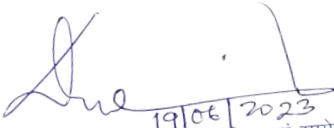## DEPARTMENT OF POLITICAL SCIENCE

RAJIV GANDHI UNIVERSITY

RONO HILLS, DOIMUKH

ARUNACHAL PRADESH

(2023)

COURSE STRUCTURE FRAMEWORK FOR FOUR YEAR UG DEGREE WITH HONOURS IN POLITICAL SCIENCE AND HONOURS WITH RESEARCH UNDER NEP 2020
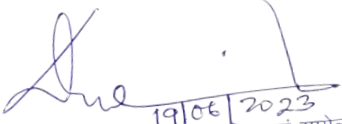
Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

SEMESTER-WISE COURSE STRUCTURE

Semester	Course Type	Paper Code	Paper Title	Credits
I	Major-1	Pol-Maj- 01	Understanding Politics	4
	Minor-1	Pol-Min- 01	Understanding Politics	4
	MDC - 1	Pol-MDC - 01	Indian Polity	3
	AEC - 1	Pol-AEC-01		4
	SEC-1	Pol - SEC--01	Managing Election and Campaign	3
	VAC - 1	POL – VAC - 01	Democracy in India	2
Total Credit				**20**
II	Major-2	Pol –Maj -02	Indian Constitution	4
	Minor-2	Pol –Min -02	Indian Constitution	4
	MDC - 2	Pol –MDC - 02	Understanding Political Concepts and Processes	3
	AEC - 2	Pol-AEC-02		4
	SEC-2	Pol-SEC-02	Public policy Management	3
	VAC - 2	Pol – VAC -02	Indigenous System of Governance	2
Total Credit				**20**
III	Major-3	Pol – Maj-03	Ancient Indian Political Thought	4
	Major-4	Pol –Maj- 04	Political Theory	4
	Minor-3	Pol –Min-03	Political Theory	4
	MDC - 3	Pol – MDC -03	Understanding Politics in Arunachal Pradesh	3
	SEC-3	Pol-SEC-03	Environmental Studies	**3**
	VAC- 3	Pol-VAC-03	Local Self Government	**2**
Total Credit				**20**
IV	Major-5	Pol –Maj-05	Comparative Government And Politics	4
	Major-6	Pol –Maj-06	Theories Of International Relations	4
	Major-7	Pol –Maj-07	Public Administration	4
	Major-8	Pol –Maj-08	Western Political Thinker	4
	Minor-4	Pol –Min-04	Comparative Government And Politics	4
Total Credit				**20**
	Major-9	Pol –Maj-09	Party politics in India	4

V	Major-10	Pol –Maj-10	Public Policy	4
	Major-11	Pol –Maj-11	Modern Indian Political Thinker (C-11)	4
	Major-12	Pol –Maj-12	Government And Politics In Arunachal Pradesh + Internship/field study	2+2
	Minor-5	Pol –Min-05	Government And Politics In Arunachal Pradesh	4
Total Credit				**20**
	Major-13	Pol –Maj-13	India's Foreign Policy	4
	Major-14	Pol –Maj-14	State Politics In India	4
VI	Major-15	Pol –Maj-15	Politics in North East India	4
	Major-16	Pol –Maj-16	Politics In India	4
	Minor-6	Pol –Min-06	Politics In India	4
Total Credit				**20**
	Major-17	Pol –Maj-17	Understanding Gandhi	4
	Major-18	Pol –Maj-18	Feminism	4
	Major-19	Pol –Maj-19	International Laws	4
VII	Major-20	Pol –Maj-20	Research Methodology	4
	Minor-7	Pol –Min-07	Research Methodology	4
Total Credit				**20**
	Major-21	Pol –Maj-21	Human Rights	4
	Major-22	Pol –Maj-22	Comparative Constitution	4
VIII	Major-23	Pol –Maj-23	Colonialism and Nationalism in India	4
	Major-24	Pol –Maj-24	Research Publication Ethics	4
	Minor-8	Pol –Min-08	Research Publication Ethics	4
Total Credit				**20**

POL-Maj-01 :   **UNDERSTANDING POLITICS**

Course Objective:

> This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics

Learning Outcomes:

a) The students would be able to explain different approaches to politics and build their own understanding of politics.
b) They will be able to answer why the state plays so much central place in the discourses on politics.
c) They will be able to make a distinction between nation and state.
d) They will come to know about different theories on nationalism.
e) Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: **Introduction to Politics**

