE CODE: **RAB/PG/PLSS/CC3.1/PLSH**
COMPARATIVE POLITICS IN DEVELOPING COUNTRIES

5 X 16 = 80 Credit Hours**50 Marks**

Course Objective: The objective of Comparative Politics in Developing Countries is not only to conduct comparative studies of the similarities and differences between different political systems, but also to develop a comprehensive political theory. Political development, regime type and change, participation and representation, political culture, and political economics are the five key topics of study within the field. Comparative politics studies help us comprehend political events and trends in other countries, create lessons from one location to apply in another, and develop comprehensive ideas.

Course Outcome: Students will become familiar with not only conducting comparative studies of the similarities and differences between different political systems, but also developing a comprehensive political theory by delving into key issues such as political development, regime type and change, participation and representation, political culture, and political economics.

1. Comparative Politics: Approaches and Methods
2. Media, Communication and Political Culture
3. Political Participation, Political Institution and State of Democracy
4. Politics of Development/Underdevelopment and relevance of Developing Countries
5. Decolonization, Nation building and the Post-colonial State
6. Cultural Pluralism and Ethnic Conflict
7. Globalization and the Developing World
8. New Social Movements and Politics of Alternative Development

Suggested Readings

1. Burnell, Peter, Randall, Vicky & Rakner, Lise. (2011). *Politics in the Developing World*. Oxford: Oxford University Press.
2. Chatterji, Rakhahari. (2014). *Introduction to Comparative Political Analysis*. Kolkata: Sarat Book House.
3. Newton, Kenneth & Deth, Jan W. van. (2010). *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.

4. Ray, S. N. (2004). *Modern Comparative Politics: Approaches, Methods and Issues*. New Delhi: PHI Learning.
5. Held, David. (2006). *Models of Democracy*. 3rd ed. Cambridge: Polity Press.
6. Huntington, Samuel P. (1991). *The Third Wave: Democratization in the late Twentieth Century*. Norman: University of Oklahoma Press.
7. Lijphart, Arend. (2008). *Thinking about Democracy: Power sharing and majority rule in theory and practice*. Oxon: Routledge.
8. Mukherjee, Subrata, & Ramaswamy, Sushila. (2017). *Theoretical Foundations of Comparative Politics*. Hyderabad: Orient Blackswan.
9. Chesters, Graeme, & Welsh, Ian. (2011). *Social Movements: The Key Concepts*. Oxon: Routledge.
10. Ashraf, Ali & Sharma, L. N. (1983). *Political Sociology: A New Grammar of Politics*. Hyderabad: University Press.
11. Dobratz, Betty A., Waldner, Lisa K. & Buzzell, Timothy. (2016). *Power, Politics, and Society: An Introduction to Political Sociology*. Oxon: Routledge.
12. Mukhopadhyay, Amal, Kr. (1977). *Political Sociology: An Introductory Analysis*. Kolkata: K. P. Bagchi.
13. Woshinsky, Oliver H. (2008). *Explaining Politics: Culture, Institutions, and Political Behavior*. New York: Routledge.
14. Rush, Michael. (2013). *Politics and Society: An Introduction to Political Sociology*. Oxon: Routledge.
15. Lichbach MI & Zuckerman AS (2009) *Comparative Politics: Rationality, Culture and Structure*, New York, Cambridge University Press.
16. Hague R, Harrop M & McCormik J (2016) *Comparative Government and Politics: An Introduction*, London, Palgrave.
17. Caramani Daniele (eds) (2017) *Comparative Politics*, Oxford, OUP.
18. Green December & Luehrmann Laura (2011) *Comparative Politics of the "Third Worlds": Linking Concepts and cases*, Colorado, Lynne Rienner Publishers
19. Peet Richard & Hartwick Elaine (2015) *Theories of Development: Contentions, Arguments, Alternatives*; New York, The Guilford Press,
20. Leys Colin (eds) (2010) *Politics and Change in Developing Countries: Studies in Theory and Practice of Development*, Cambridge, Cambridge University Press
21. Smith B C (2013) *Understanding Third World Politics: Theories of Political Change and Development*, London, Palgrave Macmillan.
22. Kamrava Meheran (2012) *Politics and Society in the Developing World*, London Routledge.

23. Varshney Ashutosh (eds) (2004) *India and the Politics of Developing Countries: Essays in Memory of Myron Weiner*, New Delhi, Sage.
24. Norbu Dawa (2002) *Culture and the Politics of Third world Nationalism*, London, Routledge
25. Holton J Robert (2011) *Globalization and the Nation State*, London, Palgrave Macmillan.
26. Rotberg I Robert (2012) *Transformative Political Leadership: Making a Difference in the Developing World*, Chicago, Chicago University Press.
27. Bagchi Subrata Sankar & Das Arnab (ed) (2012) *Human Rights and the Third World: Issues and Discourses*, Lanham, Lexington Books.
28. Bryant Raymond & Bailey Sinead (1997) *Third World Political Ecology*, London, Routledge.

COURSE CODE: RAB/PG/PLSS/CC3.2/PLSH
PUBLIC ADMINISTRATION

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course provides an introduction to the discipline of Public Administration and its evolution. This course encompasses Comparative Public Administration, Development Administration and Theories of Bureaucracy. The course also explores some of the recent approaches to Public Administration, including Public Choice, New Public Management, Critical-feminist and Post-modern perspectives. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments and concepts of Governance including concepts of Good Governance, Green Governance., E-governance, Corporate Governance.

Course Outcome: Students will acquire knowledge about the discipline of public administration and its growth through novel approaches such as public choice, new public management, critical-feminist, and postmodern views.

1. Development of Public Administration as an academic discipline: its Stages; Impact of Globalization in the modern era: Idea of Global Governance
2. New Public Administration: Minnowbrook I; Blacksburg Manifesto; Minnowbrook II
3. Comparative Public Administration: Concept and significance
4. Theories of Bureaucracy: Marxist, Weberian, Post Weberian
5. Development Administration and its Challenges: Role of non-state actors in administration
6. Radical Challenges to developmentalism: New indicators of development, Controlling post development
7. Contemporary approaches: Public Choice, New Public Management, Critical, Feminist, Postmodern.
8. Concept of Governance: Good Governance, Gender and Governance, Green Governance, E-governance and Corporate Governance.

Suggested Readings

1. N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013.
2. M.Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012.
3. P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management," *Public Money and Management*, Vol. XIV No-3, 1994.
4. M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011.

