

# UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

## PAPERS FOR SEMESTER V



**Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning**

## List of Papers and Courses for Semester V

### Ability Enhancement (Elective) Skill Based Course

1. Your Laws, Your Rights

### Discipline Specific Elective Course

1. Themes in Comparative Political Theory
2. Administration and Public Policy: Concepts and Theories

### Generic Elective Courses (Interdisciplinary)

1. Understanding Gandhi

### Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course		Paper	
<b>SEMESTER - V</b>				
5.1	Skill Based - 3	Ability Enhancement (Elective)	Your Laws, Your Rights	AECC (3)
5.2	Discipline Specific Elective Course - I (Political Science)		A) Themes in Comparative Political Theory	DSE 1A
			B) Administration and Public Policy: Concepts and Theories	
5.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2A
5.4	Generic Elective - I (Interdisciplinary) Any One		Understanding Gandhi	GE I
		From Second Discipline/ Subject		

# Courses for B.A. (Programme) Political Science

---

## Discipline Specific Elective Courses

### **1. Themes in Comparative Political Theory (62327503) Discipline Specific Elective - (DSE) Credit:6**

#### Course Objective

This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory.

#### Course Learning Outcomes

After completing this course, the students will be able to:

- Understand how Political Theory draws from and is shaped by both western and Indian traditions.
- Appreciate the value and distinctiveness of Comparative Political Theory

#### Unit 1

**Distinctive features of Indian and Western political thought (8 lectures)**

#### Unit 2

**Western Thought: Thinkers and Themes (26 lectures)**

- a. Aristotle on Citizenship
- b. Locke on Rights
- c. Rousseau on inequality
- d. J. S. Mill on liberty and democracy
- e. Marx and Bakunin on State

#### Unit 3

**Indian Thought: Thinkers and Themes (26 lectures)**

- a. Kautilya on State
- b. Tilak and Gandhi on Swaraj
- c. Ambedkar and Lohia on Social Justice
- d. Nehru and Jayaprakash Narayan on Democracy
- e. Pandita Ramabai on Patriarchy

## References

- Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 13-24.
- Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogiman, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 187-208.
- Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 9-16.
- Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 73-91.
- Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.
- Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.
- Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.
- Wilde, L. (2003) 'Early Marx', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.
- Mehta, V. R. (1992) *Foundations of Indian Political Thought*. New Delhi: Manohar Publishers, pp. 88-109.
- Inamdar, N.R. (1986) 'The Political Ideas of Lokmanya Tilak', in Panthan, Th. & Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 110-121.
- Pantham, T. (1986) 'Beyond Liberal Democracy: Thinking with Democracy', in Pantham, T. & Deutsch, K.L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 325-46.
- Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, Th. & Deutsch, K. L.(eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 161-75.
- Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' *Economic and Political Weekly*. Vol. XLV: 40, October 2008, pp. 64-70.
- Pillai, R.C. (1986) 'The Political thought of Jawaharlal Nehru', in Panthan, T. & Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage pp. 260-74.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

## Additional Resources:

- Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998.
- Mill, J. S. *On Liberty*, 1859.

Kautilya, *Arthashastra*

Gandhi, *Hind Swaraj*, 1909.

Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge.

Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press.

J. Spellman, (1964), *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press.

### **Readings in Hindi**

सी. एल. वेपर (1954), *राजदर्शनकास्वाध्ययन*, इलाहबाद: किताब महल.

जे. पी. सूद (1969), *पाश्चात्यराजनीतिकचिंतन*, जय प्रकाश नाथ और कंपनी.

बी. एम. शर्मा, *भारतीयराजनीतिकविचारक*, रावत प्रकाशन, 2005.

### **Teaching Learning Process**

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

### **Assessment Methods**

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

### **Keywords**

western thought, Indian thought, comparative political theory

---

## **2. Administration and Public Policy: Concepts and Theories (62327502) Discipline Specific Elective - (DSE) Credit:6**

### **Course Objective**

The objective of the paper is to understand public administration as a discipline. Seminal work of some thinkers from the classical, neo-classical and contemporary tradition is introduced to understand the journey of the discipline through context, space and time. The course also explores some of the elements of development administration and theoretically engages with the public policy discourse. It unravels the relevance of policy making in public administration and process of policy formulation, implementation and evaluation.