- What is politics
- Different approaches to understand politics

UNIT II: **State**

- Meaning of State
- Changing role of state in the era of Globalization

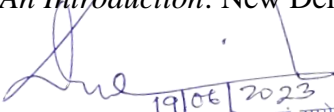**UNIT III:**   **State and Nation**

- How state is different from nation?
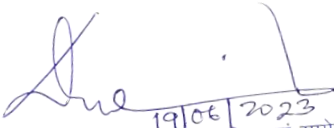- Concept of Nationalism

UNIT IV: **Democracy**

- Meaning
- Theories of Democracy

Readings:

Arblaster, A. (1994). *Democracy*.(2nd edition). Buckingham: Open University Press.
Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics, 30*(4), pp. 712-716.
Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.

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Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory, 6*(2), pp. 219-241.

Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.

Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis, 20*(4), pp. 439-451.

Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.

Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.

Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.

Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria, 21*, pp. 70-98.

O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.

Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics, 29*(1), pp. 20-24.

Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly, 32*(14), pp. 715-721.

POL-Min-01 :   UNDERSTANDING POLITICS

Course Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics

Learning Outcomes:

a) The students would be able to explain different approaches to politics and build their own understanding of politics.
b) They will be able to answer why the state plays so much central place in the discourses on politics.
c) They will be able to make a distinction between nation and state.
d) They will come to know about different theories on nationalism.
e) Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: Introduction to Politics

- Politics –Meaning and definition
- Approaches to understand politics (Traditional and Modern)

UNIT II: State

- State - Meaning
- Elements of state

UNIT III: State and Nation

- How state is different from nation?
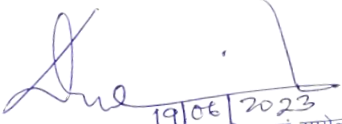- Concept of Nationalism

UNIT IV: Democracy

- Meaning
- Theories of Democracy (Liberal and Marxist)

Readings:

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Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics, 30*(4), pp. 712-716.
Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
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Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.

Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.

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POL-MDC-01 :   **Indian Polity**

Course Objective:

This course is designed to develop a sound understanding of the basic structure of the Indian Political system. They will be able to explain the basic structures and ideological bases of the Indian political system. The course is also design to make the students to know about different the rights and duties and understand the working of constitution.

Learning Outcomes:

a) The students would be able to explain Structure of Indian Political System.
b) They will be able to explain the basic objectives and philosophy of the constitution of India.
c) They will be able to make a distinction between Fundamental Rights and DPSP
d) They will come to know about different Rights and Duties.
e) Students would be able to understand the political system of India and working of Indian constitution.

UNIT I: **Preamble to Constitution of India**

- Sources
- Philosophy
- Objectives

UNIT II: **Fundamental Rights and Duties**
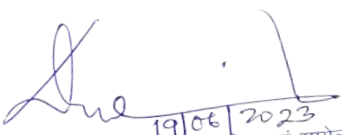
- Features
- Types
- Changing Notion

UNIT III: **Directive Principles of State Policy**

- Features
- Types of DPSP
- Relevance

Readings:

Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science, 67*(4), pp. 767-782.

Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly, 35*(34), pp. 3025-3036.

Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.

Khatkhate, D. & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly, 5*(8), pp. 367-376.

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Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India.* New Delhi: Viking.

Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science, 51*(3), pp. 424-434.

Rochana, B. (2000). *Constituent Assembly Debates and Minority Rights. Economic and Political Weekly, 35*(21/22), pp. 1837-1845.

Ready, S. (1980). *Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. Journal of the Indian Law Institute, 22*(3), pp. 399-407.

Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute, 32*(3), pp. 294-308.

Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, *63*(3), vii–xviii.

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POL-SEC-01:   MANAGING ELECTIONS AND ELECTION CAMPAIGN

Course Objective:

This course exposes students to a wide range of couceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Learning Outcomes:
   a. They will learn about how to file election nominations and the technical issues involved in it.
   b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
   c. They will be made aware of the role of new media and technology involved in election campaign.
   d. They will get to know about the required skills for media management during the elections.
   e. They will be able to answer what are debates on state funding of political parties in elections.

Unit I: Electoral Democracy and Management of Elections

- Electoral Democracy: A Theoretical Perspective
- How Crucial is Management of Elections?

Unit II: Elections and Model Code of Conducts

- Model Code of Conducts: What it is?

