

UNIVERSITY OF DELHI

MASTER OF ARTS in POLITICAL SCIENCE

NEP-2020 based PGCF

(One-Year Programme & 2nd Year of Two-Year Programme)

(M.A. in Political Science)

(Effective from Academic Year 2026-27)

PROGRAMME BROCHURE



Revised Syllabus as approved by Academic Council on XXXXXXXX, 2025
and Executive Council on XXXXXXXX, 2025

Department of Political Science, University of Delhi

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I. About the Department

The Department of Political Science is a premier seat of learning and centre of knowledge production in India. The Department provides academic leadership to the single largest fraternity of students, scholars and faculty doing Political Science in the country. It enjoys an exceptional reputation in both teaching and research in the discipline. The Department was established in 1952, with about 40 postgraduate students. Since then the strength of the students has gone beyond 800.

The growth of the Department has coincided with the progress of the discipline of Political Science from a narrow body of legal and institutional knowledge to more comprehensive social sciences discipline that integrates and interrogates sociological, economic, philosophical and cultural dimensions and thereby better relates to a purposive study of politics, especially keeping Indian realities in focus.

The Department has been granted the Centre for Advanced Studies status by University Grants Commission since 2005. It was first granted a Special Assistance Programme by the UGC in 1999. On its completion in 2004, it was elevated to Centre for Advanced Studies status and currently it's in the third stage of this grant. Over the years, the Department has used this opportunity to do extensive new research, create new syllabi at both undergraduate and postgraduate levels, build an impressive Departmental library and network with a large number of national and international scholars through conferences and workshops.

The Department provides a platform for a wide array of research endeavours ranging from national and international projects, international collaborations, University's CAS-SAP Programme, Conferences, Seminars and Workshops both at the national and international level to Research Networks/groups. The Department is undertaking extensive research in varied thrust areas including Globalization, Justice and Democracy; Democracy, Norms and Institutions; Social Inclusion/Exclusion, Representation and Discriminatory Practices; Nyaya-Global Justice and Global Poverty; Cultures of Governance and Conflict Resolution; Federalism: Institutions and Processes among others.

The wide ranging international collaborations of the Department highlight its continuing endeavours toward providing opportunities to its students and faculty to engage with fellow scholars across the world. Some of the Department's key international collaborations since 2010 include: Exchange by Promoting Quality Education Research and Training in South and South East Asia Program (EXPERTS), U21 Teaching Program, Nyaya-Global Justice Program, Continuity and Change in Federalism, Role of Governance in Resolution of Socio-Economic and Political Conflict in India and Europe and System of Relatedness, Culture and Vulnerability in Transition: Dalit Life Worlds in Post-Liberalized India.

One of the unique features of the Department is its research networks. The Department acts as an umbrella for numerous and varied research networks across and through disciplines and sub-disciplines. Each group consists of both researchers and faculty members from the Department of Political Science and other constituent colleges of Delhi University. These groups facilitate sharing of research findings by organizing conferences and workshops in collaboration with different national and international institutions. The ongoing research networks include: Intellectual History Research Group (IHRG), Comparative Federalists

Research Group (CFRG), Global Justice Research Group (GJRC), Modern South Asian Thinkers, Peace and Security in International Politics Research Network (PSIP), Feminist Engagements with Law and the State (FELS), Southeast Asia Research Group (SEARG), Research Network on Modern South Asian Thinkers (MSAT), Comparative Political Theory Research Group (CPTRG).

I.1 About the Programme:

The Masters Degree Programme of the Department continues to be among the most sought after and one of the most prestigious programmes being run in the country. Each year, the Department receives a significant number of applications for its Masters programme. It is only after a very rigorous admission regimen that the best out of them are able to secure admission. The acceptance rate of applications into the Department's MA program stands at 1/17

The Masters programme aims to impart, through core and elective courses, both foundational as well as advanced knowledge to the students in the discipline of Political Science. The coursework covers the entire spectrum of six sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Politics and Public Administration.

II. Introduction to NEP 2020 PG Curricular Framework (PGCF)

The **NEP 2020 PG Curricular Framework (PGCF)** provides an opportunity for the students to choose courses from the prescribed courses comprising core, discipline specific elective, generic elective and skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

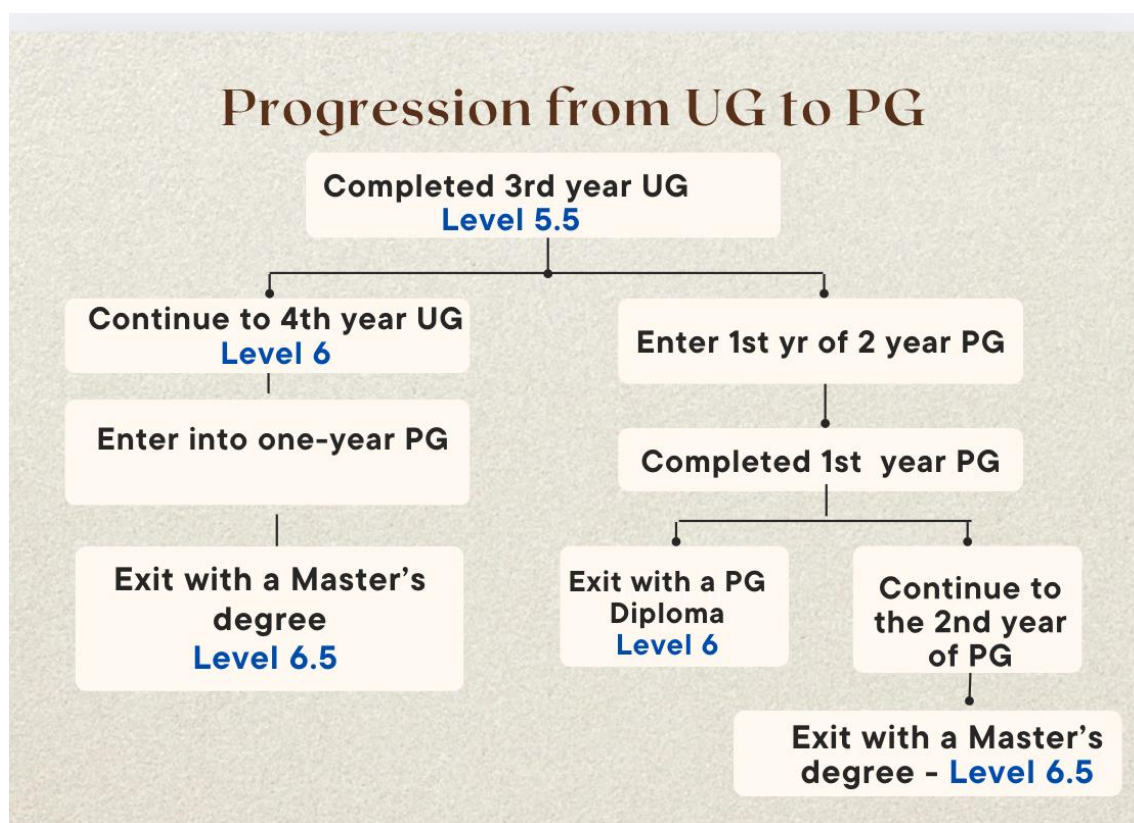
2.1. Definitions:

1. 'Course' means a segment of a subject that is part of an Academic Programme.
2. 'Programme Structure' means a list of courses (Core, Discipline Specific Elective, Generic Elective, Skill Based Courses) that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
3. 'Core Course (CC)' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
4. 'Discipline Specific Elective (DSE) Course' means an optional course to be selected by a student out of such courses offered in the same Department/Centre.

5. 'Generic Elective (GE) Course' means an elective course which is available for students of Masters programmes of other Departments of the University of Delhi in addition to the students of the Department of Political Science. Students of other Departments will opt these courses subject to fulfilling of eligibility criteria as laid down by the Department offering the course. The Department may limit the total number of students who may opt for any open elective.
6. 'Skill Based Course (SBC)' means those courses that include a strong component of imparting skills to the students. These skill may include understanding based on hands-on exercises, methodological skills, and socio-political relevance.
7. 'Credit' means the value assigned to a course which indicates the level of instruction.

One-hour lecture per week equals 1 Credit, 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

2.2. Progression from UG to PG:



2.3. Programme of Study and the corresponding qualification levels

First year UG programme – Level 4.5

Second Year UG Programme – Level 5

Third Year UG Programme – Level 5.5

Fourth Year UG Programme – Level 6

First year of Two Year PG Programme – Level 6

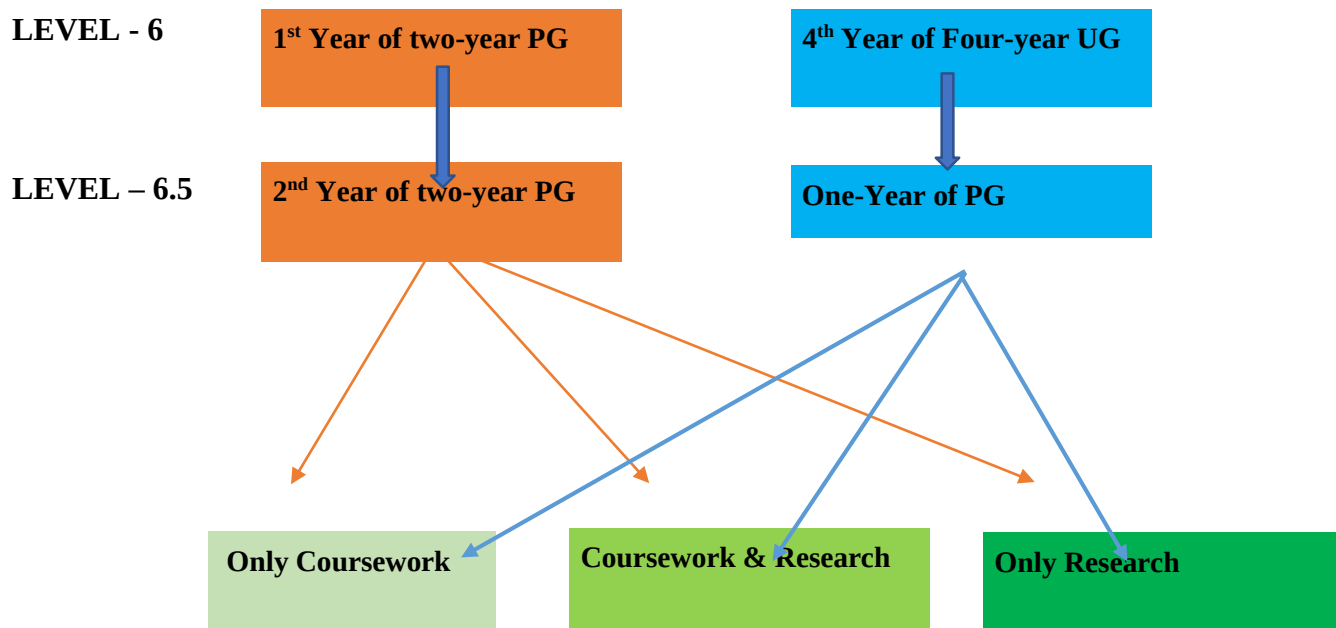
Second Year of Two Year PG Programme – Level 6.5

One year of PG Programme after 4 Year UG – Level 6.5

First year of Two Year PG Programme after 4 Year UG – Level 6.5

Second year of Two Year PG Programme after 4 Year UG – Level 7

II.4. Postgraduate Curricular Framework 2024 (based on NEP 2020)



1st Year of PG curricular structure for 2 year PG Programmes (3+2)

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- I	DSC-1 DSC -2 DSC - 3 (12 credits)	Two DSEs OR One DSE & One GE (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22
Semester- II	DSC-4 DSC -5 DSC - 6 (12 credits)	Two DSEs OR One DSE & One GE (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22

Curricular Structures of 2nd Year of PG for Two-year PG Programme (3+2)

Or

One year PG Programme after completion of Four-Year UG Programme (4+1)

Structure 1 (Level 6.5) : PG Curricular Structure with only course work

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8 (8 credits)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22
Semester- IV	DSC - 9 DSC -10 (8 credits)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/Specialised laboratory/Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22

Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8 (8 credits)	Two DSEs OR One DSE & One GE* (8 credits)	Nil	See detailed outcomes below (6 credits)	22
Semester- IV	DSC-9 DSC -10 (8 credits)	Two DSEs OR One DSE & One GE* (8 credits)	Nil	See detailed outcomes below (6 credits)	22

* For those opting for ‘Entrepreneurship’ track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.*

1. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following **four** outcomes must be achieved by the end of III Semester:

1. Research Problem identification
2. Review of literature
3. Research design formulation
4. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following **three** outcomes must be achieved by the end of IV Semester:

1. Completion of experimentation/ fieldwork
2. Submission of dissertation
3. Research output in the form of **any one** of the following –
 - Prototype or product development/ patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in reputed journals such as Scopus indexed journals or other similar quality journals
 - Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

- i. Completion of the experimentation, fieldwork or similar task.
- ii. Submission of project report
- iii. Research output in the form of **any one** of the following –
 - Prototype or product development or patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in reputed journals such as Scopus indexed journals or other similar quality journals
 - Draft policy formulation and submission to the concerned Ministry
 - Book or Book Chapter in a publication by a reputed publisher

Structure 3 (Level 6.5): Research

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing (2 courses)	One intensive problem-based research	Total Credits
Semester -III	1 DSC (course related to the area identified for research) (4 Credits)	1 DSE (course related or allied to the area identified for research (4 Credits)	(a) Advanced Research Methodology of the core discipline + (b) Tools for Research (2x2 = 4 credits)	Outcomes are listed below the table (10 credits)	22
Semester IV	-	1 DSE or a DSE of an allied subject related to the area identified for research (4 Credits)	Techniques of research writing (2 credits)	(16 credits)	22

Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”

The following **four** outcomes must be achieved by the end of III Semester

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”

The following **three** outcomes must be achieved by the end of IV Semester

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:
 - a. Publication in Scopus indexed journals #
 - b. Patent
 - c. Any other scholastic work as recommended by the BRS and approved by the Research Council
 - d. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

III. M.A. POLITICAL SCIENCE PROGRAMME:

VISION

Shaping the foundations of the way the discipline of Political Science is understood and taught in India, imbued with a distinctive focus on contributions of the Indian scholarship in understanding our complex and diverse social realities. We are committed to advance education and academic research that fosters possibilities of intellectual and social transformation of our students and prepares them to become citizen leaders committed to values of social and gender justice and public service.

PROGRAMME OBJECTIVES (POs):

- a) To impart education and training in all the varied sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Politics and Public Administration;
- b) To enable students develop critical thinking and enhance their communication and analytical skills through a variety of methods ranging from textual analyses, experiential learning and use of statistical data;
- c) To help students develop knowledge, skills, attitudes and values appropriate for the overall civic and cultural development of our society.

- d) To enable students to apply theoretical knowledge for understanding the practical domains of Indian politics, international relations and public policy
- e) To facilitate an interdisciplinary approach for better understanding and engagement with India's social problems, inclusions/exclusions, situations and issues of development.

IV. Semester Wise Details of Master of Arts in Political Science Course

First Semester [for 2-Year Programme] Course Details

Semester I		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 101	Key Texts in Political Philosophy	4
PS-CC 102	Democracy and Political Institutions in India	4
PS-CC 103	Theories of International Relations	4
PS-DSE/PS-GE	Two DSEs (or 1 DSE and 1 GE) from the list offered by the Department in that particular semester	8
PS-SBC	Skill-based Course/workshop	2
Total Credits in first semester		22

Second Semester [for 2-Year Programme] Course Details

Semester II		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 201	Theoretical Foundations and Frontiers of Public Administration	4
PS-CC 202	Comparative Political Analysis	4
PS-CC 203	Themes in Indian Political Thought	4
PS-DSE/PS-GE	Two DSEs (or 1 DSE and 1 GE) from the list offered by the Department in that particular semester	8

PS-SBC	Skill-based Course/workshop	2
Total Credits in second semester		22

Third Semester (First Semester of 1-year Programme) Course Details

Semester III		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 301	Public Policy	4
PS-CC 302	Politics in Modern India	4
PS-DSE/PS-GE/ PS-SBC	Different Combinations of DSEs, GEs, SBCs, and other components as per different structures	14
Total Credits in third semester		22

Fourth Semester (Second Semester of 1-year Programme) Course Details

Semester IV		
Courses	<i>Paper (Theory)</i>	Credits
PS-CC 401	Debates in Political Theory	4
PS-CC 402	Reading International Relations: Exploring Alternate Trajectories	4
PS-DSE/PS-GE/ PS-SBC	Different Combinations of DSEs, GEs, SBCs, and other components as per different structures	14
Total Credits in fourth semester		22

Total credits of the course

For Two Year Programme: Semester I + II + III +IV = 22+22+22+22 = **88**

For One Year Programme: Semester I + II = 22+22 = **44**

Theory 1 credit = 1 hour of class per week

Tutorial/Consultation 1 credit = 1 hour of class per week

Practical 1 credit = 2 hour of class per week

V. LIST OF COURSES

V.1 List of Core Courses

S.No.	Course Number	Title of the Course
1	PS-CC 301	Public Policy: Concepts and Practice
2	PS-CC 302	Politics in Independent India
3	PS-CC 401	Debates in Political Theory
4	PS-CC 402	Reading International Relations: Exploring Alternate Trajectories

V.2 List of Discipline Specific Elective (DSE) Courses

S.No.	Course Number	Title of the Course
1	PS-DSE 30	State and Society in South Asia
2	PS-DSE 31	Constitutionalism in Comparative Perspective
3	PS-DSE 32	Comparative Political Thought
4	PS-DSE 33	Religious Dynamics and Nationalism in Comparative Perspective
5	PS-DSE 34	The International Politics of Climate Change

6	PS-DSE 35	International Political Economy
7	PS-DSE 36	Indian Strategic Thought
8	PS-DSE 37	‘Worlding’ International Relations: Perspectives from the Global South
9	PS-DSE 38	Gender in International Relations
10	PS-DSE 39	Region and Regionalism
11	PS-DSE 40	Internal Dynamics of State-making in South Asia
12	PS-DSE 41	Democracy and Human Rights in India
13	PS-DSE 42	Gandhi and the Making of Decolonial Ethics
14	PS-DSE 43	Modern Indian Political Thought
15	PS-DSE 44	Social Inclusion: Theory and Practice
16	PS-DSE 45	Ambedkar’s Political Thought
17	PS-DSE 46	Ethics and Governance
18	PS-DSE 47	Introduction to Enlightenment Political Philosophy
19	PS-DSE 48	Legal Foundations of Social and Political Order
20	PS-DSE 49	Development Process and Politics in India
21	PS-DSE 50	Indian Constitutionalism
22	PS-DSE 51	Global Justice and the South
23	PS-DSE 52	Political Parties and Party System
24	PS-DSE 53	Politics of Knowledge: An Introduction

25	PS-DSE 54	Collaborative Governance: Transforming Engagements in Public Management
26	PS-DSE 55	Gendering Public Policy

V.3 List of Generic Elective (GE) Courses

S.No.	Course Number	Title of the Course
1	PS-GE 01	Swami Vivekananda's Advaitic Vision: Society, Culture and the Nation

V.4 List of Skill Based Courses (SBC)

S.No.	Course Number	Title of the Course
1	PS-SBC 04	Elections and Electoral Systems: A Comparative Perspective
2	PS-SBC 05	Hermeneutics and Interpretation of Texts

V.5 Courses on Research Methodology

S.No.	Course Number	Title of the Course
1	PS-RM 01	Advanced Research Methodology
2	PS-RM 02	Tools for Research
3	PS-RM 03	Techniques of Research Writing

Teaching:

The faculty of the Department shall be primarily responsible for organizing lecture work for the M.A Political Science programme. The instructions related to tutorials shall be provided by the Department. There shall be 90 instructional days, excluding examination in a semester.

4.3 Eligibility for Admission:

Refer to the Bulletin of Information as published by the University of Delhi.

4.4 Reservations/ Concessions:

The reservation policy related to admissions will be followed as per the applicable law. Refer to the Bulletin of Information as published by the University of Delhi.

Reservation of Seats for Schedule Caste (SC)/Tribe (ST) Applicants

22½ % of the total numbers of seats is reserved for applicants belonging to Scheduled Caste and Scheduled Tribes (15% for Scheduled Caste and 7½% for Scheduled Tribes, interchangeable, if necessary). For detailed information candidates may refer to the Bulletin of Information of the University.

Reservation of Seats for Other Backward Classes (Non-Creamy layer, Central List)

27% seats will be reserved for the applicants belonging to Other Backward Classes (OBC) (non-creamy layer, central list). For detailed information candidates may refer to the Bulletin of Information of the University.

Reservation of Seats for Economically Weaker Section (EWS)

The department has increased the intake of the students as per the rules of the University and required changes in all other categories of reservation has been made accordingly. For detailed information candidates may refer to the Bulletin of Information of the University.

Supernumerary seats**Reservation of Seats for Persons with Disabilities (PwD)**

As per the provisions of Rights of Persons with Disabilities Act, 2017, not less than five percent (5%) seats are reserved for Persons with Benchmark Disabilities, where “Person with benchmark disability” means a person with not less than forty percent (40%) of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority. It may be noted that the

erstwhile Persons with Disability Act, 1995, under which reservation for Persons with Disabilities in admissions was provided earlier has now been repealed.

The PwD applicants shall be given a relaxation in the minimum eligibility in the qualifying examination and in the minimum eligibility (if any) in the admission entrance test to the extent of 5%. For detailed information candidates may refer to the Bulletin of Information of the University.

Sports Quota:

The admission to the Sports Quota (Supernumerary) will be only on the basis of Entrance Examination and shall be finalized by the concerned Department i.e. Marks obtained in Merit/ Participation Sports Certificate and Sports Trials be added to the Marks obtained in Entrance Examination of the concerned Department. The Department shall then prepare a Merit List for admission on the basis of Sports and make admissions accordingly. The intake of candidates seeking admission under sports quota would be five percent of the total intake. Candidates seeking admission under this category are advised to follow the procedure/ guidelines/ rules laid down in the bulletin of information of the University.

Registration /Admission of Foreign Nationals:

The foreign nationals seeking admission in the Department shall have to get themselves registered with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The intake of foreign nationals would be three percent of the total intake. The website link is: <http://fsr.du.ac.in>

VI: Course Wise Content Details for MA (Political Science) Programme:

CORE COURSES

Master of Arts in Political Science
PS-CC 301: Public Policy: Concepts and Practice
Semester III

Credits: 4

Duration: 60 Hours (45 hrs Lecture + 15 hrs Tutorial)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-CC 301: Public Policy: Concepts and Practice	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to public policy as both an analytical field of study and a domain of governance practice. It familiarises students with the meaning, scope, evolution, and stages of the public policy process, and examines major approaches to policy analysis, policy instruments, implementation, and evaluation. The course also situates these discussions within the institutional context of policymaking in India and selected sectoral policy interventions. It aims to enable students to connect policy theory with concrete questions of governance, administrative feasibility, public accountability, equity, and social impact.

Course Objectives

The course aims to:

- Introduce students to the meaning, scope, evolution, and process of public policy as a field of analysis and practice.
- Familiarise students with major approaches to public policy analysis and agenda setting, including rationality, bounded rationality, incrementalism, and the multiple streams framework.
- Develop an understanding of policy instruments, instrument choice, and the administrative and institutional dimensions of policy implementation.
- Equip students with a basic understanding of policy evaluation, including outputs, outcomes, indicators, monitoring, and theory of change.
- Enable students to analyse public policy institutions and selected policy interventions in India with attention to governance, equity, and social impact.

Course Learning Outcomes

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

- Explain the core concepts, evolution, and stages of the public policy process.
- Compare major approaches used in public policy analysis and agenda setting.
- Analyse policy design in terms of instruments, implementation challenges, administrative feasibility, and state capacity.
- Apply basic concepts of policy evaluation, including outputs, outcomes, indicators, monitoring, and theory of change, to the assessment of public programmes.
- Examine India's public policy institutions and selected sectoral policy interventions in relation to governance, equity, and public impact.