5. Basu, Rumki, *Public Administration: Concepts and Theories* Sterling Publishers, New Delhi 2014.
6. Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999.
7. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1-40.
8. Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999
9. P. Evans, *Environmental Governance*, Routledge, 2012.
10. Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, OxfordUniversity Press, 1995.
11. P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, and M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003.
12. E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010.
13. R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *PublicAdministration: A reader*, New Delhi, Oxford University Press, 2003.
14. A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002.
15. F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston:Houghton Mifflin, 1964.
16. T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44.
17. M. Moran, M. Rein, & R. E. Goodin, (Eds.). *The Oxford Handbook of Public Policy*, OUP, 2006.
18. Mary Jo Hatch and Ann. L. Cunliffe, *Organisation Theory: Modern, Symbolic and Postmodern Perspectives*, Oxford University Press,2006.
19. U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010.
20. A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997.
21. Camila Stivers, *Gender Images in Public Administration*, California: Sage Publishers,2002 Radha Kumar, *The History of Doing*, New Delhi: Kali for Women, 1998.
22. Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell.1997.
23. B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007.

COURSE CODE: RAB/PG/PLSS/CC3.3/PLSH
PUBLIC POLICY

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course explores the public and its policies. The course will also attempt to provide the students a comprehensive understanding on the role of the institutions, historical perspective and constraints in making public policy. This course also encompasses policy intervention, evaluation and democratizing the policy process.

Course Outcome: Students will have an understanding of the limits, historical context, and institutional role in the formulation of public policy.

1. The Public and its Policies
2. Institutional and Historical Background
3. Modes of Policy Analysis
4. Producing public policy
5. Constraints on Public Policy
6. Policy Intervention
7. Politics of Policy Evaluation
8. Democratizing the Policy Process

Suggested Readings

1. Kuldeep Mathur, *Public Policy and Politics in India*, How Institution Matter, OUP, 2015.
2. Rajesh Chakraborti and Kaushiki Sanyal, *Shaping Policy in India: Alliance, Advocacy, Activism*, OUP, 2017.
3. Subrata K. Mitra, *Politics in India: Structure, Process and Policy*, OUP, 2014.
4. Avasthi, A., & Maheshwari, S. (2018). *Public Administration* (34th ed.). Agra: Lakshmi Narain Agarwal.
5. Araral, E., Fritzen, S., Howlett, M., Ramesh, M., & Wu, X. (Eds.). (2013). *Routledge Handbook of Public Policy*. Oxon: Routledge.
6. Chakrabarty, B., & Chand, P. (2016). *Public Policy: Concept, Theory and Practices*. Delhi: Sage.
7. De, P. K. (2011). *Public Policy and Systems*. New Delhi: Pearson.
8. Moran, M., Rein, M., & Goodin, R. E. (Eds.). (2006). *The Oxford Handbook of Public Policy*. New York: Oxford University Press.
9. Sapru, R. K (2011). *Public Policy: Art and Craft of Policy Analysis* (2nd ed.). Delhi: PHI Private Limited.

Compulsory Elective Course (CEC)
GROUP –A: INDIAN SOCIETY AND POLITICS

COURSE CODE: **RAB/PG/PLSS/CEC3.1/ISPE**
SOCIAL MOVEMENTS IN INDIA

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: This course attempts to explore the various social movements, old and new, in India. The students will be able to make sense on what is called new and old social movements with their comparison. Further, the students will be familiar to the different types of social movements in India, such as, human rights movements, women’s movements, Dalit, tribal, peasant movements, and so on. Existing literature and contemporary instances of various social movements will be examined in this course.

Course Outcome: Students will be able to acquire knowledge about various Indian social movements—both old and new—as well as the numerous kinds of these movements, including women's movements, Dalit, tribal, and peasant movements, human rights movements, and so on.

1. Human Rights Movements
2. Women’s Movements
3. Dalit Movements
4. Tribal Movements
5. Ethnic Movements
6. Regional Movements
7. Peasants Movements
8. Trade Union Movements

Suggested Readings

1. Ghanshyam Shah, *Social Movements in India: A Review of literature*, Sage Publications, 2004.
2. Raka Ray, Mary Fainsod Katzenstein, *Social Movements in India: Poverty Power and Politics*, Rowman and Littlefield, 2005.
3. Kenneth Bo Nielson, Alf Gunvald Nilsen (ed.) *Social Movements in India and the State in India: Deepening Democracy*, Palgrave, 2016.
4. Aurther Bonner, *Averting the Apocalypse: Social Movements in India Today*, Duke University Press, 1990.

5. Mahendra Narain Karna, *Social Movements in North –East India*, Indus Publishing, 1998.
6. T.K. Oommen, *Social Movements I: Issues and Identity*, OUP, New Delhi, 2010.
7. T.K. Oommen, *Social Movements II: Issues and Identity*, OUP, New Delhi, 2010.
8. Mala Khullar, *Writing the Women's Movement: A Reader*, 2003.
9. Savyasaachi, Ravi Kumar (Ed), *Social Movements: Transformative Shifts and Turning Points*, Routledge India, 2014.
10. P.G. Jogdand, S.M Micheal, *Globalization and Social Movements: Struggle for a Humane Society*, Rawat Publications, 2003.
11. Gail Omvedt, *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, M.E Sharpe, 1993.
12. M. S. A. Rao, *Social Movements and Social Transformation: A Study of Two Backward Classes*, New Delhi, Monahar, 1987.
13. V.N. Vishwanathan, *Human rights-twenty first century challenges*, Delhi: Kalpaz Pub., 2008.
14. P.M. Katare and B.C. Barik, *Development, deprivation and Human Rights violation*, New Delhi: Rawat, 2002.
15. Verma, J. S. *The New universe of human rights*, Delhi: Universal, 2004.
16. Saksena, K.P. (ed.) *Human Rights and the Constitution: Vision and the Reality*, New Delhi: Gyan Publishing, 2003.

COURSE CODE: RAB/PG/PLSS/CEC3.2/ISPE
HUMAN RIGHTS IN INDIA

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course is designed for giving a theoretical foundation for understanding the concept of human rights and its different dimensions. The course aims to understand the issues, status, attainments, and challenges of human rights of the marginal communities and to explore the role of the state machinery, statutory bodies, and civil societies in this regard with a critical mind.

Course Outcome: Students will become acquainted with the theoretical underpinnings necessary to comprehend the notion of human rights and all of its facets.

1. Human Rights: Conceptual Framework
2. Human Rights: National and International Dimensions
3. Human Rights and Constitutional Framework in India, a. Fundamental Rights; b. Directive Principles of State Policy
4. Human rights and Legal Framework in India- Protection of Human Rights Act, 1993
5. Human Rights: Issues and Challenges - Caste, Tribe, Minorities and Women, LGBT, Terrorism
6. Human Rights and the Indian State - Role of Police, Administration, Judiciary, and Affirmative Action for Weaker Sections
7. Role of Civil Society in Human Rights
8. NHRC and Other state Commissions

Suggested Readings

1. Alston Philip, *The United Nations and Human Rights-A Critical Appraisal*, Oxford, Clarendon, 1995.
2. Baxi, Upendra (ed.), *The Right to be Human*, Delhi, Lancer, 1987
3. Beetham, David edited, *Politics and Human Rights*, Oxford, Blackwell, 1995.
4. Desai, A R. (ed), *Violations of Democratic Rights in India*, Bombay, Popular Prakashan, 1986.
5. Evans, Tony, *The Politics of Human Rights: A Global Perspective*, London, Pluto Press, 2001.
6. Haragopal, G, *Good Governance: Human Rights, Perspective*, Indian Journal of Public Administration, Vol. 44 (3), July-September, 1998.

