**TEACHING PLAN**

**DEPARTMENT OF POLITICAL SCIENCE**

**PAPER: PERSPECTIVES ON PUBLIC ADMINISTRATION (CORE PAPER)**

**SEMESTER: III BA (H) POLITICAL SCIENCE, SECTION ‘B’**

**SESSION: June-Nov. 2021**

**TEACHER NAME: MS. SADHNA GUPTA**

SYLLABUS

1. PUBLIC ADMINISTRATION AS A DISCIPLINE

2. THEORETICAL PERSPECTIVES

CLASSICAL THEORIES, NEO-CLASSICAL THEORIES, CONTEMPORARY THEORIES

3. PUBLIC POLICY

4. MAJOR APPROACHES IN PUBLIC ADMINISTRATION

COURSE DESCRIPTION

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.

TEACHING TIME: 12 WEEKS

12 Weeks approximately five days of a week

The course is organized around daily lectures as per the time table. Students will

be provided reading assignments each to help them follow the course content.

The lecture will be given according to reading material. Internal Assessment of

25 marks will be given to the students based on activities like assignment,

presentation and class test. There are 5 marks for attendance as part of internal

assessment.

 UNIT WISE BREAK UP OF SYLLABUS:

I. PUBLIC ADMINISTRATION AS A DISCIPLINE (3 Weeks)

 Meaning, Dimensions and Significance of the Discipline

 Public and Private Administration

 Evolution of Public Administration

This unit is the introductory part of the syllabus. It deals with detailed understanding

of Public Administration. Students will get to know about various meanings and

concepts of Public Administration along with the evolution of this discipline. Students

will also be taught the comparative study of Public Administration and Private

Administration.

II. THEORETICAL PERSPECTIVES (5 Weeks)

This unit deals with various theories of Public Administration starting

from classical theories to neo classical and contemporary theories. These

theories will make students to understand the core ideals of

Administration and how these ideals have changed with time and place.

CLASSICAL THEORIES

A. Scientific Management (F.W.Taylor)

B. Administrative Management (Gullick, Urwick and Fayol)

C. Ideal-type bureaucracy (Max Weber)

In this part students will get to know the classical theories of Public Administration.

The classical theories project public administration as a science. F. W. Taylor, Max

Weber, Gullick, Urwick are some of classical thinkers. The major theories will

Taylor’s Scientific management theory, Weber’s Bureaucratic Theory and different

management theories by Luther Gullick, Urwick and Fayol. This will create a

foundation of public administration

NEO-CLASSICAL THEORIES

A. Human relations theory (Elton Mayo)

B. Rational decision-making (Herbert Simon)

In this part we will discuss Neo Classical Theories of public administration and how

these theories are different from the classical thinkers. The discussion will be on

Elton Mayo’s Human Relation theory and Simon’s Decision Making and its

implications on Organization.

CONTEMPORARY THEORIES

A. Ecological approach (Fred Riggs)

B. Innovation and Entrepreneurship (Peter Drucker)

Contemporary theories are associated with Fred Riggs and Peter Drucker.

III. PUBLIC POLICY (3 weeks)

A. Concept, relevance and approaches

B. Formulation, implementation and evaluation

This unit deals with the practical parts of the public administration and public

policies. In this unit students will be taught about public policy and its various

dimensions. They will also learn the roles of formal and informal organizations in the

policy formulation and implementation.

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION (4 weeks)

A. New Public Administration

B. New Public Management

C. New Public Service Approach

D. Good Governance

E. Feminist Perspectives

This unit deals with some recent approaches in public administration. NPA, NPM and

NPSA are recent features of public administration. These theories look public

administration from a market view. Students will also be taught the idea of Good

Governance and E Governance.

 ASSESSMENT

Internal Assessment: 25 Marks

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

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based

assignment inclusive of bibliographies, and for the second assignment they will have

to prepare a presentation on topic related to their syllabus. The topics for the first

assignment will be shared in class by the end of the first week of August. For certain

topics which need extra concerns as per students demand, group discussions organised

occasionally .