### **Course Learning Outcomes**

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The student receives an insight into several dimensions of development administration.
- The student is exposed to perspectives on public policy processes, a major sub-discipline of public administration.

### **Unit 1**

#### **Public administration as a discipline**

Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)

### **Unit 2**

#### **Administrative theories**

the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)

### **Unit 3**

#### **Development administration**

Elements of development administration. Time and space dimensions in the study of development administration, politics of development administration. (14 lectures)

### **Unit 4**

#### **Understanding Public Policy**

concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)

## References

### **Unit 1. Public administration as a discipline**

Awasthi, A. and Maheshwari, S. (2003) Public Administration. Agra Laxmi Narain Agarwal, pp. 3-12.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp.1-52.

Chakravabarty, Bidyut and Prakash Chanda (2018) Vaishvikrit Duniya mein Lok Prashasan, Sage Bhasha, New Delhi

Bhattacharya, Mohit (2007) Lok Prashasan Ke Naye Aayaam, Jawahar Publication, New Delhi

Sinha, Manoj (2010) Prahasan evam Lokniti, Orient Blackswan , New Delhi.

Basu, Rumki (2012) Lok Prashasan Sankalp Avam Siddhant, Jawahar Book Centre: Delhi.

Yadav, Sushma(2016), Lok Prashasan: Sidhant evam Vyavahar. Orient Blackswan, New Delhi.

Chakrabarty, Bidyut and Prakash Chand (2018), Bhartiya Prashasan, Sage Bhasha: New Delhi

### **Unit 2. Administrative theories**

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction Public Administration Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 1-50.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp. 53-74.

Mouzelis, N.P. (2005) 'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 88-100.

Hyderbrand, W. (1980) 'A Marxist Critique of Organization Theory', in Evan, W (ed.) Frontiers in Organization & Management. New York Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis Critique and Innovation. Beverly Hills Sage, pp. 85-109.

### **Unit 3. Development administration**

Bhattacharya, M. (1999) Restructuring Public Administration Essays in Rehabilitation. New Delhi Jawahar, pp. 29-70, 85-98.

Bhattacharya, M. (2001) New Horizons in Public Administration. New Delhi Jawahar, pp. 248-272, 301-323.

### **Unit 4. Understanding public policy**

Dye, T.R. (1975) Understanding Public Policy. New Jersey Prentice Hall, pp. 1-38, 265-299.

Dror, Y. (1983) Public Policy Making Reexamined. Oxford Transaction Publication, pp. 129-216.

### **Additional Resources:**

Bernard, C. (1938) The Functions of Executive. Cambridge Harvard University Press.

Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and Siffin, W. (eds.), Approaches to Development Politics . New York McGraw-Hill.

Gant, G.F. (1979) Development Administration Concepts, Goals, Methods. Madison University of Wisconsin Press.

Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London Edward Arnold.

Lee, H.B. (ed.) (1953) Korea Time, Change and Administration. Hawai'i University of Hawai'i Press.

Leftwich, A. (1994) 'Governance, the State and the Politics of Development', Development and Change, 25.

March, J. and Simon, H. (1958) Organization. New York Wiley.

Mooney, J. (1954) The Principles of Organization. New York Harper & Row.

Simon, H. (1967) Administrative Behavior A Study of Decision Making Process in Administrative Organization. New York Macmillan.

Wiedner, E. (ed.) (1970) Development Administration in Asia. Durham Duke University Press.

### Teaching Learning Process

The paper titled - Administration and Public Policy : Concepts and Theories, in Programme (CBCS) B.A.(Prog.) Political Science, focus on introducing concepts and theories in the field of public administration and public policy to students. The classroom teaching is designed to equip students with the classical school of thought , theoretical engagement with meaning and scope of public administration , public policy and the politics of development administration. The pedagogy is construed with the idea that lectures delivered by teachers are comparative in tone wherein different perspectives are presented to students in each unit. The students will be mentored by teachers to unravel the theoretical impulse in the contextual socio-economic-political-cultural order. Simulation activities in the classroom is another useful tool in helping students make connections between real world scenarios and theoretical concepts. This encourages problem solving method within students.

### Assessment Methods

This paper will assess the reflective and critical engagement of students with the theoretical concept while comprehending its relevance in today's scenario. To test this, this paper offers to internally assess students through visual or oratory presentation, group discussion, critical engagement with concepts and theories. End semester written examination will also be used as an assessment tool.