Course Content

Unit I: Foundations of Public Policy

(14 Hours)

- a. Public Policy - Meaning, Scope, Evolution and Process
- b. Key approaches to public policy analysis:
 - (i) Rational decision-making and bounded rationality (Herbert A. Simon)
 - (ii) Incrementalism and policy change (Charles E. Lindblom)
- c. Agenda setting and problem framing:
 - (i) Multiple Streams Framework (John W. Kingdon)

Unit II: Policy Instruments and Implementation

(14 Hours)

- a. Policy instruments and modes of government action:
 - (i) Regulatory instruments
 - (ii) Fiscal instruments: taxation and subsidies
 - (iii) Behavioural nudges
- b. Instrument choice and administrative feasibility
- c. Policy implementation:
 - (i) Street-level bureaucracy (Michael Lipsky)
 - (ii) Coordination and capacity constraints

Unit III: Policy Evaluation

(8 Hours)

- a. Outputs and outcomes
- b. Indicators and monitoring
- c. Theory of Change (Carol H. Weiss)

Unit IV: Public Policy in India

(9 Hours)

- a. India's policy institutions: Union and State roles in policymaking; NITI Aayog; Finance Commission; Regulatory institutions
- b. Sectoral policy illustrations (Any two): Education, Health, Social Welfare, Environment

Essential Readings

Unit I: Foundations of Public Policy

Birkland, T. A. (2020). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5th ed.). Routledge.

Simon, H. A. (1997). *Administrative behavior: A study of decision-making processes in administrative organization* (4th ed.). Free Press.

Lindblom, C. E. (1959). The science of “muddling through.” *Public Administration Review*, 19(2), 79–88. <https://doi.org/10.2307/973677>

Kingdon, J. W. (2011). *Agendas, alternatives, and public policies* (Updated 2nd ed.). Longman/Pearson.

DeLeon, P. (1994). Reinventing the policy sciences: Three steps back to the future. *Policy Sciences*, 27(1), 77–95. <https://doi.org/10.1007/BF00999600>

Petridou, E. (2014). Theories of the policy process: Contemporary scholarship and future directions. *Policy Studies Journal*, 42(S1), S12–S32. <https://doi.org/10.1111/psj.12054>

Howlett, M. (2014). From the ‘old’ to the ‘new’ policy design: Design thinking beyond markets and collaborative governance. *Policy Sciences*, 47(3), 187–207. <https://doi.org/10.1007/s11077-014-9199-0>

Herweg, N., Huß, C., & Zohlnhöfer, R. (2015). Straightening the three streams: Theorizing extensions of the multiple streams framework. *European Journal of Political Research*, 54(3), 435–449. <https://doi.org/10.1111/1475-6765.12089>

Jones, B. D. (2003). Bounded rationality and political science: Lessons from public administration and public policy. *Journal of Public Administration Research and Theory*, 13(4), 395–412. <https://doi.org/10.1093/jopart/mug028>

Unit II: Policy Instruments and Implementation

Howlett, M. (2019). *Designing public policies: Principles and instruments* (2nd ed.). Routledge.

Capano, G., & Howlett, M. (2020). The knowns and unknowns of policy instrument analysis: Policy tools and the current research agenda on policy mixes. *SAGE Open*. <https://doi.org/10.1177/2158244019900568>

Salamon, L. M. (Ed.). (2002). *The tools of government: A guide to the new governance*. Oxford University Press.

Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press.

Sunstein, C. R. (2017). Nudges that fail. *Behavioural Public Policy*, 1(1), 4–25. Sanders, M., Snijders, V., & Hallsworth, M. (2018). Behavioural science and policy: Where are we now and where are we going? *Behavioural Public Policy*, 2(2), 144–167.

Lipsky, M. (2010). *Street-level bureaucracy: Dilemmas of the individual in public services* (30th anniversary expanded ed.). Russell Sage Foundation.

Pressman, J. L., & Wildavsky, A. (1984). *Implementation: How great expectations in Washington are dashed in Oakland* (3rd ed.). University of California Press.

Christensen, T., Lægreid, P., & Rykkja, L. H. (2019). Administrative coordination capacity; does the wickedness of policy areas matter? *Policy and Society*, 38(2), 237–254.
<https://doi.org/10.1080/14494035.2019.1584147>

Unit III: Policy Evaluation

Behn, R. D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586–606. <https://doi.org/10.1111/1540-6210.00322>

Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach* (8th ed.). SAGE.

Stone, D. A. (2012). *Policy paradox: The art of political decision making* (3rd ed.). W. W. Norton & Company.

Weiss, C. H. (1997). Theory-based evaluation: Past, present, and future. *New Directions for Evaluation*, 1997(76), 41–55.

Unit IV: Public Policy in India

NITI Aayog. Finance Commission – Latest available Report

Datta, P. K. (2018). Role of regulatory agencies in India's governance. *Indian Journal of Public Administration*. <https://doi.org/10.1177/0019556118785426>

Some select readings:

Berg, E., Bhattacharyya, S., Rajasekhar, D., & Manjula, R. (2018). Can public works increase equilibrium wages? Evidence from India's National Rural Employment Guarantee. *World Development*, 103, 239–254. <https://doi.org/10.1016/j.worlddev.2017.10.027>

Kishore, A., & Chakrabarti, S. (2015). Is more inclusive more effective? The 'New Style' public distribution system in India. *Food Policy*, 55, 117–130. <https://doi.org/10.1016/j.foodpol.2015.06.006>

Srivastava, S., Bertone, M. P., Basu, S., De Allegri, M., & Brenner, S. (2023). *Implementation of PM-JAY in India: A qualitative study exploring the role of competency, organizational and leadership drivers shaping early roll-out of publicly funded health insurance in three Indian states*. *Health Research Policy and Systems*, 21, Article 65. <https://doi.org/10.1186/s12961-023-01012-7>

Jørgensen, K., Jogesh, A., & Mishra, A. (2015). *Multi-level climate governance in India: The role of the states in climate action planning and renewable energies*. *Journal of Integrative Environmental Sciences*, 12(4), 267–283. <https://doi.org/10.1080/1943815X.2015.1093507>

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in public policy to contemporary governance issues. Activities may include:

- guided discussion of selected readings
- short analytical notes
- case-based examination of policy design and implementation
- exercises in identifying policy problems, stakeholders, instruments, and policy outcomes
- brief presentations and writing tasks on Indian public policy institutions and selected sectoral cases
- basic exercises in monitoring and evaluation, including outputs, outcomes, indicators, and theory of change.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-CC 302: Politics in Independent India
Semester III

Credits: 4

Duration: 60 Hours (45 hrs Lecture + 15 hrs Tutorial)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-CC 302: Politics in Independent India	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to the study of politics and the political process in India through historical, cultural, and political economy approaches. It examines the relationship between social structure and political process, including class, caste, tribe, gender, religion, region, language, and federal dynamics. The course also analyses elections, political parties, changing party systems, campaign and funding practices, and the nature of the modern Indian state in its developmental, welfare, digital, security, and regulatory dimensions.

Course Objectives

The course aims at providing the students with insights into the different ways in which politics and the political process in India are understood. It attempts to delineate the diverse perspectives and approaches to Indian politics to help students comprehend the historical, cultural, and political economy approaches to politics through original writings that present distinct perspectives on politics in India. The course is anchored in specific categories, phenomenon and developments that have characterised politics in India, historically and in contemporary contexts. In doing so, it seeks to develop among the students a comprehensive understanding of politics in India through certain substantive lenses – the organisation of the party system, the interaction between identities and political processes, the salience of regional and other identities in shaping Indian politics, and the nature of state in India.

Course Learning Outcomes

After studying this course, the students would:

- Develop an understanding of the historical, cultural, and political economy approaches to politics in India.
- Learn to distinguish between and see the relationship between institutional forms of government and the political process.
- Comprehend the role played by political parties, the changing forms of party system, and the significance of elections in India.

- Understand the different ways in which the state in India has been understood – historically and in contemporary contexts.
- Understand how identities are constituted and the role they play in interlacing politics with social and economic relations.

Course Content

Unit I: Perspectives and Approaches to Indian Politics

- (a) Historical
- (b) Cultural
- (c) Political Economy

Unit II: Social Structure and Political Process

- (a) Class, Caste, Tribe and Gender
- (b) Religion, Region, Language and Federal Process

Unit III: Elections, Political Parties and Party Systems

- (a) Overview of General Elections and changing nature of Party Systems
- (b) Social composition of Parties: ideology, dynasties and fragmentation.
- (b) Elections: Campaigns and funding

Unit IV: Nature of Modern State in India

Developmental, Welfare, Digital, Security and Regulatory

Essential Readings

Unit I: Perspectives and Approaches to Indian Politics

Bardhan, P. (1984). *The political economy of development in India*. Oxford University Press.

Brass, P. R. (1994). *The politics of India since independence* (2nd Indian ed.). Cambridge University Press/Foundation Books.

Assigned reading: Chapter 1, “Introduction: Continuities and discontinuities between pre- and post-independence India.”

Frankel, F. (2005). *India’s political economy, 1947–2004: The gradual revolution*. Oxford University Press.

Assigned reading: Chapter 14, “Toward two economies: Macroeconomic reforms without redistributive change,” pp. 580–625.

Kaviraj, S. (2010). *The trajectories of the Indian state: Politics and ideas*. Permanent Black.

Assigned reading: Chapters 1–3, pp. 15–99.

Kothari, R. (1970). *Politics in India*. Orient Longman.

Assigned reading: Chapter 1, “Theoretical considerations,” pp. 1–20; Chapter 7, “Political culture and socialisation,” pp. 250–292.

Morris-Jones, W. H. (1963). India’s political idioms. In C. H. Philips (Ed.), *Politics and society in India* (pp. 133–154). George Allen & Unwin.

Rudolph, L. I., & Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. Orient Blackswan.

Assigned reading: Chapters 7–8, pp. 211–246.

Unit II: Social Structure and Political Process

Ambagudia, J., & Xaxa, V. (Eds.). (2021). *Handbook of tribal politics in India*. Routledge.

Brass, P. R. (1990). *The politics of India since independence*. Cambridge University Press/Foundation Books.

Assigned reading: Chapters 5–6, pp. 157–227.

Chandhoke, N. (2006). *A state of one’s own: Secessionism and federalism in India* (Discussion Paper No. 80). Development Research Centre, Crisis States Programme, London School of Economics.

Chaube, S. K. (2012). *Hill politics in Northeast India*. Orient Blackswan.

Kaviraj, S. (2011). *The enchantment of democracy and India: Politics and ideas*. Permanent Black.

Assigned reading: Chapter 5, “Religion and identity in India,” pp. 183–208.

Mahajan, G. (2016). Reservations. In A. Kohli & P. Singh (Eds.), *The Routledge handbook of Indian politics*. Routledge.

Kumar, R. (1993). *The history of doing: An illustrated account of movements for women’s rights and feminism in India, 1800–1990*. Kali for Women.

Pande, R. (2003). Can mandated political representation increase policy influence for disadvantaged minorities? Theory and evidence from India. *American Economic Review*, 93(4), 1132–1151.

Saxena, R. (2018). Asymmetrical federalism in India: Promoting secession or accommodating diversity. In A. Gagnon & M. Burgess (Eds.), *Revisiting unity and diversity in federal countries: Changing concepts, reform proposals and new institutional realities*. Brill Nijhoff.

Singh, M. P. (2021). *Federalism in India*. Sage.

Witsoe, J. (2013). *Democracy against development: Lower-caste politics and political modernity in postcolonial India*. University of Chicago Press.

Assigned reading: Chapter 2, “Lalu Yadav’s Bihar: An incomplete revolution.”

Unit III: Elections, Political Parties and Party Systems

Banerjee, M. (2017). *Why India votes*. Routledge.

Assigned reading: Chapter 2, “The campaign.”

Chandra, K. (Ed.). (2016). *Democratic dynasties: State, party and family in contemporary Indian politics*. Cambridge University Press.

Chibber, P. (2011). Dynastic parties: Organization, finance and impact. *Party Politics*, 19(2), 1–34.