7. Vistaar Iyer, V.R. Krishna, *The Dialectics and Dynamics of Human Rights in India*, Delhi, Eastern Law House, 1999.
8. Kothari, Smitu and Sethi, Harsh (eds.), *Rethinking Human Rights*, Delhi, Lokayan, 1991.
9. Saksena, K.P. edited, *Human Rights: Fifty Years of India's Independence*, Delhi, Gyan, 1999.
10. Subramanian, S., *Human Rights: International Challenges*, Delhi, Manas, 1997.
11. Verma, J. S. *The New universe of human rights*, Delhi: Universal, 2004.
12. Saksena, K.P. (ed.) *Human Rights and the Constitution: Vision and the Reality*, New Delhi: Gyan Publishing, 2003.
13. Bhambhari, C.P., *Globalization India: nation, state and democracy*, Delhi: Shipra, 2005.
14. Pathak, Avijit, *Modernity globalization and identity: towards a reflexive quest*, Delhi: Aakar Books, 2006.
15. Padhi, N.K., *Protection of human rights and national human rights commission reflections*, New Delhi: Gyan Publishing, 2007.
16. P.K. Meena, *Human rights: theory and practice* New Delhi: Murari Lal, 2008.
17. Srivastava, Deep Kumar *Human rights in India* Allahabad: Adhayan Pub., 2009.
18. V.N. Vishwanathan *Human rights-twenty first century challenges* Delhi: Kalpaz Pub., 2008,
19. Michael R. Anderson and Sumit Guha, *Changing concepts of rights and justice in South Asia* New Delhi: Oxford Univ. Press, 2000.
20. Singh, Ram Gopal & Ravindra D. Gadkar (eds.), *Restoration of Human Rights and Dignity to Dalits* New Delhi: Manak Publications, 2004.
21. Samudrala, Anil kumar, Sri Krishna, S., *Dalit and Human Rights* New Delhi: Serial Pub., 2007.
22. P.M. Katare and B.C. Barik *Development, deprivation and Human Rights violation* New Delhi: Rawat, 2002.
23. D.N. Gupta, *Human Rights: Acts, Statutes and constitutional provisions* Delhi: Kalpaz Pub., 2009.
24. Gurusamy, S., *Human Rights and Gender Justice*, New Delhi: APH, 2009
25. Ganga, R. M. Supputhi (ed), *Children's rights as basic human rights* New Delhi: Reference Press, 2007.
26. A. L. Prasad, Crime, *Human Rights and Justice in New Millennium*, Kunal Books Publishers.
27. Brijesh Babu, *Hun Rights and Sustainable Development*.
28. Rashee Jain, *Textbook on Human Rights Law and Practice*, Universal Law Publishing Co. Ltd.

29. Raj Kumar Gupta, *Essentials of Human Rights*, Universal Law Publishing Co. Ltd.
30. Nirmal Chiranjivij. *Human Rights in India: Historical, Social and Political Perspectives*, OUP.
31. A.G. Nooriman and South Asian Human Rights Documentation Centre, *Challenges of Civil Rights Guarantees in India*, OUP.
32. Aftab Alam, *Human Rights in India: Issues and Challenges*, Rajpal Publications.
33. G.S. Bhargava, R. M. Paal, *Human Rights of Dalits: Societal Violation*, Gyan Publishing House.
34. P.K. Pandey, *Human Rights and Gender Justice*, APH Publishing Corporation.

Compulsory Elective Course (CEC)
Group –B: India’s Neighborhood

COURSE CODE: RAB/PG/PLSS/CEC3.1/INHE
SOUTH ASIAN POLITICS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The purpose of this course is to focus on national politics of South Asian countries. It will provide students the opportunity to understand the structure of government in some of the world’s most resilient democratic regimes and most non-democratic regimes. It will also discuss the relations between these countries with each other and the rest of the world. This course will discuss the history of these countries, the structure of their political institutions, and the major political conflicts in this region. It introduces students about the recent theoretical work in the field of South Asian studies.

Course Outcome: The national politics of South Asian nations and their interactions with one another and the rest of the world will be recognizable to the students.

1. Decolonisation and Major Challenges of Nation-building
2. Major Constitutional Developments and Political Processes
3. Democratic experiments
4. Regional and Sub-regional Cooperation
5. Contemporary Regional Security Issues
6. Resource Politics
7. India’s South Asia Policy
8. China and South Asia

Suggested Readings

1. Ayesha Jalal, *Democracy and Authoritarianism in South Asia*.
2. Ian Talbot, *Pakistan: A Political History*.
3. Craig Baxter et.al (eds.), *Government and Politics in South Asia*.
4. Praful Bidwai and Achin Vanaik, *South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament*
5. Stephen P. Cohen, *The Pakistan Army*
6. Partha S. Ghosh, *Cooperation and Conflict in South Asia*.
7. Christina Lamb, *Waiting for Allah: Pakistan’s Struggle for Democracy*.

8. Raunaq Jahan, *Bangladesh Politics: Problems and Issues*.
9. Urmila Phadnis and Rajat Ganguly, *Ethnicity and Nation-building in South Asia*.
10. Maya Chadda, *Building Democracy in South Asia: India, Nepal, Pakistan*.
11. S. U. Kodikara (ed.), *External Compulsion of South Asian Politics*
12. Wilson and D. Dalton (eds.), *The States of South Asia: Problems of National Integration*.

COURSE CODE: RAB/PG/PLSS/CEC3.2/INHE
CENTRAL ASIAN POLITICS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The purpose of this course is to familiarize the students with the national and regional politics of post-Soviet Central Asia, a region, comprising Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, that is becoming important in regional and global politics mainly from the perspective of India's neighbourhood. This course is offered jointly with two other courses on South Asian and Southeast Asian politics to make the young learners well acquainted with India's neighbourhood. Learner-centric participatory methods of teaching, based on ICT, are employed to make the students accustomed to a little-known region, vital to India.

Course Outcome: From the perspective of India's neighbourhood, students will be familiar with the national and regional politics of post-Soviet Central Asia, which includes Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, that continues to rise in importance in regional and global politics.