2) There will be a Class Test of 10 marks. It will take place tentatively in the third

week of October after the mid semester break.

Additionally there are 5 marks for Attendance.

1. Public Administration as a Discipline Meaning, Dimensions and Significance

of the Discipline.

Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999

Rosenbloom, R. Kravchuk. and R. Clerkin, (2009)

Public Administration: Understanding Management, Politics and Law in Public

Sector, 7 th edition, New Delhi: McGraw Hill, pp. 1-40

W. Wilson, (2004) ‘The Study of Administration’, in B. Chakrabarty and M.

Bhattacharya (eds), Administrative Change and Innovation: a Reader, New Delhi:

Oxford University Press, pp. 85-101

Public and Private Administration.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition.

New Delhi: Jawahar Publishers, pp. 37-44. G. Alhson, (1997)

‘Public and Private Management’, in Shafritz, J. and Hyde, A. (eds.) Classics of Public

Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

Evolution of Public Administration

N. Henry,Public Administration and Public Affairs, 12th edition. New Jersey:

Pearson,2013

M.Bhattacharya, Restructuring Public Administration: A New Look, New Delhi:

Jawahar Publishers, 2012

P.Dunleavy and C.Hood, “From Old Public Administration to New Public

Management”, Public Money and Management, Vol. XIV No-3, 1994 M.

Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar

Publishers, 2011

II. Theoretical Perspectives Scientific Management

D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

F. Taylor, ‘Scientific Management’, in J. Shafritz, and A. Hyde, (eds.) Classics of Public

Administration, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, ‘The Ideal Type of Bureaucracy’ in B. Chakrabarty, And M. Bhattacharya,

(eds), Public Administration: A Reader, New Delhi: Oxford University Press,2003

Administrative Management D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and

P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010

J. Ferreira, A. W. Erasmus and D. Groenewald , Administrative Management, Juta

Academics, 2010

Ideal Type-Bureaucracy

M. Weber,‘Bureaucracy’, in C. Mills, and H. Gerth, From Max Weber: Essays in

Sociology. Oxford: Oxford University Press, 1946

Warren. G.Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973

Human Relations Theory

D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

C.Miner, ‘Elton Mayo and Hawthrone’, in Organisational Behaviour 3: Historical

Origins and the Future. New York: M.E. Sharpe, 2006

Rational-Decision Making

S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009

Fredrickson and Smith, ‘Decision Theory’, in The Public Administration Theory

Primer. Cambridge: Westview Press, 2003

Ecological approach

R. Arora, ‘Riggs’ Administrative Ecology’ in B. Chakrabarty and M. Bhattacharya

(eds), Public Administration: A reader, New Delhi, Oxford University Press, 2003

A. Singh, Public Administration: Roots and Wings. New Delhi: Galgotia Publishing

Company, 2002

F.Riggs, Administration in Developing Countries: The Theory of Prismatic Society.

Boston: Houghton Miffin,1964

Innovation and Entrepreneurship

Peter Drucker, Innovation and Entrepreneurship, Harper Collins,1999 Peter F.

Drucker , The Practice of Management, Harper Collins, 2006

III. Public Policy Concept, Relevance and Approaches

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall, pp. 1-44

The Oxford Handbook of Public Policy ,OUP,2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen ,The Public Policy Primer:

Managing The Policy Process, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe Organisation Theory : Modern, Symbolic and

Postmodern Perspectives, Oxford University Press,2006

Michael Howlett, Designing Public Policies : Principles And Instruments, Rutledge,