Deshpande, S. (2022). Representation and electoral politics. In M. Goswami & M. Sinha (Eds.), *Political imaginaries in twentieth century India* (pp. 181–198). Bloomsbury.

Kohli, A., & Singh, P. (Eds.). (2016). *The Routledge handbook of Indian politics*. Routledge.

Assigned reading: Chapters 8–9.

Kothari, R. (1974). The Congress system revisited: A decennial review. *Asian Survey*, 14(12), 1035–1054.

Narain, I. (1976). Cultural pluralism, national integration and democracy in India. *Asian Survey*, 16(10), 903–917.

Rudolph, L. I., & Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. Orient Blackswan.

Assigned reading: Chapters 4–6.

Sharma, A. D. (2026). *The backstage of democracy: India’s election campaigns and the people who manage them*. Cambridge University Press.

Sridharan, E. (2024). *Elections, parties and coalitions in India: Theory and recent history*. Permanent Black.

Vaishnav, M. (2017). *When crime pays: Money and muscle in Indian politics*. HarperCollins.

Vaishnav, M., & Kapur, D. (Eds.). (2018). *Costs of democracy: Political finance in India*. Oxford University Press.

Yadav, Y., & Palshikar, S. (2003). From hegemony to convergence: Party system and electoral politics in the Indian state, 1952–2002. *Journal of Indian School of Political Economy*, 15(1), 5–44.

Zeigfeld, A. (2012). Coalition government and party system change: Explaining the rise of regional political parties in India. *Comparative Politics*, 45(1), 69–87.

Unit IV: Nature of Modern State in India

Dasgupta, C. (2016). *State and capital in independent India: Institutions and accumulation*. Cambridge University Press.

Assigned reading: Chapter 2, “State and capital in independent India: The problematic,” pp. 44–77.

Frankel, F. (1997). Decline of a social order. In S. Kaviraj (Ed.), *Politics in India* (pp. 370–382). Oxford University Press.

Gupta, A. (2012). *Red tape: Bureaucracy, structural violence and poverty in India*. Orient Blackswan. Assigned reading: Chapter 2, “The state and the politics of poverty,” pp. 41–72.

Jagannathan, S., & Rai, R. (2021). The necropolitics of neoliberal state response to the Covid-19 pandemic in India. *Organization*, 29(3), 426–448.

Kamra, L. (2018). The expanded state in contemporary India: Counterinsurgency and the Prime Minister’s Rural Development Fellowship. *Contemporary South Asia*, 27(1), 1–14.

Kapur, D., & Khosla, M. (2019). *Regulation in India: Design, capacity, performance*. Bloomsbury Publishing.

Kaviraj, S. (2010). A state of contradictions: The post-colonial state in India. In *The imaginary institutions of India: Politics and ideas* (pp. 210–233). Columbia University Press.

Khera, R. (2020, April). India’s welfare state: A halting shift from benevolence to rights. *Current History*, 134–140.

Kohli, A. (1997). Crisis of governability. In S. Kaviraj (Ed.), *Politics in India* (pp. 383–396). Oxford University Press.

Mathur, N. (2016). *Paper tiger: Law, bureaucracy and the developmental state in Himalayan India*. Cambridge University Press.

Assigned reading: Introduction, pp. 1–35.

Mitchell, L. (2023). *Hailing the state: Indian democracy between elections*. Permanent Black and Ashoka University.

Assigned reading: Chapter 2, “Seeking audience: Refusal to listen, ‘style’ and the politics of recognition,” pp. 67–93.

Mukherji, R. (2016). Is India a developmental state? In Y. Chu (Ed.), *The Asian developmental state: Reexaminations and new departures* (pp. 217–236). Palgrave Macmillan.

- Naureen, N. (2023). Taking stock of the digital welfare state: Databases and automated welfare in India. *Journal of Polity and Society*, 15(1), 73–87.
- Palshikar, S. (2009). The Indian state: Constitution and beyond. In R. Bhargava (Ed.), *Politics and ethics of the Indian Constitution* (pp. 143–163). Oxford University Press.
- Pantham, T. (2003). The Indian nation-state: From precolonial beginnings to postcolonial reconstructions. In V. Das (Ed.), *The Oxford India companion on sociology and social anthropology* (pp. 1414–1446). Oxford University Press.
- Pedicini, J. (2011, June). *The two Indian welfare systems: State and corporate responses*. Barnett Papers in Social Research, University of Oxford. <https://www.spi.ox.ac.uk/files/jpedicinifinal2pdf>
- Prashad, V. (1999). Untouchable freedom: A critique of the bourgeois-landlord Indian state. In G. Bhadra, G. Prakash, & S. Tharu (Eds.), *Subaltern studies: Vol. X* (pp. 170–200). Oxford University Press.
- Pritchett, L. (2009). *Is India a flailing state? Detours on the four-lane highway to modernization* (HKLS Faculty Research Working Paper Series RWP09-013). John F. Kennedy School of Government, Harvard University. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1404827
- Roy, A. (2022). Institutional “presence” and the Indian state: The long narrative. *Studies in Indian Politics*, 10(2), 185–200.
- Roy, I. (2023). How welfare wins: Discursive institutionalism, the politics of the poor, and the expansion of social welfare in India during the early 21st century. *Policy and Society*, 42(4), 506–525.
- Singh, U. K. (2007). Dilemmas of democracy or reasons of state: Extraordinary laws in India. In *The state, democracy and anti-terror laws in India*. Sage.
- Yadav, Y. (2020). *Making sense of Indian democracy: Theory in practice*. Permanent Black.
- Assigned reading: Chapter 9, “On theories of the Indian state: A review essay,” pp. 236–248.

Suggested Readings

- Arora, B., & Verney, D. (Eds.). (1995). *Multiple identities in a single state: Indian federalism in comparative perspective*. Konark.
- Brass, P. (Ed.). (1985). *Ethnic groups and the state*. Croom Helm.
- Brass, P. (1990). *The politics of India since independence*. Cambridge University Press/Foundation Books.

Corbridge, S., & Harris, J. (2000). *Reinventing India: Liberalization, Hindu nationalism and popular democracy*. Oxford University Press.

Frankel, F. (2005). *India's political economy, 1947–2004: The gradual revolution*. Oxford University Press.

Kaviraj, S. (Ed.). (1997). *Politics in India*. Oxford University Press.

Kohli, A. (Ed.). (1988). *India's democracy: An analysis of changing state-society relations*. Orient Longman.

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

Kothari, R. (1971). *Politics in India*. Orient Longman.

Kothari, S. (1993). *Social movements and the redefinition of democracy*. Westview.

Omvedt, G. (1993). *Reinventing revolution*. M. E. Sharpe.

Rudolph, L. I., & Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. Orient Longman.

Sen, A. (1995). *Development as freedom*. Oxford University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to connect the major approaches to Indian politics with close reading of texts and analysis of political processes in India. Activities may include:

- guided discussion of selected readings on historical, cultural, and political economy approaches to Indian politics
- short analytical notes on class, caste, tribe, gender, religion, region, language, and federal processes
- case-based discussion of elections, campaigns, party systems, political finance, and party organisation
- brief presentations on developmental, welfare, digital, security, and regulatory dimensions of the modern Indian state
- exercises linking institutional forms of government with political processes and social relations in India.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-CC 401: Debates in Political Theory
Semester IV

Credits: 4

Duration: 60 Hours (45 hrs Lecture + 15 hrs Tutorial)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-CC 401: Debates in Political Theory	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to an understanding of the nature and value of theoretical inquiry in politics. Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it. It does not claim to have any final answers to such questions and instead acknowledges disagreements. Our basic disagreements on how we must constitute our collective life are part of our evaluations that we make on a continual basis of the political and social order we inhabit. Evaluation usually entails an intense engagement with the political context within which we live, the nature of our values and political institutions, their clarification and analyses, together with weighing the necessity of just institutions and values. The activity of evaluation lays bare a wide range of arguments that are used in political discourse sharpening thereby our political judgment. This course will enable students to understand how imperative it is to evaluate, argue and judge and then raise for the consideration of justification our existing or appropriate political practices, decisions, policies and institutions.

Course Objectives

The objective of this course is to introduce students to fundamental debates within different conceptions of Political Theory concepts. To meet its objectives, the course will be dealt with in the following structure:

The introductory unit will deal with debates within different conceptions of power, followed by units dealing debates on freedom, justice and finally rights.

Course Learning Outcomes

By the end of the course students will be able to:

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living.
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and of applying theory into practice.

- Appreciate how these values and concepts enrich the discourses of political life and sharpens their analytical skills in the process.

Course Content

Unit I: Introduction and Debates on Power (12 Hours)

- Disagreements and Debates in Political Theory
- Normative judgement in a Political Context
- The Faces of Power (Steven Lukes)
- Power and Powerlessness (Althusser, Foucault)

Unit II: Debates on freedom (10 Hours)

- Ancient vs. Modern Liberty (Constant)
- Freedom as autonomy (Kant, Mill)
- Negative vs. Positive Liberty (Berlin, MacCallum)
- Republican Conception (Skinner)

Unit III: Debates on Justice (14 Hours)

- Consequentialist vs. Deontological Approaches (Bentham, Kant)
- Justice as Fairness; Global Justice (Rawls, Pogge)
- Communitarian and Feminist Conceptions (Walzer, Okin)
- Metrics of Equality: Welfare, Resources and Capability (Dworkin, Sen)
- Equality: Priority and Sufficiency (Scheffler, Parfit, Frankfurt)

Unit IV: Debates on Rights (9 Hours)

- Moral vs. Legal conceptions
- Choice and Interest theories
- Conflicts between rights
- Rights as Trumps

Essential Readings

Unit I

Althusser, L., 1984, Ideology and Ideological State Apparatuses. In *Essays on Ideology*, Verso, pp. 1-60.

Berlin, Isaiah, 1996, On Political Judgment, *The New York Review of Books*, Oct. 3, 1996.

Dryzek, John S, Bonnie Honig, and Anne Philips, 2006, “Introduction” in Dryzek, Honig and Foucault, M., 1995, *Discipline and Punish: The Birth of the Prison*, Vintage; Reprint edition.

Haugaard, Mark, 2002, *Power: A Reader*, Manchester University Press: 1-66; 181-204.

Lukes, Steven. *Power: A Radical View*. London: Macmillan Press, 1974.

Mckinnon, Catriona, 2008, "Introduction" in Mckinnon, Catriona (ed), *Issues in Political Theory*, New York: Oxford University Press.

Philips (Eds.), *The Oxford Handbook of Political Theory*, Oxford University Press: 3-41.

Ruderman, Richard S, 1997, Aristotle and the Recovery of Political Judgment, *The American Political Science Review*, Vol. 91, No. 2 (Jun., 1997), pp. 409-420

Unit II

Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, *Four Essays on Liberty*, London: Oxford University Press: 118-72.

Constant, Benjamin, 1988, 'The Liberty of the Ancients Compared with that of the Moderns', in Benjamin Constant, *Political Writings*, Cambridge University Press: 308-28.

MacCallum, G. C. Jr., 1967, 'Negative and Positive Freedom', *Philosophical Review*, 76, pp. 312- 34.

Nelson, E., 2005, 'Liberty: One Concept Too Many?' *Political Theory*, 33, pp. 58-78.

Pettit, P., 2007, 'Republican Freedom: Three Axioms, Four Theorems', in Laborde, C. and Maynor, J. (eds), *Republicanism and Political Theory*, Oxford: Blackwell.

Skinner, Q., 2002, 'A Third Concept of Liberty', *Proceedings of the British Academy*, 117, no. 237, pp. 237-68.

Taylor, C., 1979, 'What's Wrong with Negative Liberty', in A. Ryan (ed.), *The Idea of Freedom*, Oxford: Oxford University Press.

Unit III

Cohen, G. A., 2008, *Rescuing Justice and Equality*, Harvard University Press: 1-14; 229-371.

Cohen, G. A., 1990, Equality of What? On Welfare, Goods and Capabilities, *Louvain Economic Review*, Vol. 56, No. ¾, Alternatives to Welfarism, pp. 357-382.

Dworkin, R., (1981), What is Equality? Part 1: Equality of Welfare, *Philosophy & Public Affairs*, Vol. 10, No. 3, pp. 185-246.