1. Central Asia as a New Region
2. Post-Soviet Democratization and Authoritarianism
3. Contemporary Central Asian States
4. Managing Multi-ethnic Societies
5. Political Islam in the Region
6. Politics of Oil and Water
7. Changing Geopolitics of the Region
8. China and Central Asia

Suggested Readings

1. Collins, Kathleen (2006). *Clan Politics and Regime Transition in Central Asia*. Cambridge University Press.
2. Cooley, Alexander (2012). *Great Games, Local Rules: The New Great Power Contest in Central Asia*. Oxford University Press.
3. Cummings Sally N. (2012). *Understanding Central Asia: Politics and Contested Transformations*. Routledge.
4. Dadabaev, Timur (2022). *Decolonizing Central Asian International Relations: Beyond Empires*. Routledge.
5. Khalid, Adeb. Central Asia (2021). *A New History from the Imperial Conquests to the Present*. Princeton University Press.

6. Laruelle, Marlene (2021). *Central Peripheries: Nationhood in Central Asia*. UCL Press.
7. Özcan, GülBerna (2010). *Building States and Markets Enterprise Development in Central Asia*. Palgrave Macmillan.
8. Pradhan, Ramakrushna (2021) *Geopolitics of Energy in Central Asia: India's Position and Policy*. Routledge.

**Compulsory Elective Course (CEC)
Group –C: Cultural Politics**

**COURSE CODE: RAB/PG/PLSS/CEC3.1/CLPE
POLITICS OF REPRESENTATION**

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course works towards the presentation of the patterns of power constituting the meaning and truth in the domain of culture, perceived as a way of life.

Course Outcome: Students get familiarity with their understanding of the power structures that make up reality and meaning in the cultural sphere, which is considered as a way of life.

1. Changing Context of Cultural Politics- Neo-Fordism, Post Industrial Society and Globalization
2. Representation- Meaning and Language
3. Myth and Ideology
4. Discourse, power and the Subject
5. Politics and poetics of Other hood
6. Subjectivity and Identity
7. Liminality
8. Home and Homeless

Suggested Readings

1. Lyotard, Jean-Francois, *The Postmodern Condition: A Report on Knowledge*, Minneapolis, University of Minnesota Press, 1984.
2. Harvey, David, *The Condition of Postmodernity: An Inquiry into the Origins of Cultural Change*, Oxford, Blackwell, 1989.
3. Saussure, Ferdinand de, *Course in General Linguistics*, London, Peter Owen, 1960.
4. Barthes, Roland, *Mythologies*, London, Cape, 1972.
5. Rabinow, Paul, ed., *The Foucault Reader*, New York, Pantheon Books, 1984.
6. Woodward, Kathryn, ed., *Identity and Difference*, London, Sage, 1997.
7. Hall, Stuart, ed., *Representation: Cultural Representations and Signifying Practices*, London, Sage, 1997.
8. Malinowski, Bronislaw, *Argonauts of the Western Pacific: An Account of the Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guyana*, London, Routledge, 2014.
9. Turner, Victor, *Anthropology of Performance*, New York, Performing Arts Journal Publications, 1986.
10. Berger, Peter Ludwig, et. al., *The Homeless Mind: Modernization and Consciousness*, New York, Random House, 1973.

COURSE CODE: RAB/PG/PLSS/CEC3.2/CLPE
POST-COLONIAL LEGACIES AND PUBLIC MODERNITIES

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The first objective of this course is to introduce post-colonial studies. The second objective is to examine the national liberation movements in Asia and Africa on the basis of different paradigms of post-colonial studies. The third objective is to analyse and examine the emerging postmodern culture in India in different spheres such as politics, consumption and representation. This course will also explore the hyperreal condition in our socio - political and cultural world.

Course Outcome: Based on several post-colonial studies paradigms, students will be able to gain insights into the national liberation struggles in Asia and Africa as well as the emergence of postmodern culture in India in a variety of domains, including politics, consumption, and representation.

1. Aesthetics of National Liberation: Fanon, Cabral, and Ngugi
2. Post-Colonial Spaces
3. Bhabha and the Third Space
4. Implosion of the Social in the Media
5. Consumption and Consumer Society
6. Gazing in a Metropolis: Window Shopping
7. Dining Out
8. Representation and Media Fictions

Suggested Readings

1. Alice Cherki (2006), *Frantz Fanon*, Carnel University Press, Ithaca.
2. Cheris Barker (2008) *Cultural Studies*, Sage, New Delhi.
3. Douglas Kellner (1994) *Baudrillard: A critical Reader*.
4. Frantz Fanon (1986) *Black Skin White Marks*, Plant Press, London.
5. Guy S Metraux (1965) *Studies in cultural history of India*, Shiva Lal Agarwal, Agra.
6. Homi K Bhabha (2009) *The Location of Culture*, Routledge, London.
7. John Starey(ed) (2012) *What is Cultural Studies: A Reader*, Rawat Publication, Jaipur.
8. Jodi Dean (2000) *Cultural Studies of Political theory*, Camel University Press, Ithaca.
9. Lawrence E Cahoon (1997) *From Modernism to Post Modernism*, Blackwell Publisher, Malden.

TEACHING METHODS OF THE SEMESTER – III

Apart from the class lectures in teaching various courses in the Semester–III, we have opted following teaching methods in general:

1. The teachers used to involve students in interactive sessions and topic-based discussions on the relevant topics of the course.
2. The teachers encourage students to work in the library to complete assignments on the basis of discussions in the class.
3. The teachers frequently hold topic-based students' seminars to encourage students to deliver their papers.
4. The teachers often arrange topic based special lectures by the distinguished external experts of the subject.

SEMESTER – IV**CORE COURSE (CC)**

COURSE CODE: **RAB/PG/PLSS/CC4.1/PLSH**
INDIA AND THE CONTEMPORARY WORLD

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of this course is to provide a systematic grounding in the core contemporary issues, dilemmas and new vocabularies in world politics in the post-Cold War era, including the global ecosystem of power and its changing nature against the backdrop of recent globalisation that is shifting the debates and discussions to include human rights, environmental concerns, migration, resources, terrorism and security, primarily from the perspective of critical thinking. In order to sharpen the analytical skills of the students in this area and to encourage reflective thinking among them, ICT-based, learner-centric methods of teaching would be employed generating a dialogic milieu.

Course Outcome: Students will become acquainted with the main contemporary concerns, challenges, and new vocabulary in post-Cold War world politics, such as the global power ecology and its changing nature in the context of rapid globalisation.

1. Post-Cold War Era and the ‘Crisis’ of the Sovereign State: Evolution of Regionalism
2. Globalization and its Impact: From International Relations to World Politics
3. Human Rights and Humanitarian Interventions
4. Environmental Challenges – Climate Change and Environmental Disasters – Evolution of Environmental Regimes
5. Migration in the Age of Globalization – Refugees and IDPs – International Refugee Protection Regimes and UN Guiding Principles
6. Resource Crisis and Resource Politics with special reference to Africa
7. Terrorism as a Global Challenge – ‘War on Terror’ and Global anti-Terror Initiatives
8. Security Threats in the Contemporary World: From national to human security

Suggested Readings

1. Baylis, John, Steve Smith and Patricia Owens (2020). *The Globalization of World Politics: An Introduction to International Relations*. Eighth edition. Oxford University Press.
2. Groom, A.J.R., AndréBarrinha and William C. Olson (2019). *International Relations Then and Now: Origins and Trends in Interpretation*. Second edition. Routledge.