- Filling Election Nominations and Election Affidavits

- Knowing your Candidates

Unit III: Management of Election Campaign

- Traditional methods of Electoral Campaign; Poster, Pamphlets

- Use of New Techniques and Methods in Election Campaign

- Ethics in Electoral Campaign, Studies in use and abuse of communication

Readings:

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research, 19*(3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior, 6*(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Chasllenge. *Foreign Affairs, 86*(2). Pp. 93-106.
- Houser, W., & (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey,26*(9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly, 34*(34/35), pp. 2393-2399.
- Herrnson, P. (1988). The Importance of Party Campaigning. *Policy, 20*(4), pp. 714-719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly, 109*(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics, 64*(3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaign Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review, 93*(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly, 64*(4), pp. 481-506.
- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly, 38*(15), pp. 1449.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute, 47*(2), pp.135-157.

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POL-VAC-01:   **Democracy in India**

Course Objective:

> This course is designed to develop a sound understanding of the working of democracy in India. It will enable the students to learn Indian democratic traditions and the electioneering process. The course will equip the students to learn and handle the processes of campaigning and mobilization during elections.

Learning Outcomes:

a) The students would be able to explain the ancient democratic traditions of India.
b) They will be able to understand how the elections are conducted in India.
c) The course will make them to understand the election processes and the implementation of Model Code of Conduct, which, in turn, give them the idea about the working of democracy in India.

UNIT I: **Indian Democratic Traditions**

- Sabha, Samiti and Janapada
- Saptanga theory of Kautilya

UNIT II: **Election Process**

- Filling of election nomination
- Model Code of Conduct
- Campaigning and Mobilisation

Readings:

Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science, 67*(4), pp. 767-782.

Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

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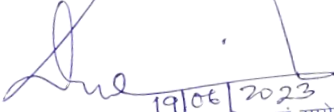
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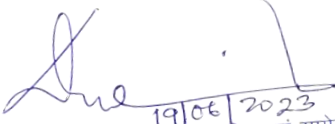
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Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science, 51*(3), pp. 424-434.

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Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute, 22*(3), pp. 399-407.

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Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, *63*(3), vii–xviii.

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POL-Maj-02: INDIAN CONSTITUTION

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Learning Outcomes:

a. Students will be able to understand the terms of partition and how princely states were integrated.
b. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
c. They will come to know the importance of the preamble in the constitutional design of India.
d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
e. They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

UNIT I: Making of Indian Constitution and Constituent Assembly
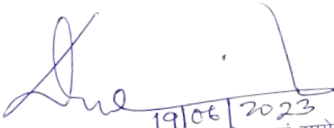
- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT II: Structure of the Central and State Governments.

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT III: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions
- Judicial activism and Legal Aid.

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UNIT IV: Centre State Relations in India

- Legislative Relation
- Executive Relation

- Financial Relation

Readings:

Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science, 67*(4), pp. 767-782.

Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

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POL-Min-02:   **INDIAN CONSTITUTION**

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Learning Outcomes:

a. Students will be able to understand the terms of partition and how princely states were integrated.

b. They will be able to answer how princely states of junagarh, Hyderabad, Goa, and Kashmir were integrated into India.

c. They will come to know the importance of the preamble in the constitutional design of India.

d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.

e. They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

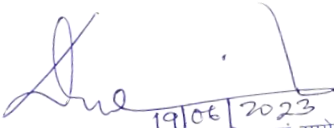**UNIT I:**   **Making of Indian Constitution and Constituent Assembly**

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT II: **Structure of the Central and State Governments.**

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT III: **Judiciary in India**

- Supreme Court: Structure and Functions
- High Courts: Structure and functions

UNIT IV: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

Readings:

Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science, 67*(4), pp. 767-782.

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POL-MDC-02 :   Understanding Political Concepts and Processes

Course Objective:

This course is designed to develop a better understanding of politics by learning the basic political concepts and processes. The critical engagements with the basic concept and processes will allow the students to develop their own interpretation of politics

Learning Outcomes:

a. The students would be able to explain different political concepts and processes and build their own understanding of politics.
b. They will be exposed to the understanding of divergent political ideologies.
c. They will have the idea about different political processes.

UNIT I: Basic Concepts

-Equality (Meaning and Types)

- Liberty (Meaning and Types)

- Justice (Meaning and Types)

UNIT II: Basic Political Ideologies

-   Democracy (Meaning and Elements)
-   Socialism (Meaning and Elements)
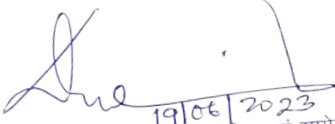-   Secularism (Meaning and Features)

UNIT III: Political Processes

-   Political Culture (Meaning and Types)
-   Political Socialisation (Meaning and Agents)
-   Political Participation (Meaning and Types)

Readings:

Arblaster, A. (1994). *Democracy*.(2nd edition). Buckingham: Open University Press.
Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics, 30*(4), pp. 712-716.
Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
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Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics, 29*(1), pp. 20-24.