Dworkin, R., (1981), What is Equality? Part 2: Equality of Resources, *Philosophy & Public Affairs*, Vol. 10, No. 4, pp. 283-345.

Okin, Susan M, 1987, "Justice and Gender", *Philosophy & Public Affairs* 16/1: 42-72.

Pogge, Thomas, 2008, “Introduction to the Two-Volume Collection” *Global Justice: Seminal Essays* (co-edited with Darrel Moellendorf) and *Global Ethics: Seminal Essays* (co-edited with Keith Horton), St. Paul, MN: Paragon House: xiii-xxiv

Rawls, John, 2001, *Justice as Fairness: a restatement*, Cambridge, MA: Harvard University Press. (excerpts)

Sen, Amartya, 2000, *Development as Freedom*, Delhi: OUP: Introduction, Ch. 1: 3-34.

Walzer, M, 1983, *Spheres of Justice*, New York: Basic Books.

Unit IV

Bellamy, Richard, 1999, *Liberalism and Pluralism: Towards a Politics of Compromise*, London: Routledge, 1999, Ch. 1.

Callann, Eamonn, 2004, ‘Citizenship and Education’, *Annual Review of Political Science*, 7: 71- 90.

Dworkin, Ronald, 1984, “Rights as Trumps”, in Waldron, J., (ed.) *Theories of Rights*, Oxford: Oxford University Press: 153-67.

Raz, Joseph, 1986, *The Morality of Freedom*, Oxford: Clarendon Press. (Ch. 7) Steiner, Hillel, 1994, *An Essay on Rights*, Oxford: Blackwell. (Ch. 3)

Waldron, Jeremy, 1989, “Rights in Conflict”, *Ethics* 99/3: 503-19.

Wenar, Leif, 2005, “The Nature of Rights”, *Philosophy and Public Affairs*, 33: 223–53.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

The tutorial activities of the course will include:

- Students will be encouraged to familiarize themselves with the basic concepts by referring to Dictionary of Philosophy.
- Specific interactive sessions will be held to discuss critical issues having implications for debates in political concepts.
- Hindi medium students will be given extra classes in Hindi for clarification of concepts.

Master of Arts in Political Science
PS-CC 402: Reading International Relations: Exploring Alternate Trajectories
Semester IV

Credits: 4

Duration: 60 Hours (45 hrs Lecture + 15 hrs Tutorial)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 402: Reading International Relations: Exploring Alternate Trajectories	4	3	1	Bachelor's degree in any course	None

Course Outline

This course situates the disciplinary debates in IR beyond its canonical traditions by first introducing students to the fundamental building blocks of its theories, concepts and methods. It advances a post-Western perspective of international relations by deriving key insights from the Indian philosophical traditions ranging from the realpolitik to ethical imperatives along with critical engagements with the European philosophies in terms of their key constitutive elements such as race, colour, gender and language. In grounding the disciplinary understanding of international relations in diverse historical and sociological contexts of global realities, the course seeks to pluralise the foundational bases for theorizing it and reframing the genealogies of IR. The course undertakes this endeavour by focusing both on its ontological bases as well as its methods and sources. It examines the theory and praxis of how ontologies fundamentally structure our ways of knowing; how to exercise a reflexive and critical approach and how to develop decolonial methodologies before engaging with the aesthetic turn in International Relations.

Course Objectives

The course aims to:

- Introduce students to a post-Western perspective of IR by training them to disentangle the basic building blocks underlying the dominant canonical frames of International Relations.
- Familiarise students with classical Indian and European philosophies that underpin the theories, concepts and methodologies in International Relations.
- Equip students with basic tools for developing a post-Western framework of International Relations
- Enable students to understand both conceptual dimensions of ontologies and, how to practice ontological plurality by paying much closer attention to the varied historical and sociological groundings of global realities.
- Develop a critical and reflexive approach in their methodological tools and examining the aesthetic turn in International Relations

- Inculcate among students, the techniques of decolonizing the grammar and vocabulary that constitute the ontologies, epistemologies and methodologies of disciplinary debates of International Relations.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Critically engage with the dominant Eurocentric frameworks in International Relations (IR) and interrogate their historical and cultural foundations.
- Develop the tools for drawing upon the non-western, especially Indian philosophies as an alternative vantage point.
- Appreciate the role of race, gender, language, and aesthetics in shaping global power relations.
- Apply the analytical tools to deconstruct canonical texts and reconstruct IR knowledge through plural ontologies and decolonial methodologies.
- Develop an understanding of a post-Western worldview that both challenges and enriches mainstream IR theories.
- Apply critical and reflexive methods in research, expanding the disciplinary boundaries of IR through diverse sources, including art and cinema.

Course Content

Unit I. Making of IR: Indian and European Contributions

- a. Classic Indian Thought: from Realpolitik to Ethical Philosophy
- b. European building blocks: Race and Color
- c. Gender and Language

Unit II. Reframing the Genealogies of IR

- a. Pluralizing the Debates on IR Theorizing
- b. Bringing Histories and Sociologies to IR Debates

Unit III. Reworking the disciplinary debates in IR: Part 1- The Ontologies

- a. Conceptual dimensions
- b. Practicing Ontological Plurality

Unit IV. Reworking the disciplinary debates in IR: Part 2- Methods and Sources

- a. Critical Methods and reflexivity
- b. Decolonizing Methodologies
- c. The Aesthetic 'turn': Art and Cinema

Essential Readings

Unit I. Making of IR: Indian and European Contributions

Sarkar, B. K. (1919). Hindu theory of international relations. *The American Political Science Review*, 13(3), 400–414.

Shahi, D. (2019). *Kautilya and non-Western IR theory* (Chaps. 1–2). Palgrave Macmillan.

Thakkar, U. (1999). Morality in Kautilya's theory of diplomacy. In K. P. Jog (Ed.), *Perceptions on Kauṭīliya Arthaśāstra: In commemoration of Prof. R. P. Kangle's birth centenary*. Popular Prakashan.

Radhakrishnan, S. (1911). The ethics of the Bhagavadgita and Kant. *International Journal of Ethics*, 21(4), 465–475.

Bhargava, R. (2023). Ashoka's dhamma as a project of expansive moral hegemony. In A. Acharya, D. Bell, Y. Xuetong, & R. Bhargava (Eds.), *Bridging two worlds: Comparing classical political thought and statecraft in India and China*. University of California Press.

Hobson, J. M. (2012). *The eurocentric conception of world politics: Western international theory, 1760–2010*. Cambridge University Press

Kuru, D., (2016). 'Historicising Eurocentrism and anti-Eurocentrism in IR: A revisionist account of disciplinary self-reflexivity', *Review of International Studies*, y. 42(2), 351–376.
<https://www.jstor.org/stable/26618577>

Buzan, B., & Lawson, G., (2013). 'The global transformation: The nineteenth century and the making of modern international relations'. *International Studies Quarterly*, 57(3), 620-634.

Peter Vale and Vineet Thakur, (2020), 'IR and the Making of the White Man's world', in *IR from the Global South*, ed. Arlene B. Tickner, Karen Smith, Routledge.

Shilliam, R. (2020)., 'Race and racism in international relations: Retrieving a scholarly inheritance'. *International Politics Reviews*, 8(2), 152-195.

Acharya, A. (2022). 'Race and racism in the founding of the modern world order'. *International Affairs*, 98(1), 23-43.

Getachew, A., Bell, D., Enloe, C., & Thakur, V. (2022). 'Theorizing the history of women's international thinking at the 'end of international theory'. *International Theory*, 14(3), 394-418.

Chandra Talpade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', *Boundary 2*, Vol. 12/13, Vol. 12, no. 3 - Vol. 13, no. 1, On Humanism and the University I: The Discourse of Humanism (Spring - Autumn, 1984), pp. 333-358, Duke University Press. URL: <https://www.jstor.org/stable/302821>

Aydinli, E., & Aydinli, J. (2024). 'Exposing linguistic imperialism: Why global IR has to be multilingual'. *Review of International Studies*, 1-22.

Fanon, Frantz (1968), 'The Negro and Language', in *Black Skin White Masks*, trans. Fanon, Charles Lamm Markmann (London: MacGibbon & Kee, 1968), pp. 12-29.

Unit II. Reframing the Genealogies of IR

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Unit III. Reworking the disciplinary debates in IR: Part 1- The Ontologies

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Unit IV. Reworking the disciplinary debates in IR: Part 2- Methods and Sources

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Suggested Readings:

Unit I. Making of IR: Indian and European Contributions

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Chandrasekaran, P. (2006). *Kautilya: Politics, ethics and statecraft*. Munich Personal RePEc Archive. <https://mpra.ub.uni-muenchen.de/9962/>

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Owens, P. (2018). 'Women and the history of international thought'. *International Studies Quarterly*, 62(3), 1-12, 467-481.

Mrinalini Sinha, *Colonial Masculinity: The Manly Englishman and the Effeminate Bengali*, Manchester, Manchester University Press, 1995, pp.1-33,181-185.

Sjoberg, L., & Thies, C. G. (2023). 'Gender and international relations'. *Annual Review of Political Science*, 26(1), 451-467.

Tickner, J. A. (2005). 'Gendering a discipline: Some feminist methodological contributions to international relations'. *Signs: Journal of Women in Culture and Society*, 30(4), 2173-2188.

Agathangelou, AM (2017) From the colonial to feminist IR: Feminist IR studies, the wider FSS/GPE research agenda, and the questions of value, valuation, security, and violence. *Politics and Gender* 13(4): 739–746

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Pennycook, Alastair (1998), 'English and the cultural constructs of colonialism', and 'Anglicism, Orientalism and colonial language policy', in *English and the Discourses of Colonialism*, London and New York: Routledge, pp. 1-32, 67-94.

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Achebe, Chinua, 'The African writer and the English language', from *Morning Yet on Creation Day* (New York: Anchor, 1975), pp. 55-62.

Thiong'o, Ngũgĩ wa. 'Decolonising the Mind': *The Politics of Language in African Literature*. Harare; Zimbabwe: Zimbabwe Publishing House, 1987

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Unit II. Reframing the Genealogies of IR

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Unit III. Reworking the disciplinary debates in IR: Part 1- The Ontologies

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Behr, H. (2009). *A history of international political theory: ontologies of the international*. Springer, 2009.

Prozorov, S. (2013). *Ontology and world politics: Void universalism I*. Routledge, 2013.

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Tesař J (2015). 'Quantum theory of international relations: approaches and possible gains'. *Human Affairs* 25(4): 486–502.

Unit IV. Reworking the disciplinary debates in IR: Part 2- Methods and Sources

Chowdhry, G (2007). 'Edward Said and contrapuntal reading: Implications for critical interventions in international relations'. *Millennium: Journal of International Studies* 36(1): 101–116.

Muppidi, Himadeep. *Politics in Emotion: The Song of Telangana*. Abigdon: Routledge, 2014. Introduction and Chapter 1

Cham, Switzerland: Springe Walter, Maggie & Michele Suina (2019) 'Indigenous data, indigenous methodologies and indigenous data sovereignty', *International Journal of Social Research Methodology*, 22:3, 233-243.

Grayson Kyle, Matt Davies and Simon Philpott, (2009), 'Pop Goes IR? Researching the Popular Culture-World Politics Continuum', *Politics*, 29(3), 155-163

Schoon, Alette, Hayes Mawindi Mabweazara, Tanja Bosch & Harry Dugmore (2020) 'Decolonising Digital Media Research Methods: Positioning African Digital Experiences as Epistemic Sites of Knowledge Production', *African Journalism Studies*, 41:4, 1-15, DOI: 10.1080/23743670.2020.1865645

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Seth, S. (2013). *Postcolonial theory and international relations: A critical introduction*. London: Routledge, 2013. . Introduction

Mignolo, Walter (2011) 'Epistemic Disobedience and the Decolonial Option: A Manifesto,' *Transmodernity*, 2011, 44-66.

Quijano, Aníbal. 2007. "Coloniality and Modernity/Rationality." *Cultural Studies*, 2007, 21 (2-3): 168–78.

Wallerstein, Immanuel. "World system versus world-systems: A critique." *Critique of Anthropology* 11.2 (1991): 189-194.