3. Lundestad, Geir (ed.) (2013). *International Relations Since the End of the Cold War: New and Old Dimensions*. Oxford University Press.
4. Nayak, Nayak and Eric Selbin (2010). *Decentering International Relations*. Zed Books.
5. Schenk, Catherine R (2021). *International Economic Relations since 1945*. Second edition. Routledge.
6. Sharp, Paul (2018). *Introducing International Relations*. Routledge.
7. Snow, Donald M (2018). *Cases in International Relations: Principles and Applications*. Seventh edition. Rowman and Littlefield.
8. Young, John W. and John Kent (2013). *International Relations since 1945*. Second edition. Oxford University Press.

Compulsory Elective Course (CEC)
GROUP –A: INDIAN SOCIETY AND POLITICS

COURSE CODE: **RAB/PG/PLSS/CEC4.1/ISPE**
DALIT STUDIES

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: Dalit studies have recently emerged as a new field of study in India. The course is designed to know the social reality and inspire critical thinking and the development of scientific temperament among the students. The objective of the course is to conceptualize Dalits and Dalit identity formation and to develop an understanding of the nature and dynamics of caste-based discrimination and its far-reaching impact on the social, economic, political, and cultural life of the Dalits in India and the Indian diaspora. Further, the course will attempt to develop an understanding of the changing nature of Dalit politics which needs to ideological orientation of Dalit political leaders, activists, intellectuals, and the masses for their emancipation.

Course Outcome: Students will become acquainted with the ideas of Dalits and Dalit identity formation, as well as develop an understanding of the nature and dynamics of caste-based discrimination and its far-reaching impact on the social, economic, political, and cultural existence of Dalits in India and the Indian diaspora.

1. Conceptualizing Dalits
2. Dalit Development Discourses
3. Dalit Literature
4. Dalits and Globalization
5. Dalits and Human Rights
6. Dalits and Diaspora
7. Dalit Feminism
8. Dalit Politics in India

Suggested Readings

1. Anupama Rao, *The Caste Question – Dalits and the Politics of Modern India*, Permanent Black.
2. Eva-Maria Hardtmann, *The Dalit Movement in India: Local Practices, Global Connections*, Oxford.
3. Gopal Guru , *Humiliation: Claims and Context*, Oxford,

4. Eleanor Zelliott, *From Untouchable to Dalit: Essays on the Ambedkar Movement*, Monahar.
5. Sharmila Rege, *Against the Madness of Manu: B.R Ambedkar's Writings on Brahmanical Patriarchy*, Navayana.
6. Gopal Guru, Sunder Sarukka, *The Cracked Mirror: An Indian Debate on Experience and Theory*, Oxford University Press.
7. Satish Deshpande, *The Problem of Caste (EPW)*, Orient Blackswan Private Limited, New Delhi.
8. Charu Gupta, *The Gender of Caste*, Permanent Black (2015).
9. Uma Chakravarti, *Gendering Caste: Through a Feminist Lens (Theorizing Feminism)*, Bhatkal & Sen.
10. Nivedita Menon, *Seeing Like a Feminist*, Penguin India.
11. Mary E. John , *Women's Studies in India: A Reader*, Penguin India.
12. Mounika Vurity & Krishnaveer Abhishek Challa, *Dalit Feminism and Linguistic Distance*, Cyberwit.net.
13. K. Singh, *Dalitism and Feminism: Locating Woman in Dalit Literature*.
14. Murali Manohar, *Critical Essays on Dalit Literature*, Atlantic Publishers & Distributors Pvt Ltd.
15. S.K. Limbale, *Towards an Aesthetic of Dalit Literature*, Orient BlackSwan.
16. K. Satyanarayana , Susie Tharu, *The Exercise of Freedom: An Introduction to Dalit Writing*, Navayana.
17. Anand Mahanand, *Lo(k)cal Knowledge: Perceptions on Dalit, Tribal and Folk Literature*, Authors Press.
18. Anupama Rao (ed.), *Gender and caste*, New Delhi: Kali for Women.
19. G.S. Bhargava R.M. Pal, *Human Rights of Dalit: Societal Violation*, Gyan Publishing House.
20. Dinesh Sharma, *Dalit Constitution and Human Rights*, Arise Publishers & Distributors.
21. V.T. Rajshekar, *Dalit: The Black Untouchables of India*, Gyan Publishing House.
22. V.T. Rajshekar, *Caste a nation within the nation*, Gyan Publishing House.
23. Kameshwar Choudhary, *Globalisation, Governance Reforms and Development in India*, Babasaheb Bhimrao Ambedkar University, Lucknow, SAGE Publications Pvt. Ltd.
24. Ghanshyam Shah , *Dalit Identity and Politics*, Volume 2 of Cultural subordination and the Dalit challenge, SAGE Publications Pvt. Ltd.
25. Prakash Louis, *Political Sociology of Dalit Assertion*, Gyan Publishing House.
26. By Papiya Ghosh, *Partition and the South Asian Diaspora: Extending the Subcontinent*, Routledge.

27. Pradeep K. Sharma, *Dalit Politics and Literature*, Shipra Publications, 2006.
28. Jai Shankar Prasad, *Dalit Politics and Literature*, Encyclopaedia of Dalit series.
29. Joshil K. Abraham, *Judith Misrahi-Barak, Dalit Literatures in India*, Routledge.
30. Amar Nath Prasad, M. B. Gaijan, *Dalit Literature: A Critical Exploration*, Sarup & Sons.
31. Vishwanatha, Vishwanatha & L. C. Malliah, *Globalisation and Dalits: Magnitude and Impact*, Abhijeet Publications.
32. Prahlad Gangaram Jogdand, Prashant P. Bansode, N. G. Meshram, *Globalization and Social Justice: Perspectives, Challenges, and Praxis*, Rawat Publicaitons.
33. V. Subramanyam, K. Sekhar, *Social Exclusion, Integration and Inclusive Policies*, Rawat Publications, 2010.
34. Arjun Dangle, *Poisoned Bread*, Orient BlackSwan.

COURSE CODE: RAB/PG/PLSS/CEC4.2/ISPE
LOCAL GOVERNMENT AND POLITICS IN INDIA

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The Course deals with approaches and evolution of local self-government in India with special emphasis on West Bengal. The course will also attempt to provide the students a comprehensive understanding on Constitutional provisions, structure, functions and roles of both rural and urban local bodies in India. The course also explores some of the recent trends, including urbanization, state- local government relations, impact of globalization on local government, politics of participation.