2011 The Oxford Handbook Of Public Policy, Oxford University Press, 2006

Formulation, implementation and evaluation

Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson,2009

Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic

Societies And Globalisation, Sage Publishers, 2004

IV. Major Approaches in Public Administration

A. New Public Administration

M. Bhattacharya, Public Administration: Issues and Perspectives, New Delhi: Jawahar

Publishers, 2012

H. Frederickson, ‘Toward a New Public Administration’, in J. Shafritz, &amp; A. Hyde,

(eds.) Classics of Public Administration, 5th Edition

B. New Public Management

Belmont: Wadsworth, 2004 c. New Public Management U. Medury, Public

administration in the Globalization Era, New Delhi: Orient Black Swan, 2010

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

C. Hood, ‘A Public Management for All Seasons’, in J. Shafritz, &amp; A. Hyde, (eds.)

Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

C. New Public Service Approach

R.B.Denhart &amp; J.V.Denhart \*Arizona State University+ “ The New Public Service:

Serving Rathet Than Steering”, in Public Administration Review ,Volume 60,

No6, November-December 2000

D. Good Governance.

A. Leftwich, ‘Governance in the State and the Politics of Development’, in

Development and Change. Vol. 25,1994

M. Bhattacharya, ‘Contextualizing Governance and Development’ in B. Chakrabarty

and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University

Press,1998

B. Chakrabarty, Reinventing Public Administration: The India Experience. New Delhi:

Orient Longman, 2007

U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black

Swan, 2010

E. Feminist Perspective

Camila Stivers, Gender Images In Public Administration, California : Sage

Publishers, 2002

Radha Kumar, The History of Doing, New Delhi: Kali For Women, 1998

Sylvia Walby, Theorising Patriarchy, Oxford, Basil Blackwell.1997

Amy. S. Wharton, The Sociology Of Gender, West Sussex : Blackwell-Wiley

Publishers, 2012

Nivedita Menon [ed.], Gender and Politics, Delhi: Oxford University Press, 1999

Simone De Beauvoir, The Second Sex, London: Picador, 1988

Alison Jaggar, Feminist Politics And Human Nature, Brighton: Harvester Press,1983

Maxine Molyneux and Shahra Razavi , Gender, Justice, Development and Rights, Oxford: Oxford University Press, 2002

**LESSION PLAN**

**DEPARTMENT OF POLITICAL SCIENCE**

**BHARATI COLLEGE**

**PAPER: Understanding Gandhi (Reading Gandhi)**

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

**SEMESTER: V, BA PROG**

**SESSION – June-Nov. 2021**

**TEACHER NAME: MS SADHNA GUPTA**

 SYLLABUS

1. Ways to read a text

2. Hind swaraj

3. Commentaries on Hind swaraj

4. Gandhi and Modern India

 COURSE DESCRIPTION

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

 TEACHING TIME(No. Of Weeks)

Five days of a week (5 lecture in a day).

The course is organized around daily lectures as per the time table. Students will be

provided reading assignments each to help them follow the course content. The lecture will be given according to reading material. Internal Assessment of 25 marks will be given to the students based on activities like assignment, presentation and class test. Some quiz competitions are also conducted through classroom application.

There are 5 marks for attendance as part of internal assessment.

 UNIT WISE BREAK UP OF SYLLABUS

A).Ways to read a text:

a. textual

b. contextual

 Terence Ball, Reappraising Political Theory, Ch. 1, OUP, 1995

 “Meaning and Interpretation in the History of Ideas” in Visions of Politics, Quentin

Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.

B) Hind Swaraj:

1. Gandhi in his own words: A close reading of Hind Swaraj.

2.Commentaries on Hind Swaraj and Gandhian thought:

 “Introduction”, M.K.Gandhi, Hind Swaraj and other writings ed. A.J.Parel (1997).

 B.Parekh, Gandhi (1997), chs. 4 (“Satyagraha”) and 5(“The critique of modernity”).

 D.Hardiman, Gandhi in his time and ours (2003), ch.4(“An alternative modernity”

C) Gandhi and modern India.

a. Nationalism.

b. Communal unity

c. Women’s Question

d. Untouchability.