Carver, T. (2010). Cinematic ontologies and viewer epistemologies: knowing international politics as moving images. *Global Society*, 24(3), 421-431.

Ciută, F. (2024). Deadly Matters: Disciplinary Dilemmas in Aesthetic IR. *Global Studies Quarterly*, 4(4).

Steele, B. J. (2017). Recognising and realising the promise of the aesthetic turn. *Millennium*, 45(2), 206-213.

Edkins, J., & Kear, A. (Eds.). (2013). *International politics and performance: Critical aesthetics and creative practice*. Routledge, 2013.

Bleiker, Roland (2012). *Aesthetics and world politics*. Houndmills, U.K.: Palgrave Macmillan.

Bleiker Roland (Ed.) (2018). *Visual Global Politics: Interventions*. London: Routledge

William A. Callahan (2020). *Sensible Politics: Visualizing International Relations*. Oxford: Oxford University Press.

Sylvester, C. (2015). *Art/museums: International relations where we least expect it*. Routledge.

Sylvester, C. (2013). The elusive arts of reflexivity in the 'sciences' of international relations. *Millennium*, 41(2), 309-325.

Engert, S., & Spencer, A. (2009). International Relations at the Movies: Teaching and Learning about International Politics through Film. Perspectives, *Central European Review of International Affairs*, 17(1).

Jarvis, Lee, and Nick Robinson, 'Oh Help! Oh No! The International Politics of The Gruffalo: Children's Picturebooks and World Politics', *Review of International Studies*, 50 (2024), 58–78
<<http://dx.doi.org/10.1017/S0260210523000098>>

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and methodologies for developing post-Western frames for understanding the disciplinary debates in International Relations. Activities may include:

- Guided exercises in textual reading
- Individual and group presentations on different genealogies of IR
- Class exercises on art and cinema for understanding modern global politics
- Short writing exercises to gain conceptual clarity and practical ways of exercising critical and decolonial methods introduced in the course
- Reflexive and participatory assignments to cultivate students' analytical skills, enabling students to apply post-Western approaches in their research.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science

PS-DSE 30: State and Society in South Asia

Credits: 4

Duration: 60 Hours (45 hrs Lect. + 15 hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 30: State and Society in South Asia	4	3	1	Bachelor's degree in any course	None

Course Outline

This course examines the relationship between state formation, social identities, institutional development, democracy, and political economy in South Asia. It approaches South Asia as a historically connected and politically diverse region shaped by colonial legacies, postcolonial state-building, nationalism, Partition, ethnicity, religion, language, gender, and class. The course avoids treating countries as isolated cases and instead develops a comparative regional understanding of how societies shape states and how states reorganise social relations. Through selected cases from India, Pakistan, Bangladesh, Nepal, and Sri Lanka, it familiarises students with debates on nation-building, identity politics, democratic trajectories, institutional crises, military and judicial politics, development, regional cooperation, and political economy. The course enables students to analyse South Asian politics through historically grounded, comparative, and theoretically informed perspectives.

Course Objectives

The course aims to:

- Introduce students to South Asia as a connected region and analytical category through colonial legacies, postcolonial state formation, and state-society relations.
- Familiarise students with debates on nationalism, Partition, identity, ethnicity, religion, language, and gender in shaping politics and state-making.
- Develop a comparative understanding of political institutions, democratic trajectories, civil-military relations, crises, and change across South Asian states.
- Examine the political economy of development, globalization, regional cooperation, and social transformation in South Asia.
- Enable students to analyse regional patterns and country-specific variations without reducing South Asia to isolated national cases.

Course Learning Outcomes

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

- Explain South Asia as a regional political category and identify key historical and social forces shaping state formation.
- Analyse nationalism, Partition, identity politics, and social cleavages in relation to state-society relations.
- Compare institutional trajectories, political crises, democratic processes, and authoritarian tendencies across South Asian states.
- Evaluate political economy issues including development, state capacity, social inequality, globalization, and regional cooperation.
- Use comparative and historically grounded approaches to assess contemporary political challenges in South Asia.

Course Content:

Unit I: Understanding South Asia as a Region and the Postcolonial State (11 Hours)

- a. South Asia as a regional category: concepts, histories, borders, and political connections
- b. Colonialism, knowledge, identity, and the postcolonial making of the state
- c. State-society relations: social forces, public sphere, citizenship, and political authority

Unit II: Nationalist Movements, Partition and Identity in South Asia (12 Hours)

- a. Nationalist movements, Partition, and the politics of memory
- b. Nation-building, identity, and state formation
- c. Ethnicity, religion, language, gender, and violence in South Asian politics

Unit III: Political Development, Institutions, Crises and Change (11 Hours)

- a. State institutions, democracy, and political authority
- b. Civil-military relations, executive-judiciary conflict, parties, and governance
- c. Political developments, institutional crises, and regime change in Pakistan, Bangladesh, Nepal, and Sri Lanka

Unit IV: Democracy and Political Economy of South Asia (11 Hours)

- a. Democratic trajectories, social cleavages, and political participation
- b. Political economy of development, globalization, military economy, and social transformation
- c. Regional cooperation and comparative patterns of governance in South Asia

Essential Readings

Unit I: Understanding South Asia as a Region: Colonial Legacies and Context

a. Introducing South Asia: Concepts

De Votta, N. (2015). *An introduction to South Asian politics*. Taylor & Francis.

Hardgrave, R., & Kochanek, S. (2002). *India: Government and politics in a developing nation* (pp. 33-57). Harcourt Publishers.

Bose, S., & Jalal, A. (1998). *Modern South Asia: History, culture and political economy* (Chapter 16, pp. 165-189). Routledge.

Cohn, B. (1996). *Colonialism and its forms of knowledge* (pp. ix-xviii, 3-15). Princeton University Press.

Rudolph, S. H., & Rudolph, L. (2009). The coffee house and the ashram revisited: How Gandhi democratized Habermas's public sphere. In *Postmodern Gandhi and other essays* (pp. 140-163). University of Chicago Press.

b. Colonialism and Identity

Pandey, G. (1990). The construction of communalism in colonial North India (pp. 1-13; 158-200). Oxford University Press.

Assadi, M. (2023). *Colonial and post-colonial identity politics in South Asia: Zaat/caste among Muslims*. Routledge.

Stoler, A. (1992). Sexual affronts and racial frontiers: European identities and the cultural politics of exclusions in colonial Southeast Asia. *Comparative Studies in Society and History*, 34(3), 514-551.

Unit II: Nationalist Movements and Nationalism in South Asia

a. Partition and Nationalism

Brass, P. (1991). *Ethnicity and nationalism: Theory and comparison* (pp. 69-102). Sage.

Bose, S., & Jalal, A. (1998). The partition of India and the creation of Pakistan. In *Modern South Asia: History, culture and political economy* (pp. 135-156). Routledge.

Pandey, G. (2001). The three partitions of 1947. In *Remembering partition: Violence, nationalism and history in India* (pp. 21-44). Cambridge University Press.

Das, V. (1995). *Critical events* (Chapter 3, pp. 55-83). Oxford University Press.

D'Costa, B. (2012). *Nationbuilding, gender and war crimes in South Asia* (Chapters I and III). Routledge.

Alam, M. R., & Mamun, A. A. (2024). Narrating history, constructing memories: Mapping the "third space" through cultural negotiations in post-Partition Bangladesh. In N. T. Langah & R. Sengupta (Eds.), *Narratives of loss and longing* (Chapter 9). Routledge India.

Karmakar, G. (2024). Narrating rape and resistance. In N. T. Langah & R. Sengupta (Eds.), *Narratives of loss and longing* (Chapter 5). Routledge India.

b. Nationalism and State

Jalal, A. (1995). *State formation and political processes in India and Pakistan, 1947 to 1971* (pp. 29-65). Cambridge University Press.

Jalal, A. (1990). *The state of martial rule: The origins of Pakistan's political economy of defence* (pp. 9-24). Cambridge University Press.

Weiner, M. (1989). *The Indian paradox: Essays in Indian politics* (pp. 77-95). Sage.

Burghart, R. (1984). The formation of the concept of nation-state in Nepal. *The Journal of Asian Studies*, 44(1), 101-125.

Obeyesekere, G. (2006). Buddhism, ethnicity, and identity: A problem in Buddhist history. In *Buddhism, conflict and violence in modern Sri Lanka* (pp. 134-162). Routledge.

Hachhethu, K., & Gellner, D. N. (2010). Nepal: Trajectories of democracy and restructuring of the state. In P. Brass (Ed.), *Routledge handbook of South Asian politics* (pp. 131-146). Routledge.

Wickramasinghe, N. (2014). *Sri Lanka in the modern age: A history* (pp. 77-161). Oxford University Press.

Venugopal, R. (2018). *Nationalism, development and ethnic conflict in Sri Lanka* (Vol. 5). Cambridge University Press.

Unit III: Political Development and Institutions in South Asia

a. State and Institutions

Oldenberg, P. (1985). "A place insufficiently imagined": Language, belief and the Pakistan crisis of 1971. *Journal of Asian Studies*, 44(4), 711-733.

Rizvi, H.-A. (1991). The military and politics in Pakistan. *Journal of Asian and African Studies*, 26(1-2), 27-42.

Chadda, M. (2000). *Building democracy in South Asia: India, Nepal, Pakistan* (pp. 30-37, 67-92). Lynne Rienner Publishers.

El-Khawas, M. (2009). Musharraf and Pakistan: Democracy postponed? *Mediterranean Quarterly*, 20(1), 94-118.

Waseem, M. (2012). Judging democracy in Pakistan: Conflict between the executive and judiciary. *Contemporary South Asia*, 20(1), 19-31.

b. Political Developments

Schendel, W. V. (2009). *A history of Bangladesh* (pp. 172-182; 219-232). Cambridge University Press.

Murshid, T. M. (1993). Bangladesh: The challenge of democracy - language, culture and political identity. *Contemporary South Asia*, 2(1).

Blair, H. (2010). Party overinstitutionalization, contestation and democratic degradation in Bangladesh. In P. Brass (Ed.), *Routledge handbook of South Asian politics* (pp. 98-113). Routledge.

Wickramasinghe, N. (2009). After the war: A new patriotism in Sri Lanka? *The Journal of Asian Studies*, 68(4), 1045-1054. <https://doi.org/10.1017/S0021911809990738>

De Votta, N. (2010). Politics and governance in post-independence Sri Lanka. In P. Brass (Ed.), *Routledge handbook of South Asian politics*. Routledge.

Goodhand, J. (2012). Sri Lanka in 2011: Consolidation and militarization of the post-war regime. *Asian Survey*, 52(1), 130-137.

c. Crises and Change

Athukorala, P., & Jayasuriya, S. (2015). Victory in war and defeat in peace: Politics and economics of post-conflict Sri Lanka. *Asian Economic Papers*, 14(3), 22-54.

Gunatilleke, G. (2018). The constitutional practice of ethno-religious violence in Sri Lanka. *Asian Journal of Comparative Law*, 13, 359-387.

Wickramasinghe, N. K. (2023). A country in abeyance: Sri Lanka's continuing crisis. *Current History*, 122(843), 131-136.

Chowdhury, N. S. (2025). The return of politics in Bangladesh. *Journal of Democracy*, 36(1), 65-78.

Unit IV: Democracy and Political Economy of South Asia

a. Democracy in South Asia

Jalal, A. (2024). Does democracy have a future in Pakistan? *Journal of Democracy*, 35(1), 30-42.

Rudolph, L. I., & Rudolph, S. H. (2002). New dimensions in Indian democracy. *Journal of Democracy*, 13(1), 52-66.

Chandra, K. (2004). The Bahujan Samaj Party (BSP) and the Scheduled Castes (SCs). In *Why ethnic parties succeed: Patronage and ethnic head counts in India* (pp. 143-171). Cambridge University Press.

Shastri, A., & Wilson, A. J. (Eds.). *The post-colonial states of South Asia: Democracy, development and identity* (pp. 141-157). Palgrave.

Brass, P. (Ed.). *Routledge handbook of South Asian politics* (pp. 382-398). Routledge.

Sinha, A. (2007). India's unlikely democracy: Economic growth and political accommodation. *Journal of Democracy*, 18(2), 41-54.