Course Outcome: Students will gain a thorough understanding of the provisions of the Indian Constitution as well as the composition, operations, and functions of India's rural and urban local governments, with an emphasis to West Bengal.

1. Approaches to the study of Local government: Liberal, Marxist, Neo Marxist, Public choice approach; Gandhian perspective of Local Government
2. Colonial approach to Local Self Government- Post colonial development of Local Government; Constitutional Amendment and local government - Emerging trend in India
3. Approach to the Panchayati Raj System in West Bengal: Left Front and Trinamool Congress government
4. Rural politics in West Bengal – Emerging trend and the social background of the Panchayat leaders in West Bengal
5. Accountability of the PRIs: People’s participation in Panchayat with special reference to West Bengal
6. Urbanization in India – a historical outline; Classification of Urban government: Structure and functions – Politics of People’s participation in Urban government
7. Municipal Personnel – Relations between State government and Municipality; Ward Committee – Composition, role and function.
8. Election to Local Government: The Constitutional provision and role of the State Election Commission

Suggested Readings

1. Mohd Muttalib, and Ali Akbar Khan, *Theory of Local Government*, Starling Publishers Pvt. Ltd., New Delhi, 1983.
2. Golding, *Local Government*, St. Paul’s House, London, 1970.
3. J.M. Mackenzie, *Theories of Local Government*, London School of Economics, Greater London, 1961. L.C Jain, *Grass without Roots*, Sage Publication, New Delhi.

4. G.K. Lieten, *Continuity and Change in Rural West Bengal*, Sage Publication, New Delhi, 1992
5. Neil Webster, *Panchayati Raj and the Decentralization of Development Planning in West Bengal*, K.P Bagchi and Company, Kolkata, 1992.
6. Harihar Bhattacharyya, *Micro Foundation of Bengal Communism*, Ajanta Book International, Delhi, 1998.
7. Atul Kohli, *The State and Poverty in India: The Politics of Reform*, Cambridge University Press, USA, 1987.
8. Jasodhara Bagchi, *The Changing Status of Women in West Bengal (1970-2002): The Challenge Ahead*, Sage Publication, Delhi, 2004.
9. Ashraf Ali, *Government and Politics of Big City*, Print House, 1977.
10. B. Bhattacharya, *Urban Development in India*, Shree Publishing House, Delhi, 1979.
11. Abhijit Datta, *Urban Government Finance and Development*, World Press, Kolkata.
12. Mohit Bhattacharya, *Essays on Urban Government*, World Press, Kolkata.
13. N. R. Rao, *Municipal Finance in India*, Inter-India Publication, New Delhi, 1966.
14. Chakraborty, Biswanath, *Participation in West Bengal Panchayat System*, Progressive, Kolkata, 2008.
15. Chakraborty, Biswanath, *Sthaniya Sarkar: Dharana, Sangathanik Vitti o Bibihinno Dristibhongi* (Bengali), Progressive, Kolkata, 2008.
16. Chakraborty, Biswanath, *Paschim Banger Panchayat Babosthar Ruporekha* (Bengali), Progotisil Prokasan, Kolkata, 2017.

Compulsory Elective Course (CEC)
Group –B: India’s Neighborhood

COURSE CODE: RAB/PG/PLSS/CEC4.1/INHE
SOUTH EAST ASIAN POLITICS

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The purpose of this course is to gain conceptual and empirical understanding of the dynamic processes of the Southeast Asian Politics and achieve contextual and theoretical understanding of emerging issues in Southeast Asian Politics and locate Southeast Asian politics within the global context and to view comparatively with other regions of the world. This course will balance the focus on both country specific politics and thematic issues relevant to regional countries. This course will analyse about the politics and governments of Southeast Asia.

Course Outcome: The dynamic processes of Southeast Asian politics will be explained to students, and they will acquire a theoretical and contextual understanding of the issues that are emerging in the field. They will also be able to place Southeast Asian politics in a global context and compare it to other parts of the world.

1. Impact of Colonialism on Southeast Asia – the role of nationalistic movements in Nation Building
2. Political Processes and Institutions in the post independent political systems
3. Democracy and the Challenges – recent trends of democratisation
4. Nature of Leadership – Civil – military interface
5. Role of Ethnic and Religious identities in the politics of Southeast Asia
6. Regional Security – Traditional and non-Traditional security threats and state responses
7. Building regional identity – ASEAN and the process of community building
8. India in Southeast Asia – Prospects and Challenges.

Suggested Readings

1. Benedict Richard O’Gorman Anderson, *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*, Verso, 1998.
2. D.R. Sardesai, *Southeast Asia Past and Present*, Westview Press, 2012.
3. D.G. Hall, *History of Southeast Asia*, Palgrave, 1981.
4. N. John Funston, *Government and Politics in Southeast Asia*, ISEAS, 2001.
5. William Case, *Politics in Southeast Asia*, Psychology Press, 2002.

6. Nicholas Tarling (ed), *Cambridge History of Southeast Asia*, Cambridge University Press, 1999.
7. Alan Collins, *Security and Southeast Asia, domestic Regional and Global Issues*, ISEAS, 2003.
8. Kevin Hewison, Richard Robinson and Gary Rodan, *Southeast Asia in the 1990s*, Allen Unwin, 1993.
9. Hsin Huang Michael Hsiao, *Democracy or Alternative Political Systems in Asia After the Strong Men*, Routledge, 2013.
10. Johan Saravanamuttu, *Islam and Politics in Southeast Asia*, Routledge, 2009.
11. “The ASEAN Community, Unblocking the Blocks”, *ASEAN Studies Centre Report No. 1*, ISEAS- Yusof Ishak Centre, 2008.
12. RIS, “ASEAN- India Connectivity Report”, Bookwell, 2012.
13. Sudhir T. Devare, *India and Southeast Asia: Towards Security Convergence*, ISEAS, 2005.
14. Mohammed Ayoob, *India and Southeast Asia: Indian Perception and Policies*, Routledge, 1990.
15. Aneek Chatterjee, *Neighbours, Major Powers and Indian Foreign Policy*, Orient Blackswan, 2017.

Apart from the suggested basic readings articles from reports, articles, newspapers and current online resources will be suggested as per requirement.

COURSE CODE: RAB/PG/PLSS/CEC4.2/INHE
GEOPOLITICAL IMPERATIVES OF INDIA'S FOREIGN POLICY

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The purpose of this course is to examine the history of political, tactical and strategic developments and concepts regarding geopolitical concerns regarding political and military planning. This course also introduces the study of international relations. It will discuss the critical strand in the study of geopolitics and evaluate the relevance of critical geopolitics of contemporary international relations. It will also focus on the Indian Foreign Policy and analyse how the geopolitics has influenced the nature and characteristics of Indian Foreign Policy.

Course Outcome: Students will gain an understanding of the principles of geopolitical issues related to military and political planning, as well as the history of tactical and strategic political developments.