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POL-SEC-02:   PUBLIC POLICY MANAGEMENT

Course Objective:

The purpose of paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools of empirically evaluate the success and failures of the policies. This course make a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

Learning Outcomes:

The student will be able to:

a. To understand the processes and complexities involved in the decision making
b. To learn the skill of project monitoring and project evaluation
c. To develop skills to manage policy implementation.

Unit I: Introduction to Public Policy Management

- What is Public Policy?
- Public Policy making
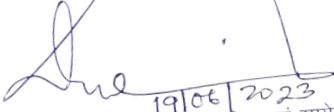
Unit II: Public Policy Implementation

- Policy Implementation and Bureaucracy
- Legal and Regulatory and shared Governance
- Special Care in implementation of Public Policy

Unit III: Public Policy Monitoring

- Meaning and Significance of Policy Monitoring
- Monitoring of Public Policies and Good Governance
- Approaches to Policy monitoring
- Limitations in Policy Monitoring

Readings:

- Kresnaliyska, G. (2015). Public Policies – A Modern Tool of Good Governance, *American International Journal of Contemporary Research,* (5)5, pp. 43-47.
- Monitoring government policies: A toolkit for civil society organizations in Africa. Available at https://www.internationalbudget.org/wp-content/uploads/Monitoring-Government-Policies.pdf.
- Blum, J., Damsgaard, A., & Sullivan, P. (1980). *Cost-Benefit Analysis*, *Proceedings of the Academy of Political Science, 33*(4), pp. 137-147.

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- Hummel-Rossi, B., & Ashdown, J. (2002). The State of Cost-Benefit and Cost-Effectiveness Analyses in Education. *Review of Educational Research, 72*(1), pp. 1-30.

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- Sunstein, C. (2014). The Real World of Cost-Benefit Analysis: Thirty-Six Questions (and almost as many answers). *Columbia Law Review, 114*(1), pp. 167-211.

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- Knoepfel, P., Larrue, C., Varone, F., & Hill, M. (2007). *Public policy analysis.* Bristol: Bristol University Press.

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- Barthwal, C., & Sah, B. (2008). Role of Governmental Agencies in Policy Implementation. *The Indian Journal of Political Science, 69*(3), pp. 457-472

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- Larson, J. S. (1980). *Why Government Programs Fail: Improving Policy Implementation.* New York: Praeger.

- Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services.* New York: Russell Sage Foundation.

- Regens, J., & Rycroft, R. (1986). Measuring Equity in Regulatory Policy Implementation. *Public Administration Review, 46*(5), pp. 423-431.

- Seigler, D. (2011). Renewing Democracy by Engaging Citizens in Shared Governance. *Public Administration Review, 71*(6), pp. 968-970.

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POL-VAC-02   Indigenous System of Governance in Arunachal Pradesh

Course Objective:

This course is designed to develop a sound understanding of how the communities of Arunachal Pradesh traditionally governed themselves through the indigenous institutions. The indigenous way of governance and administration of justice, without eternal interference, are presented in this course.

Learning Outcomes:

a. The students would be able to explain and appreciate the indigenous system of governance.
b. They will be exposed the working of different traditional political institutions in Arunachal Pradesh.
c. They will be to understand the administration of customary laws in delivery of justice. .

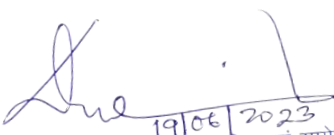**UNIT I: Village Councils**

- Types
- Functions
- Relevance

UNIT II: Administration of Justice

- Sources of Customary Laws
- Relevance of Customary Laws
- Interface between traditional and modern

Readings:

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Kani, Takhe, *The Advancing Apa Tanis of Arunachal Pradesh*, Takhe Omang Itanagar, 1993.
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Bose, M.L., Historical and Constitutional Documents of North Eastern India (1824-1975). Omsons Publishing Company, Delhi, 1979.
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Elwin, Verrier*., A Philosophy for NEFA,* Directorate of Research Government of Arunachal Pradesh Shillong.1969.
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Satapathy, B., Dynamics of Political Process, Omsons Publications, New Delhi, 1990.

Singh, Chandrika, *Emergence of Arunachal Pradesh as a state,* Mittal Publications, Delhi 1989.

Talukdar, AC., *Poliitcal Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

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