Migdal, J. S., Kohli, A., & Shue, V. (Eds.). (1994). *State power and social forces: Domination and transformation in the Third World* (pp. 89-107). Cambridge University Press.

Mitra, S. K. (2021). Fragmented society, stable democracy: The Indian paradox. In A. Croissant & P. Walkenhorst (Eds.), *Social cohesion in Asia: Historical origins, contemporary shapes and future dynamics* (pp. 101-121). Routledge.

b. Political Economy

- Rizvi, G. (1995). South Asia and the new world order. In H.-H. Holm & G. Sorensen (Eds.), *Whose world order?* (pp. 69-88). Westview Press.
- Habib, Z. (2003). Globalization, state and politics in Bangladesh: Implications for democratic governance. *South Asia: Journal of South Asian Studies*, 26, 283-296.
- Adhikari, R. B., & Banskota, N. P. (2003). The future of South Asian regional cooperation. In P. Banerjee & F.-J. Richter (Eds.), *Economic institutions in India* (pp. 175-203). Palgrave Macmillan.
- Pandian, S. G. (2002). Moving South Asia's economies beyond the Indo-Pakistan paradigm in the South Asian Regional Association for Cooperation. *Contemporary South Asia*, 11(3), 329-344.
- Khan, T. A. (2000). Economy, society and the state in Pakistan. *Contemporary South Asia*, 9(2), 181-195.
- Siddiqua, A. (2017). *Military Inc.: Inside Pakistan's military economy*. Penguin Random House India.
- Burki, S. (2010). Pakistan's politics and its economy. In P. Brass (Ed.), *Routledge handbook of South Asian politics* (pp. 83-97). Routledge.
- Brass, P. (1994). *The politics of India since independence* (pp. 273-302). Cambridge University Press.
- Mahadev, N. (2018). Economies of conversion and ontologies of religious difference: Buddhism, Christianity, and adversarial political perception in Sri Lanka. *Current Anthropology*, 59(6), 665-690.
- Ruwanpura, K. N. (2025). Karl Polanyi in Sri Lanka: Odious debt and corrupted capitalism. *Journal of Economic Issues*, 59(1), 1-16.

Additional Readings

- Agarwal, B. (1995). *A field of one's own: Gender and land rights in South Asia* (pp. 1-50, 198-291, 368-378). Cambridge University Press.
- Ahamed, E., & Nazneen, D. R. J. A. (1990). Islam in Bangladesh: Revivalism or power politics? *Asian Survey*, 30(8), 795-808.
- Ahmed, Z. S., & Stephan, M. (2010). Fighting for the rule of law: Civil resistance and the lawyers' movement in Pakistan. *Democratization*, 17(3), 492-513.
- Bhargava, R., & Arora, B. (Eds.). (2000). *Transforming India: Social and political dynamics of democracy* (pp. 353-376). Oxford University Press.
- Chandra, K. (2004). *Why ethnic parties succeed: Patronage and ethnic head counts in India* (pp. 143-171). Cambridge University Press.
- Guru, G., & Chakravarty, A. (2005). "Who are the country's poor?" In R. Ray & M. Katzenstein (Eds.), *Social movements in India: Poverty, power and politics* (pp. 135-155). Rowman and Littlefield.

- Jenkins, R. (2011). The politics of India's special economic zones. In S. Ruparelia, S. Reddy, J. Harriss, & S. Corbridge (Eds.), *Understanding India's new political economy: A great transformation?* (pp. 49-65). Routledge.
- Kumar, R. (1995). From Chipko to Sati: The contemporary Indian women's movement. In A. Basu (Ed.), *The challenge of local feminisms: Women's movements in global perspective* (pp. 58-65). Westview Press.
- Nasr, S. V. R. (2000). International politics, domestic imperatives, and identity mobilization: Sectarianism in Pakistan, 1979-1998. *Comparative Politics*, 32(2), 171-190.
- Sarkar, T. (1997). Women in South Asia: The Raj and after. *History Today*, 47(9), 54-60.
- Solanki, G. (2011). Adjudication in religious family laws: Cultural accommodation, legal pluralism, and gender equality in India (pp. 1-4, 9-29, 68-89). Cambridge University Press.
- Varshney, A. (2001). Ethnic conflict and civil society: India and beyond. *World Politics*, 53(3), 362-398.
- Weiss, A. M. (1986). Implications of the Islamization program for women. In A. M. Weiss (Ed.), *Islamic reassertion in Pakistan: The application of Islamic laws in a modern state* (pp. 97-113). Syracuse University Press.
- White, S. (1999). NGOs, civil society and the state in Bangladesh: The politics of representing the poor. *Development and Change*, 30(2), 307-326.
- Wilson, A. J. (1993). The politics of ethnicity and ethno-nationalisms in South Asia. *Contemporary South Asia*, 2(3), 327-333.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply comparative and historical approaches to the study of state-society relations in South Asia. Activities may include:

- guided discussion of selected readings on colonial legacies, state formation, nationalism, identity, democracy, and political economy
- short analytical notes comparing state-society relations across two or more South Asian countries
- map-based and timeline-based exercises on Partition, nation-building, political crises, and institutional change
- seminar presentations on themes such as civil-military relations, identity politics, democratic trajectories, and regional cooperation
- source-based discussions using scholarly chapters, journal articles, policy debates, and contemporary political developments
- short writing tasks that connect theoretical concepts with specific South Asian cases

Students will be assessed on the basis of written assignments, presentations, reading responses, and participation in tutorial discussions.

Master of Arts in Political Science

PS-DSE 31: Constitutionalism in Comparative Perspective

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 31: Constitutionalism in Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to the diverse forms of constitutional practices and the ideological frameworks of constitutionalism across global contexts. It distinguishes between constitutions as historical texts and the underlying principles of constitutional identity and morality, particularly within the Global South. The curriculum examines "transformative constitutionalism" through case studies of South Africa, India, and Brazil, while also addressing participatory and feminist constitutionalism to explore gendered citizenship. Finally, the course navigates constitutionalism in the digital age, evaluating the challenges posed by AI, privacy concerns, and content governance to ensure the rule of law and democratic accountability in an era of disruptive technology.

Course Objectives

- To introduce students to the diverse and differentiated forms of constitutional practices across contexts.
- To distinguish between constitutions as historical texts and constitutionalism as an ideological framework shaping theory and practice.
- To familiarize students with the plurality of constitutional traditions, historical trajectories of constitutional development, and their varied manifestations.
- To analyze the relationship between constitutionalism, culture, and democracy.
- To examine debates on emergency powers, states of exception, and their implications for constitutionalism.

Course Learning Outcomes

After completion of the course,

- Students will understand the working of constitutions, processes through which constitutions evolve, and different underlying principles they pledge.
- They will be able to distinguish between the historical contexts in which constitutions take form, different kinds of constitutional cultures that constitutions take put in place, and the constitutional essentials that distinguish one constitutional culture from another.
- They will sense of the working of constitutional democracy across the world.

Course Content

Unit I: Comparative Constitutionalism: Context and Debates (12 hours)

- a) Constitutions and Constitutionalism
- b) Constitutional identity
- c) Constitutional morality
- d) Constitutionalism in the Global South

Unit II: Transformative Constitutionalism (12 hours)

- a) South Africa and Postliberal constitutionalism
- b) The German activist constitution
- c) The Indian Constitution and the social democratic project
- d) Brazil and transition to democracy

Unit III: Gender and Constitutionalism (12 hours)

- a) Participatory constitutionalism
- b) Feminist constitutionalism
- c) Women Constitutional makers and the question of representation
- d) Constitutionalism and gendered citizenship

Unit IV: Digital Constitutionalism (12 hours)

- a) Constitutionalism in the digital age
- b) Rule of law and privacy
- c) Content Governance dilemma
- d) AI and regulation of electoral democracy

Essential Readings

Unit I: Comparative Constitutionalism: Context and Debates

Pitkin, H. F. (1987). The Idea of a Constitution. *Journal of Legal Education*, 37(2). 167–169.

- Sartori, G. (1994). *Comparative Constitutional Engineering: An Inquiry into Structures, Incentives and Outcomes*. Macmillan. [Chapter 13: Constitutional Engineering, pp. 197-204]
- Baxi, U. (2000). Postcolonial Legality. In Schwarz, H. and Ray, S. (Eds.) *A Companion to Postcolonial Studies*. Blackwell.
- Scheppele, K. L. (2003). The Agenda of Comparative Constitutionalism. *Law and Courts*, 13(2). 5-22.
- Dixon, R. (2024). Comparative Constitutional Modalities: Towards a Rigorous but Realistic Comparative Constitutional Studies. *Comparative Constitutional Studies*, 2(1). 60-79.
- Greene, J. and Tew, Y. (2018). Comparative Approaches to Constitutional Theory. *Columbia Public Law Research Paper*, No. 14-613.
- Nussbaum, M. (2002). Introduction to Comparative Constitutionalism. *Chicago Journal of International Law*, 3(2). 429-434.
- Dann, P., Riegner, M. and Bonnemann, M. (Eds.) (2020). *The Global South and Comparative Constitutional Law*. Oxford University Press.
- Nayak, N. (2023). Constitutional Morality: An Indian Framework. *The American Journal of Comparative Law*, 171(2). Summer.
- Chandrachud, A. (2020) 'The Many Meanings of Constitutional Morality', https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3521665
- Ambedkar, B. R. (1948, Nov. 4). Motion on the Draft Constitution, *Constituent Assembly Debates*.
- Singh, M. P. (2019). Observing Constitutional Morality. *Seminar*, 721.
- Mehta, P. B. (2010). What is Constitutional Morality. *Seminar*, 615.
- Hirschl, R. and Shachar, A. (2018). Competing Order? The Challenges of Religion to Modern Constitutionalism. *University of Chicago Law Review*, 85, 425-455.
- Lerner, H. (2010). Constitution-writing in deeply divided societies: the incrementalist approach. *Nations and Nationalism*, 16 (1). 68-88.

Unit II: Transformative Constitutionalism

- Langa, P. (2006). Transformative constitutionalism. *Stellenbosch L R*, 17(3). 351–360.
- Klare, K. (1998). Transformative Constitutionalism and Legal Culture. *South African Journal of Human Rights*, 14, 146-188.

Hailbronner, M. (2017). Transformative Constitutionalism: Not Only in the Global South. *American Journal of Comparative Law*, 65(3). 527–565.

Werneck Arguelhes, Diego, 'Transformative Constitutionalism: A View from Brazil', in Philipp Dann, Michael Riegner, and Maxim Bönnemann (eds), Themes of Constitutionalism in the Global South, in Philipp Dann, Michael Riegner, and Maxim Bönnemann (eds), *The Global South and Comparative Constitutional Law*, Oxford Comparative Constitutionalism (Oxford, 2020)

Unit III: Gender and Constitutionalism

Rubio-Marin, R. (2020). Women and Participatory Constitutionalism. *International Journal of Constitutional Law*, 18(1). 233-259.

Houlihan, E. C. (2020). Women Constitution-Makers: Comparative Experiences with Representation, Participation and Influence, *International IDEA*, Edinburgh Centre for Constitutional Law.
<https://doi.org/10.31752/idea.2020.43>

Mendiola, J. C. M. (2022). Transformative Constitutionalism or Feminist Constitutionalism? Advantages of a Transformative Constitutional Adjudication. *Mexican Law Review*, XV(1). 135-155.

Unit IV: Digital Constitutionalism

Celeste, E., Palladino, N., Redeker, D. and Yilma, K. (2023). Introduction. In Celeste, E., et. al. *The Content Dilemma: Digital Constitutionalism, Social Media and the Search for a Global Standard*. Palgrave Macmillan.

Singh, U. K. and Roy, A. (2024). Artificial Intelligence and Elections in India: Contest over Regulatory Norms. *Economic and Political Weekly*, LIX(22).

Suzor, N. (2018). Digital Constitutionalism: Using the Rule of Law to Evaluate the Legitimacy of Governance by Platforms. *Social Media and Society*, July-September.

Da Conceicao, L. H. M. (2024). A Constitutional Reflector? Assessing Societal and Digital Constitutionalism in Meta's Oversight Board. *Global Constitutionalism*, 13(3). 557–590.