### Keywords

Public administration, Administrative theories, Development administration, Public policy

-----

## Generic Elective Course

### **G1 - Understanding Gandhi (62325501) Generic Elective - (GE) Credit:6**

#### Course Objective

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.

#### Course Learning Outcomes

This course will help students to understand fundamental concept of Gandhi philosophy through his words firstly and secondly it will help them understand these concepts in a critical and analytical manner.

#### Unit 1

##### Key Ideas:

- 1. Swaraj**
- 2. Satyagraha (Truth and Non-violence)**
- 3. Trusteeship**
- 4. Swadeshi**
- 5. Religion and politics**
- 6. Modern Civilization**
- 7. Nationalism**
- 8. Communal Unity**
- 9. Women question**
- 10. Untouchability**

#### References

A.Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press.

R Iyer, (ed) (1993) 'Chapter XII SATYAGRAHA- Non-Violent Resistance ' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press. (301-324)

B. Chakraborty (2015)' Universal Benefit: Gandhi's Doctrine of Trusteeship: A review Article' *Modern Asian studies* Vol 49(2) 572-608

B. Parekh, (1999) 'Discourse on Untouchability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.156-158

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.

Ram Chandra Pradhan (2011) 'Gandhi's Concept of swaraj and swadeshi' in *Reading and Reappraising Gandhi*, New Delhi: Macmillian.98-117.

Ram Chandra Pradhan (2011) 'Gandhi, Jinnah and Savarkar and the Indian nationalism' in *Reading and Reappraising Gandhi*, New Delhi: Macmillian.167-196.

### Additional Resources:

#### Classics

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107

M.K. 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)

#### Additional Readings

B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Studying Gandhian Thought*, New Delhi: Sage Publication.

Ram Chandra Pradhan (2011) 'Gandhi, and the Communal Harmony: Religion, Politics and secularism' in *Reading and Reappraising Gandhi*, New Delhi: Macmillian.197-214.

#### Readings in Hindi

1. म.क गाँधी 'हिन्द स्वराज' नवजीवन ट्रस्ट 1916.

2. [https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind\\_swarajya\\_mk\\_gandhi\\_2010.pdf](https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf)
3. म .क गाँधी मेरे सपनों का भारत 1947  
[https://ia802902.us.archive.org/22/items/Mere\\_sapno\\_ka\\_Bharat-mk\\_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf](https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf)
4. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "भारतीय राष्ट्रीय आंदोलन में गाँधी जी का योगदान" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 34-55.
5. दाधीच, नरेश 'महात्मा गाँधी का चिंतन' रावत पब्लिकेशन्स, नई दिल्ली.
6. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "धर्म की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 56-62.
7. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "सत्याग्रह की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 79-85.
8. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "स्वराज्य की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 86-97.
9. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "न्यासिता की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 98-103.
10. जैन, मानक 'गाँधी के विचारों की 21वीं सदी में प्रासंगिकता' (भाग-2) "अस्पृश्यता निवारण में गाँधी का योगदान" आदि पब्लिकेशन्स, जयपुर 2010, पृष्ठ 275-317.
11. अग्रवाल, सुनील कुमार 'गाँधी और सांप्रदायिक एकता' "सांप्रदायिक एकता का दर्शन और गाँधी" अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2009 पृष्ठ 189-219.
12. झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन "सांप्रदायिक सौहार्द और गाँधी" सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 119-146.
13. झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 215-226.
14. कुमार प्रभात 'स्वतंत्रता संग्राम और गाँधी' "गाँधी का सत्याग्रह-दर्शन" हिंदी माध्यम कार्यान्वय निर्देशालय, नई दिल्ली, 2013.
15. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "स्वदेशी" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 158-164.
16. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी का राष्ट्रवाद" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 186-196.

17. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी और पर्यावरण" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 239-249.
18. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "अस्पृश्यता और गाँधी" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 227-238.
19. वर्मा, विजय कुमार और अखिलेश पाल 'आधुनिक भारतीय राजनीतिक चिंतन "महात्मा गाँधी: स्वराज्य" ओरियेंट ब्लैकस्वान प्रकाशन, नई दिल्ली 2018 पृष्ठ 72-121.
20. रतन, राम और शारदा शोभिका 'महात्मा गाँधी की राजनीतिक अवधारणाएँ' "स्वराज्य" कलिंगा पब्लिकेशन्स, 1992 पृष्ठ 45.
21. रतन, राम और शारदा शोभिका 'महात्मा गाँधी की राजनीतिक अवधारणाएँ' "सत्याग्रह" कलिंगा पब्लिकेशन्स, 1992 पृष्ठ 95-109.
22. सिन्हा, मनोज 'गाँधी अध्ययन' "राष्ट्रवाद" ओरियेंट लॉगमैन प्रकाशन नई दिल्ली 2008 पृष्ठ 97-109.
23. सिन्हा, मनोज 'गाँधी अध्ययन' "गाँधी : नारी विषयक दृष्टिकोण" ओरियेंट लॉगमैन प्रकाशन नई दिल्ली 2008 पृष्ठ 120-132.

### Teaching Learning Process

This course attempts to introduce key concepts of Gandhi's Thought. Hind Swaraj will be key text that will be discussed and read both by teachers and students in order to grasp the philosophy of Gandhi. Film Gandhi will be screened to visualize and grasp Gandhi's concepts. Commentaries on Gandhi's ideas will be discussed and interactive session with the students by taking them to Gandhi's Museum or historical places associated with Gandhi can further help to contextualize his ideas. Power point presentations detailing key features of each of these ideas will identify and describe the key characteristics of Gandhian political thought.

### Assessment Methods

Group presentation on each of the ideas will form core part of their assessment. Class test and MCQ will also be part of assessment.

### Keywords

Modern Civilization, Satyagraha, Swaraj', Trusteeship, Women Question

---

**AECC Course**  
**AE3 - Your Laws, Your Rights**  
**(62323501)**  
**AECC (Electives) - (AECCE) Credit:4**

**Course Objective**

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

**Course Learning Outcomes**

On the successful completion of the course, students would be able to:

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents.
- Show understanding of the structure and principles of the Indian legal system

**Unit 1**

**Rule of law and the Criminal Justice System in India (1 week)**

**Unit 2**

**Laws relating to criminal justice administration (2 weeks)**

- a) How to file a complaint, First Information Report (FIR)
- b) Detention, arrest and bail

**Unit 3**

**Equality and non-discrimination (4 weeks)**

- a) Gender: the protection of women against domestic violence, rape and sexual harassment
- b) Caste: laws abolishing untouchability and providing protection against atrocities
- c) Class: laws concerning minimum wages
- d) Disability and equality of participation and opportunity

## Unit 4

### Empowerment (2 weeks)

- a) Access to information
- b) Rights of the consumer

## Unit 5

### Redistribution, recognition and livelihood (2 weeks)

- a) Traditional rights of forest dwellers and the issue of women's property rights
- b) Rural employment guarantee

## Unit 6

### Access to Identification documents and Social Security Schemes (1 week / exercises only)

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

## References

### I. Rule of law and the Criminal Justice System in India

A. Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston, pp.3-19.

SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and procedure*, New Delhi: Oxford University Press, pp.5-15.

V. S. Deshpande, (2006), 'Nature of the Indian Legal System' in Joseph Minattur (ed.), *Indian Legal System*, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, URL: <http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf>

### II. Laws relating to criminal justice administration

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report' (pp.16-26); 'Bail' (pp.59-71); 'Detention' (pp. 72-84), in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press,

*Nyaaya, India's Laws Explained*, FIR, Arrest, Bail, available at <https://nyaaya.in/topic/first-information-report-fir>, <https://nyaaya.in/topic/bail>, <https://nyaaya.in/topic/arrest>

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

### III. Equality and non-discrimination

V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.

S. Durrany, (2006) *The Protection of Women from Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, *Economic and Political Weekly* (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>

P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.

P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38

P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.

K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.

#### **IV. Empowerment**

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

Vishnu Konoorayar, (2008), 'Consumer Law', In *Towards Legal Literacy in India*. K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.