This component will contain the following selections from Gandhi’s India of my

Dreams (compiled R.K.Prabhu): “The meaning of Swaraj” (no.2); “In defence of

Nationalism” (no.3); “India’s cultural heritage” (no.45); “Regeneration of Indian

women” (no.54); “Women’s education” (no.55); “Communal unity” (no.59); “The

curse of untouchability” (no.61); “Religious tolerance in India” (no.62); “The problem

of minorities” (no.66

 ASSESSMENT

Internal Assessment: 25 Marks

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

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay-based

assignment inclusive of bibliographies, and for the second assignment they will have

to prepare a presentation on topic related to their syllabus. The topics for the first

assignment will be shared in class by the end of the first week of August. For certain

topics which need extra concerns as per students demand, group discussions

organized occasionally.

2) There will be a Class Test of 10 marks. It will take place tentatively in the third

week of October after the mid semester break.

Additionally, there are 5 marks for Attendance.

 ESSENTIAL READINGS

1. Hind Swaraj written by Mahatma Gandhi

2. India of my dreams by complied by R K Prabhu

3. Terence Ball, Reappraising Political Theory, Ch. 1, OUP, 1995

4. Meaning and Interpretation in the History of Ideas” in Visions of Politics,

Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.

5. Hind Swaraj and other writings ed. A.J.Parel (1997

6. D.Hardiman, Gandhi in his time and ours (2003),

Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing

House, Mumbai.

Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press,

Delhi.

Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian

Feminism, Kali for Women, Delhi.

Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the

Contemporary Women’s Movement in India, Kali for Women, Delhi.

**TEACHING PLAN**

**DEPARTMENT OF POLITICAL SCIENCE**

**BHARATI COLLEGE**

**PAPER: PUBLIC POLICY AND ADMINISTRATION IN INDIA**

**SEMESTER: IV BA (H) Political Science Section B**

**SESSION: January-April 2022**

**TEACHER NAME: MS. SADHNA GUPTA**

 SYLLABUS

1. Public Policy

2. Decentralization

3. Budget

4. Citizen and Administration Interface

5. Social Welfare Administration

 COURSE DESCRIPTION

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.

 TEACHING TIME ( Approximately 12 Weeks)

Five days of a week (5 lecture in a day).

The course is organized around daily lectures as per the time table. Students will be

provided reading assignments each to help them follow the course content. The

lecture will be given according to reading material. Internal Assessment of 25 marks

will be given to the students based on activities like assignment, presentation and

class test. Some quiz competitions are also conducted through classroom application.

There are 5 marks for attendance as part of internal assessment.

 UNIT WISE BREAK UP OF SYLLABUS

I. Public Policy ( 2 WEEKS)

a. Definition, characteristics and models

b. Public Policy Process in India

This unit deals with introduction of public policy. Students will be acquainted with

the concept of public policy and its various models. They will be also taught about

the public policy process in India in which formulation, implementation and

evaluation of policies will be discussed.

II. Decentralization (2 WEEKS)

a. Meaning, significance and approaches and types

b. Local Self Governance: Rural and Urban

This unit is very important and deals with the practical part of the policy formulation

and implementation. Decentralization is very important part of administration. It is

one of the organization’s theory. Students will get to know how decentralization

process works in India why decentralization is important. Our focus will be on rural

as well as urban decentralization process.

III. Budget (2.5 WEEKS

a. Concept and Significance of Budget

b. Budget Cycle in India

c. Various Approaches and Types Of Budgeting

Budget is another important part of administration. Students will be taught about

the various concept and significance of budget. We will also discuss the budgetary

process in India and its various approaches.

IV . Administration and Citizen Interface (3 WEEKS)

a. Public Service Delivery

b. Redressal of Public Grievances: RTI, Lokpal, Citizens’ Charter and E-Governance

This unit deals with the interaction of citizens and administration. students will be

taught how the administration and citizens interact with each other. They will get to

know different public delivery systems and redressal mechanism such as RTI, Lokpal

etc.