1. The significance of geographical and historical factors on the evolution of Indian Foreign Policy – an introduction to the concept of the geopolitical imperatives.
2. Strategic Orientation of India's Foreign Policy – contemporary trends
3. India's National Security – priorities and challenges
4. Boundaries and disputes in the Indian subcontinent – implications for Indian Foreign Policy
5. Geopolitical significance of the Indian Ocean – implications for India.
6. Significance of geo-economics- India's quest for energy security and foreign policy
7. The dynamics of major power interplay in the subcontinent – India's responses
8. India's role in establishing connectivity in her neighbourhood – geostrategic implications.

Suggested Readings:

1. Dennis Rumley and Sachin Chaturvedi, *The Security of Sea Lanes of Communication in the Indian Ocean Region*, Routledge, 2017.
2. Shivshankar Menon, *Choices: Inside the Making of Indian Foreign Policy (Geopolitics in the 21st Century)*, Brookings Institution, 2016.
3. Namrata Goswami, *India's Approach to Asia, Strategy, Politics and Responsibility*, IDSA, Pentagon Press, 2016.
4. Kanti P. Bajpai and Harsh V. Pant, *India's National Security: A Reader*, OUP, 2013.
5. Namrata Goswami, *Indian National Security and Counter-Insurgency: The Use of Force vs. Non-Violent Response*, Routledge, London and New York, 2015.

6. Sinder Pal Singh (ed), *Modi and the World: (Re)constructing Indian Foreign Policy*, World Scientific, 2017.
7. Girijesh Pant (ed), *India's Emerging Energy Relations, Issues and Challenges*, Springer, 2015.
8. Arndt Michael, *India's Foreign Policy and Regional Multilateralism*, Palgrave Macmillan, 2013
9. Rajiv Sikri, *Challenge and Strategy Rethinking India's Foreign Policy*, Sage 2009.
10. Prabir De and Jayanta Kumar Ray, *India Myanmar Connectivity Current Status and Future Prospects*, IFPS and CPWAS, 2013.
11. David Malone, *Does the Elephant Dance: Contemporary Indian Foreign Policy*, OUP, 2011.
12. Harsh V. Pant, *Indian Foreign Policy: An Overview*, Manchester University Press, 2016.

Apart from the suggested basic readings articles from reports, articles, newspapers and current online resources will be suggested as per requirement.

Compulsory Elective Course (CEC)
Group –C: Cultural Politics

COURSE CODE: **RAB/PG/PLSS/CEC4.1/CLPE**
POLITICS OF INDIAN CULTURE

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of this course is to explore and analyse different elements of Indian traditional culture and its impact on Indian politics. This course will also analyse the power relation as embedded in the traditional concept of sex, religion and in the epics.

Course Outcome: Students will get an understanding of the various facets of Indian traditional culture and how power dynamics, which are ingrained in religion, the epics, and traditional conceptions of sex, influence Indian politics.

1. Sex and Subjectivity: Theoretical Exposition
2. Psychology of Colonialism Sex, Age and ideology in India
3. Uncolonized Mind and the West
4. Political Culture of India
5. Religion as Culture: Nandy, Madan and Parekh
6. Ramlila
7. Kumbh Mela
8. Women and the Mahabharata: Yuganta and Nathhabati Anathbat
9. Politics of Faith – Gandhi and Lohia

Suggested Readings:

1. Ashis Nandy (2011) *Exiled at Home*, OUP, New Delhi.
2. Ashis Nandy (2004) *Return from Exile*, OUP, Oxford.
3. T.N. Madan (2006) *Images of the World*, OPU, New Delhi.
4. Margaret Chatterjee (1983) *Gandhi's Religions Thought*, The Macmillan Press, London
5. Nivedita Menon (2007) *Sexualities*, Women Unlimited, New Delhi.
6. Rammanohar Lohia (1938), *Indians in Foreign Land*, All India Congress Committee, Allahabad.
7. Sudipta Kaviraj (2010) *The Trajectories of Indian State*, Permanent Black, Ranikhet.
8. Jahanbegloo, Ramin and Vajpeyi (eds.) (2018), *Ashis Nandy: A Life in Dissent*, New Delhi: Oxford University Press.

9. Bharucha, Rustom (1993), *The Question of Faith*, New Delhi: Orient Longman.
10. Kapur, Anuradha (2006), *Actors, Pilgrims, Kings and Gods: The Ramlila of Ramnagar*, Calcutta: Seagull Books.
11. Mehrotra Rahul and Vera, Felipe (2015), *Kumbh Mela: Mapping the Ephemeral Megacity*, New Delhi: Niyogi Books.
12. Mitra, Saoli (2013), *Nathbati Anathbot & Katha Amritasaman*, Kolkata: Mitra & Ghosh.
13. Karve, Irawati (2008), *Yuganta: The End of an Epoch*, New Delhi: Disha Books.

COURSE CODE: **RAB/PG/PLSS/CEC4.2/CLPE**
POLITICS OF INDIGENEITY

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The course plans to interrogate some of the central shafts of our way of life such as *Objectivism, Realism, Science* and *Affluence* and to consider their indigenous critiques.

Course Outcome: The fundamental tenets of our way of life—Objectivism, Realism, Science, and Affluence—will be introduced to the students.

1. Critique of Realism and Objectivism in Ethnography
2. Ethnicity and Indigeneity
3. Indigenous Vision: People's Perspectives on Nature
4. Cultural Constructions of the Nature
5. The Original Affluent Society – Stone Age Economics
6. The Quest for Simplicity – Hind Swaraj
7. Western Science and the Destruction of Local Knowledge – Western Science as Epistemological Violence
8. Community Knowledge System

Suggested Readings:

1. Gandhi, M.K., *Hind Swaraj and Other Writings*, Centenary Edition, Cambridge University Press, 2009.
2. Greetz, Clifford, *The Interpretation of Cultures*, Basic Books, 1973.
3. Clifford, James, et. al., eds., *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley, University of California Press, 1986.
4. Morley, David, et. al., eds., *Stuart Hall: Critical Dialogues in Cultural Studies*, Routledge, 1996.
5. Anderson, Eugene Newton, *Ecologies of the Heart: Emotion, Belief and Environment*, New York, Oxford University Press, 1996.
6. Fisher, Frank, et. al., eds., *Living with Nature: Environmental Politics as Cultural Discourse*, New York, Oxford University Press, 2003.
7. Parel, Anthony, *Hind Swaraj and Other Writings*, New York, Cambridge University Press, 1997.
8. Sahlins, Marshall, *Stone Age Economics*, New York, Routledge, 2017.
9. Nandy, Ashis, ed., *Science, Hegemony and Violence: A Requiem for Modernity*, New Delhi, Oxford University Press, 1988.
10. Kothari, Ashish, et. al., eds., *Communities and Conservation: National Resource Management in South and Central Asia*, New Delhi, Sage, 1998.
11. Battiste, Marie, ed., *Reclaiming Indigenous Voice and Vision*, Vancouver, UBC Press, 2000.