S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide\\_to\\_use\\_rti\\_act\\_2005\\_English2012\\_1ight\\_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_1ight_Aspire.pdf)

A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) *Citizen Action and National Policy Reform*, London: Zed

S. M. Laskar (2016), *Importance of Right to Information for Good Governance in India*, *Bharati Law Review*, Oct-Dec, available at <http://docs.manupatra.in/newsline/articles/Upload/AC9CD2C7-B8AD-4C5A-B910-3751BFE5CB28.pdf>

*Nyaaya, India's Laws Explained*, Request to Obtain Information, available at <https://nyaaya.in/topic/right-to-information/request-to-obtain-information>

#### **V. Redistribution, Recognition and livelihood**

M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at [www.ippg.org.uk](http://www.ippg.org.uk) (Accessed: 10.04.2013).

J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

## Additional Resources:

### Bare Acts:

- o *Consumer Protection Act, 1986*, Available at [http://chdsla.gov.in/right\\_menu/act/pdf/consumer.pdf](http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf)
- o *Criminal law Amendment Act, 2013*, Available at [http://egazette.nic.in/WriteReadData/2013/E\\_17\\_2013\\_212.pdf](http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf)
- o *Mahatma Gandhi National Rural Employment Guaranty Act, 2005*, Available at <http://nrega.nic.in/rajaswa.pdf>
- o *National Food Security Act 2011*, Available at [http://nac.nic.in/foodsecurity/nfsb\\_final.pdf](http://nac.nic.in/foodsecurity/nfsb_final.pdf).
- o *Protection of Women Against Domestic Violence Act, 2005*, Available at <http://wcd.nic.in/wdvact.pdf>.
- o *Right to Information Act, 2005*, Available at <http://righttoinformation.gov.in/rti-act.pdf>
- o *Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>.
- o *Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006*, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>.
- o *The Minimum Wages Act, 1948*, Available at <http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf>.
- o *The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995*, Available at [http://bhind.nic.in/Sparsh\\_disability%20act%201995.pdf](http://bhind.nic.in/Sparsh_disability%20act%201995.pdf).
- o *The Right of Children to Free and Compulsory Education Act, 2009*, Available at <http://www.delta.org.in/form/rte.pdf>
- o *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012*, Available at [http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C\\_2010\\_LS\\_Eng.pdf](http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf).
- o *Criminal Law Amendment Act, 2013*, Available at [mha.nic.in/pdfs/TheCrimnalLaw030413.pdf](http://mha.nic.in/pdfs/TheCrimnalLaw030413.pdf)

### Additional Readings:

#### I. Rule of law and the Criminal Justice System in India

K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi – xv.

#### III. Equality and non-discrimination

Gender Study Group, (1996) *Sexual Harassment in Delhi University*, A Report, Delhi: University of Delhi.

A. Kidwai, (2013), *Sexual Harassment in the Workplace: the Verma Committee and After*, *Economic and Political Weekly*, Vol. 48, Issue No. 06

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

#### IV. Empowerment

*Live Law*, Highlights Of Consumer Protection Bill-2018, available at <https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/>

A. Roberts, (2010) ‘A Great and Revolutionary Law? The First Four Years of India’s Right to Information Act’, *Public Administration Review*. Volume 70, Issue 6, pp. 925–933.

SAHRDC, (2006) ‘Consumer Rights’, in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

#### Other suggested readings:

K. Chaubey, (2013) ‘Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh’, *Pratiman: Samaj, Samaj, Sanskriti*, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwale, (2009) ‘Khairlanji: Insensitivity of Mahar Officers’, *Economic and Political Weekly*, Vol. 44 (31), pp. 29-33.

J. Kothari, (2005) ‘Criminal Law on Domestic Violence’, *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, *The Movement for Right to Information in India, People’s Power for the Control of Corruption*. Available at <https://www.humanrightsinitiative.org/programs/ai/rti/india/articles/The%20Movement%20for%20RTI%20in%20India.pdf>

P. Mathew, and P. Bakshi, (2005) ‘*Indian Legal System*’, New Delhi: Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) ‘*Women and the Constitution*’, New Delhi: Indian Social Institute.

N. Menon, (2012) ‘Sexual Violence’, in *Seeing Like a Feminist*, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People’s Rights in India*. Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen’s Guide*, Available at <https://www.cgg.gov.in/core/uploads/2017/07/21.A-CITIZENS-GUIDE.pdf>

K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy*. New Delhi: Oxford University Press.

A. Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.

#### Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

#### Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?

3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

### Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva- voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. . Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

### Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

---