V. Social Welfare Administration (3 WEEKS)

a. Concept and Approaches of Social Welfare

b. Social Welfare Policies:

 Education: Right To Education

 Health: National Health Mission

 Food: Right To Food Security

 Employment: MNREGA

This unit deals with Social Welfare administration. Students will be taught about

different social schemes such as Right to Education, MGNREGA, Food security act

etc.

 ASSESSMENT

Internal Assessment: 25 Marks

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

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay-based

assignment inclusive of bibliographies, and for the second assignment they will have

to prepare a presentation on topic related to their syllabus. The topics for the first

assignment will be shared in class by the end of the first week of August. For certain

topics which need extra concerns as per students demand, group discussions

organized occasionally.

2) There will be a Class Test of 10 marks. It will take place tentatively in the third

week of October after the mid semester break.

Additionally, there are 5 marks for Attendance.

 ESSENTIAL READINGS

Public Policy

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi:

Brooks/Cole J. Anderson, (1975)

Public Policy Making. New York: Thomas Nelson and sons Ltd. M. Howlett, M.

Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy

subsystems, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson Y. Dror, (1989) Public

Policy Making Reexamined. Oxford: Transaction Publication

**Decentralization**

Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And

Politics In Rural India, OUP,2007

D. A. Rondinelli and S.Cheema, Decentralisation and Development, Beverly Hills:

Sage Publishers, 1983

N.G.Jayal, Democracy and The State: Welfare, Secular and Development in

Contemporary India, Oxford : Oxford University Press,1999

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient

Longman,2007

Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal

Publishers, 2001

Gabriel Almond and Sidney Verba, The Civic Culture, Boston: Little Brown, 1965

M.P.Lester, Political Participation- How and Why do People Get Involved in Politics

Chicago: McNally, 1965

Budget

Erik-Lane, J. (2005) Public Administration and Public Management: The Principal

Agent Perspective. New York: Routledge

Henry, N.(1999) Public Administration and Public Affairs. New Jersey:Prentice Hall

Caiden, N.(2004) ‘ Public Budgeting Amidst Uncertainity and Instability’, in Shafritz,

J.M. &amp; Hyde, A.C. (eds.) Classics of Public Administration. Belmont: Wadsworth 39 IV

**Citizen And Administration Interface**

R. Putnam , Making Democracy Work , Princeton University Press, 1993

Jenkins, R. and Goetz, A.M. (1999) ‘Accounts and Accountability: Theoretical

Implications of the Right to Information Movement in India’, in Third World

Quarterly.

June Sharma, P.K. &amp; Devasher, M. (2007) ‘Right to Information in India’ in Singh, S.

and Sharma, P. (eds.) Decentralization: Institutions and Politics in Rural India. New

Delhi: Oxford University Press

Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005 World

Development Report, World Bank, Oxford University Press, 1992.

M.J.Moon, The Evolution of Electronic Government Among Municipalities: Rheoteric

or Reality, American Society For Public Administration, Public Administration Review,

Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet

in Democratic Societies, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, Governing By Network: The New Shape of

the Public Sector, Brookings Institution [Washington], 2004

United Nation Development Programme, Reconceptualising Governance, New York,

1997

Mukhopadyay, A. (2005) ‘Social Audit’, in Seminar. No.551.

**V. Social Welfare Administration**

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity,

Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives,

Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-

46, Nov 2013

Pradeep Chaturvedi [ed.], Women And Food Security: Role Of Panchayats, Concept

Publishers, 1997 National Food Security Mission:

nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf

Jugal Kishore, National Health Programs of India: National Policies and Legislations,

Century Publications, 2005 40

K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford: Oxford

University Press, 1983

K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social

Development in India, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) Education in India: Dynamics of

Development, Delhi: Shipra Publications, 2007

Nalini Juneja, Primary Education for All in the City of Mumbai: The Challenge Set By

Local Actors&#39;, International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic

Societies and Globalisation, Sage Publishers, 2004

www.un.org/millenniumgoals

http://www.cefsindia.org

www.righttofoodindia.org

**TEACHING PLAN**

**DEPARTMENT OF POLITICAL SCIENCE**

**PAPER: HUMAN RIGHTS, GENDER AND ENVIONMENT**

**BA (P) GENERIC PAPER (INTERDECIPLINARY)**

**SEMESTER: V**

**Session: June-Nov. 2021**

**TEACHER NAME: MS. SADHNA GUPTA**

 SYLLABUS

1. Understanding Social Inequality

2. Human Rights

3. Gender

4. Environment

 COURSE DESCRIPTION

This course aims at enabling the students to understand the issues concerning

the rights of citizens in general and the marginalized groups in particular, and

assess the institutional and policy measures which have been taken in response

to the demands of various movements. Conceptual dimensions, international

trends and the Indian experience form the contents of the course.

Expected Learning Outcome: The study of the course will equip the students

with theoretical and conceptual understanding of socio – economic and political

problems of marginalized groups in society such as women, dalits, minorities

and adivasis and repercussions of contemporary developments on globalization

on them.

 TEACHING TIME ( Approximately 12 Weeks)

Five days of a week (5 lecture in a day).

The course is organized around daily lectures as per the time table. Students will be

provided reading assignments each to help them follow the course content. The

lecture will be given according to reading material. Internal Assessment of 25 marks

will be given to the students based on activities like assignment, presentation and

class test. Some quiz competitions are also conducted through classroom application.

There are 5 marks for attendance as part of internal assessment.

 UNIT WISE BREAK UP OF SYLLABUS

I. Understanding Social Inequality (2 weeks)

 Caste, Gender, Ethnicity and Class as distinct categories and their

interconnection.

 Globalisation and its impact on workers, peasants, dalits, adivasis and women.

This is the first unit which explores the various understanding of social

inequality. Our debates and discussion will be on caste, class and gender and

how these categories are interconnected to each other and leads to another

kind of social inequality. Thereafter we will also discuss the impact of

globalization on workers, Dalits, Adivasis and women.

II Human Rights (4weeks)

 Human Rights: Various Meanings

 UN Declarations and Covenants

 Human Rights and Citizenship Rights

 Human Rights and the Indian Constitution

 Human Rights, Laws and Institutions in India; the role of the National Human

Rights Commission.

 Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and

Unorganized Workers.

 Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.

 Human Rights Movement in India.

This section is dedicated to Human Rights and its implications. Students will get

to know about the meaning of Human Rights and different covenants of United

Nations. We will also discuss in the class about the role of different institutions

such as NHRC to contain violations of Human rights. The rights of the women,

Dalits, minorities, and consumers will also be discussed.

III Gender (3 weeks)

 Analysing Structures of Patriarchy

 Gender, Culture and History

 Economic Development and Women

 The issue of Women’s Political Participation and Representation in India

 Laws, Institutions and Women’s Rights in India

 Women’s Movements in India

This section of the syllabus is about Gender and issues related to women. This

unit deals with issues such as patriarchy, gender discrimination, economic

development etc. Students will also get to know about the different laws and

institutions related to women’s right.

IV Environment (3 weeks)

 Environmental and Sustainable Development

 UN Environment Programme: Rio, Johannesburg and after.

 Issues of Industrial Pollution, Global Warming and threats to Bio – diversity

 Environment Policy in India

 Environmental Movement in India

This is the last unit which explores the issues related to Environment. Students

will get to know about issues such as sustainable development, Global warming,

pollution, bio threat etc. Along with this environmental movement and policies

will also be discussed in the class.

 ASSESSMENT

Internal Assessment: 25 Marks

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

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay-based

assignment inclusive of bibliographies, and for the second assignment they will have

to prepare a presentation on topic related to their syllabus. The topics for the first

assignment will be shared in class by the end of the first week of August. For certain

topics which need extra concerns as per students demand, group discussions

organized occasionally.

2) There will be a Class Test of 10 marks. It will take place tentatively in the third

week of October after the mid semester break.

Additionally, there are 5 marks for Attendance.

 ESSENTIAL READINGS

Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case

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