OPEN ELECTIVE COURSE (OEC)

COURSE CODE: **RAB/PG/PLSS/OEC4.1/WOSO**
WOMEN'S STUDIES

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of this course is to analyse and examine different theories of western feminism such as liberal, Marxist, radical and postmodern feminism and to study the relation between genders and sex. Another objective of this course is to explore the different facets of Indian Feminism in orders to find out alternative ways of women empowerment.

Course Outcome: The relationship between genders and sex will be studied, and students will be familiar with a variety of western feminist theories, including liberal, Marxist, radical, and postmodern feminism.

1. Rise of Women's Studies--- Women's Studies to Gender Studies.
2. Key Issues of feminism: sex, gender, patriarchy, private and the public, personal and the political.
3. Birth and evolution of Feminist thought: An overview of the transition from the first to the third wave feminism.
4. Some representative debates: Liberal, Marxist, Socialist and Radical Feminist debates; postcolonial and postmodern feminist debate.
5. Women and politics, Human Rights and Women's Rights – Women and Political Participation– 'Representation' and the 'reservation' debate
6. Feminism and Citizenship—Toward an Informal Politics, Transforming the nature of politics
7. Feminist Indian Historiography
8. Women and Movements in India: Phases and Issues

Suggested Readings:

1. A Benjamin Brabon and Stephanie Gen (2011) *Post-feminism*, Indian reprint, Jaipur, Rawat Publication.
2. Betty Friedan, (1963) (Reprint 1979) *Feminine Mystique*, Harmondsworth, Penguin Books.
3. Carolyn Dever, (2004) *Skeptical Feminism*, Minneapolis / London, University of Minnesota Press.
4. James Good, and Irving Velody (eds.) (1998) *The Politics of Post modernity*, Cambridge, Cambridge University Press.

5. Jackie Jones, and Steve Jackson (eds.) (1998) *Contemporary Feminist Theories*, Jaipur, Rawat Publication.
6. Laula Kramer, (2004) *The Sociology of Gender - A Brief Introduction*. Jaipur and New Delhi, Rawat Publication.
7. Rinita Majumdar, (2015) *Feminist Theories - From the Personal to The Political*, Kolkata, Towards Freedom.
8. Sharmila Rage, (2003) *Sociology of Gender - The Challenge of Feminist Sociological Knowledge*. New Delhi, Sage Publication.
9. Shirin Kudehedkar, (ed.) (2005) *Post Modernism and Feminism Canadian Context*. Delhi, Pencraft International.
10. Stephen Morton, (2003) *Gayatri Chakravorty Spivak*, New York. Routledge.

COURSE CODE: RAB/PG/PLSS/OEC4.2/PDEO
POLITICS OF DEVELOPMENT AND ENVIRONMENT

5 X 16 = 80 Credit Hours

50 Marks

Course Objective: The objective of the course is to understand the evolving framework of development and environmental politics with a focus on the political economy and political ecology approaches. The aim of the course is to provide students with a basic grasp and awareness of today's development and environmental concerns.

Course Outcome: Students will acquire expertise on the changing paradigm of environmental politics and development, with an emphasis on political economy and political ecology perspectives.

1. Political Economy of Development: Contending Perspectives and Issues
2. Neo-Liberal Policies, Structural Adjustment Programmes and Challenges to Governance
3. Globalization and its impact on development
4. Development and Displacement: Areas, Issues and Resistance
5. Political Ecology: Concepts and Issues
6. Conservation, Sustainable Development and Environmental Governance
7. Environmental Movements: Ideologies, Typologies and Issues
8. Climate Change: Global Initiatives, Impacts and Resistance from Below

Suggested Readings:

1. Peet Richard & Hartwick Elaine (2015) *Theories of Development: Contentions, Arguments, Alternatives*, New York, The Guilford Press.
2. Nayak Pulin B (eds) (2015) *Economic Development of India*, London, Routledge.
3. Bardhan Pranab (1998) *The Political Economy of Development in India*, Delhi, OUP.
4. Hoogvelt Ankie (2001) *Globalization and the Post-Colonial World: The New Political Economy of Development*, Baltimore, Jhon Hopkins University Press.
5. Berberoglu Berch (1992) *The Political Economy of Development: Development Theory and the Prospects for Change in the Third World*, Albany, State University of New York Press.
6. Craig David Alan & Porter Doug (2006) *Development beyond Neoliberalism? Governance, Poverty Reduction and Political Economy*, London, Routledge.
7. Edelman Marc & Haugerud Angelique (2005) *The anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, New Jersey, Wiley Blackwell.

8. Penz Peter, Drydyk Jay & Bose Pablo S (2011) *Displacement by Development: Ethics Rights and Responsibilities*, Cambridge, Cambridge University Press.
9. Parasuraman S (2016): *The Development Dilemma: Displacement in India*, London, Macmillan.
10. Satiroglu Rge & Choi Narae (ed) (2015) *Development induced Displacements and Resettlement: New Perspective on persisting problems*, London Routledge.
11. Robbins Paul (2012) *Political Ecology: A Critical Introduction*, New Jersey, John Willy & Sons.
12. Guha Ram Chandra & Alier Joan Martinez (2013) *Varieties of Environmentalism: Essays North and South*, London, Earthscan.
13. Eckersley Robyn (1992) *Environmentalism and Political Theory: Toward an Ecocentric Approach*, Albany: State University of New York Press.
14. Mawhinney Mark (2008): *Sustainable Development: Understanding the Green Debates*, Malden, Blackwell.
15. Birnbacher Dieter & Thorseth May (ed) (2015) *The Politics of Sustainability: Philosophical Perspectives*, Oxon & New York, Routledge.
16. Rowell, Andrew (1996) *Green backlash: Global subversion of the environmental movement*, London, Routledge.
17. Kalland Arne & Persoon Gerard (ed) (2013) *Environmental movements in Asia*, London, Routledge.
18. Rangarajan Mahesh (eds) (2009) *Environmental issues in India: A Reader*, New Delhi, Pearson Longman.
19. Dessler Andrew E & Person Edward A (2006) *The Science and Politics of Global Climate Change: A Guide to the debate*, Cambridge, Cambridge University Press.
20. Bidwai Praful (2012) *The Politics of Climate Change and the Global Crisis: Mortgaging Our Future*, New Delhi, Orient Blackswan.

TEACHING METHODS OF THE SEMESTER – IV

Apart from interactive Lesson plan method using smart class room, teachers may involve the students in project activities on relevant topics of their courses. Teachers may encourage students to home assignments, which are discussed in the tutorial classes. Further, Students' seminars/ Group Discussions will be organized on relevant topics of different courses of the semester.