Suggested Readings

Friedrich, C. J. (1950). *Constitutional Government and Democracy*. Ginn and Company.

Dyzenhaus, D. (Ed.) (2009). *Civil Rights and Security*. Ashgate.

Irving, H. (2008). *Gender and the Constitution, Equity and Agency in Comparative Constitutional Design*. Cambridge University Press.

- Tully, J. (1995). *Strange Multiplicity, Constitutionalism in an age of diversity*. Cambridge University Press.
- Go, J. (2003). A Globalizing Constitutionalism?, Views from the Postcolony, 1945–2000, *International Sociology*, 18(1). 71-95.
- Alexander, L. (2005). *Constitutionalism*. Legal Studies Research Paper Series, Research Paper No.07-04, September
- Backer, L.C. (2021). The Party as Polity, The Communist party, and the Chinese Constitutional State: A Theory of State-Party Constitutionalism. *Journal of Chinese and Comparative Law*, 16.
- Waseem, M. (2008). Constitutionalism in Pakistan: The Lingering Crisis of Dyarchy. In Tarabout, G. and Samaddar, R. (Eds.) *Conflict, Power, and the Landscape of Constitutionalism*. Routledge.
- Samaddar, R. (2007). Colonial Constitutionalism. In *The Materiality of Politics*. Anthem Press.
- Baxi, U. (2000). Constitutionalism as a Site of State Formative Practices. *21 Cardozo Law Review*, 1183.
- Baxi, U (2003, June 6). Alternate Constitutionalisms under Signatures of Capitalism. *Modern Law review Symposium on Globalisation and Constitutionalism*.
- Baxi, U. (2008). Preliminary Notes on Transformative Constitutionalism. BISA Conference: Courting Justice, Delhi, April 27-29
- Baxi, U. (2000). ‘The Colonialist Heritage’, *Comparative Legal Studies: Traditions and Transitions*, University of Cambridge, A conference at the Millennium, July 2000.
- Ramraj, V. (2011). Emergency Powers and Constitutional Theory. *Hong Kong Law Journal*, 41(2). 481-515.
- Gross, O. (2020). Emergency’s Challenges. In Albert, R. and Roznai, Y. (Eds.) *Constitutionalism Under Extreme Conditions: Law, Emergency, Exception*. Springer.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in comparative politics. Activities may include:

- mock assembly
- guided discussion of selected readings
- review book of relevant books
- class presentations
- writing tasks
- group discussion

Master of Arts in Political Science
PS-DSE 32: Comparative Political Thought

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 32: Comparative Political Thought	4	3	1	Bachelor's degree in any course	None

Course Outline

This 4-credit course introduces students to major canons of political thought through a comparative lens. It balances Western canonical ideas with interventions from India and other traditions to identify convergences and divergences between global perspectives.

Course Objective

- To familiarize the students with the major canons of political thought in a comparative perspective.
- To introduces some of the prominent thinkers from the West and beyond.
- To balance major Western canonical ideas with the interventions from the within and outside.
- To locate the convergences and divergence between the two worlds.
- To focus on studying the roots of ideas and concepts.

Course Learning Outcomes

After completion of the course,

- The students will be able to make sense of the different traditions on similar political issues.
- They will challenge the a priori assumptions about political philosophy.
- They will be familiarised not only with the canonical texts but also the slightly marginalised texts in political thought.
- Understanding of Indian and other interventions will allow the students to understand ideas, concepts, theories and practices in a comparative manner.

Course Content

Unit I: Introduction

(15 hours)

- a) Introducing International and Comparative Political Thought

- b) Understanding Text and the Context
- c) Situating the Comparative Perspective

Unit II: The Western Canons

(10 hours)

- a) Thucydides – Realism
- b) Augustine and Machiavelli - War and Statecraft
- c) Grotius and Kant - Law and Internationalism
- d) Hobbes and Rousseau - Sovereignty, Order and Nationalism
- e) Marx - Class Struggle and Revolution

Unit III: Interventions from India

(10 hours)

- a) Kautilya - Statecraft and Diplomacy
- b) Tagore and Vivekananda - Self, Nation and Nationalism
- c) Gandhi and Ambedkar - Satyagraha, Swaraj and Emancipation

Unit IV: Interventions from Other Traditions

(10 hours)

- a) Confucius - Statecraft and Order
- b) Lenin and Mao - Imperialism and Cultural Revolution
- c) Al-Farabi, Ibn Sina and Ibn Khaldun - Regime, Morality and Social Change
- d) Mbembe and Thiong'o - Language, Race and Death
- e) Tilly, Arendt and Žižek - Regimes, Revolution and Violence
- f) Schmitt and Agamben - War, Life and the Other
- g) Mouffe and Laclau - Democracy, Populism and the Political

Note: Any two thinkers/philosophers each from Unit 2, 3, and 4 will be covered in a given semester.

Essential Readings

Unit I: Introduction

Bayly, M. J. (2023). 'Global Intellectual History in International Relations: Hierarchy, Empire, and the Case of Late Colonial Indian International Thought', *Review of International Studies*, 49 (3): 428–447.

Barry, B. (2006). 'Humanity and Justice in Global Perspective', in Robert Goodin and Charles Beitz (eds) *Contemporary Political Philosophy: An Anthology*. Blackwell.

Black, A. (2011). The Way Forward in Comparative Political Thought. *Journal of International Political Theory*, 7(2): 221–228.

Skinner, Q. (1969). Meaning and Understanding in the History of Ideas. *History and Theory*, 8 (1): 3-53.

- Strauss, L. (1941). Persecution and the Art of Writing. *Social Research*, 8 (4). 488–504.
- Ward, I. (2009). “Helping the Dead Speak: Leo Strauss, Quentin Skinner and the Arts of Interpretation in Political Thought”, *Polity*, 41 (2): 235-255.
- Godrej, F (2009). Response to ‘What is Comparative Political Theory?’, *Review of Politics* 71: 567-582.
- Mohanty, M. (1975). “Comparative Political Theory and Third World Sensitivity”, *Teaching Politics*, 1&2.
- Ramanujan, A. K. (1989). “Is There an Indian Way of Thinking? An Informal Essay,” *Contributions to Indian Sociology*, Vol. 23, No.1, pp. 41-58.
- Jeffery, R. (2006). *Hugo Grotius in International Thought*. Palgrave Macmillan.
- Keane, J. (2003). *Global Civil Society?* Cambridge University Press.
- Kelly, P. (2022). *Conflict, War and Revolution: The problem of politics in international political thought*. LSE Press.
- Koselleck, R. (1997). “The Temporalisation of Concepts”, *Redescriptions: Political Thought, Conceptual History and Feminist Theory*, 1 (1):16-24.
- Tully, J. (2016). Deparochializing Political Theory and Beyond: A Dialogue Approach to Comparative Political Thought. *Journal of World Philosophies* 1: 51-74.

Unit II: The Western Canons

- Augustine. (1998). *The city of God against the pagans* (R. W. Dyson, Trans.). Cambridge University Press.
- Behr, H. (2009). *A History of International Political Theory: Ontologies of the International*. Palgrave Macmillan.
- Beitz, C. R. (1979). *Political Theory and International Relations*. Princeton University Press.
- Boucher, D. and Kelly, P. (eds) (2017). *Political Thinkers: From Socrates to the Present*. Oxford University Press.
- Brown, C. (1992). *International Relations Theory: New Normative Approaches*. Prentice Hall.
- Brown, C. (2002). *Sovereignty, Rights and Justice*. Wiley.
- Brown, C. and Eckersley, R (eds) (2018). *The Oxford Handbook of International Political Theory*. Oxford University Press.
- Cavallar, G. (1999). *The rights of strangers: Theories of international hospitality, the global community, and political justice since Vitoria*. Ashgate.
- Elshtain, J. B. (1995). *Augustine and the limits of politics*. University of Notre Dame Press.

- Gilpin, R. (1981). *War and change in world politics*. Cambridge University Press.
- Grotius, H. (2001). *The law of war and peace* (R. Tuck, Ed.). Liberty Fund.
- Hobbes, T. (1991). *Leviathan* (R. Tuck, Ed.). Cambridge University Press.
- Kant, I. (2006). *Perpetual peace: A philosophical sketch*. In H. Reiss (Ed.). *Kant: Political writings* (2nd ed.). Cambridge University Press.
- Machiavelli, N. (1988). *The prince* (Q. Skinner & R. Price, Eds.). Cambridge University Press.
- Nardin, T. (2006). International Political Theory and the Question of Justice. *International Affairs*, 82 (3).
- Ned Lebow, R. (2008). The Ancient Greeks and Modern Realism: Ethics, Persuasion, and Power, in Bell, D. (Ed.). *Political Thought and International Relations: Variations on a Realist Theme*. Oxford: Oxford University Press.
- Rengger, N. (2008). 'Realism's 'Hidden Dialogue': Leo Strauss, War, and Politics', in Duncan Bell (ed.). *Political Thought and International Relations: Variations on a Realist Theme*, Oxford: Oxford University Press.
- Rousseau, J.-J. (1997). *The social contract and other later political writings* (V. Gourevitch, Ed.). Cambridge University Press.
- Thucydides. (1996). *History of the Peloponnesian War* (R. Warner, Trans.). Penguin Classics.
- Waltz, K. N. (1979). *Theory of international politics*. McGraw-Hill.
- Yost, D. S. (ed.) (2022). *International Relations and Political Philosophy: Martin Wight*, Oxford: Oxford University Press.

Unit III: Interventions from India

- Ambedkar, B. R. (2014). *Annihilation of caste: The annotated critical edition* (S. Anand, Ed.). Navayana.
- Behera, N. C. (2021). *Reimagining IR in India: Theories and practices*. Oxford University Press.
- Boesche, R. (2002). Kautilya's *Arthashastra* on war and diplomacy in ancient India. *The Journal of Military History*, 67(1). 9–37.
- Vivekananda, S. (2006). *The complete works of Swami Vivekananda* (Vol. 1–9). Advaita Ashrama.
- Shani, G., & Behera, N. C. (2022). Provincialising international relations through a reading of dharma. *Review of International Studies*, 48(5). 837–856.
- Tagore, R. (1917). *Nationalism*. Macmillan.
- Parekh, B. (1999). *Colonialism, tradition and reform: An analysis of Gandhi's political discourse*. Sage. (for cross-reference with Gandhi)

- Parel, A. J. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge University Press.
- Radhakrishnan, S. (1997). *Eastern Religions and Western Thought*. Oxford University Press.
- Omvedt, G. (1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. Sage.
- Gandhi, M. K. (1997). *Hind swaraj and other writings* (A. Parel, Ed.). Cambridge University Press.

Unit IV: Interventions from Other Traditions

- Agamben, G. (1998). *Homo sacer: Sovereign power and bare life*. Stanford University Press.
- Tilly, C. (1990). *Coercion, capital, and European states, AD 990–1990*. Basil Blackwell.
- Zizek, S. (2008). *Violence*. Picador.
- Mouffe, C. (2005). *On the political*. Routledge.
- Schmitt, C. (2007). *The concept of the political* (G. Schwab, Trans.). University of Chicago Press.
- Butler, J. (2004). *Precarious life: The powers of mourning and violence*. Verso.
- Odysseos, L. and Petito, F. (eds) (2007). *The International Political Thought of Carl Schmitt: Terror, liberal war and the crisis of global order*. Routledge.
- Owens, P. (2008). 'The Ethic of Reality in Hannah Arendt', in Bell, D. (ed.). *Political Thought and International Relations: Variations on a Realist Theme*. Oxford University Press.
- Marx, K., & Engels, F. (1978). *The Communist Manifesto*. In R. C. Tucker (Ed.). *The Marx–Engels Reader* (2nd ed.). W. W. Norton.
- Al-Farabi. (1985). *The political writings: Selected aphorisms and other texts* (C. E. Butterworth, Trans.). Cornell University Press.
- Mbembe, A. (2001). *On the postcolony*. University of California Press.
- Mbembe, A. (2019). *Necropolitics*. Duke University Press.
- Meisner, M. (1999). *Mao's China and after: A history of the People's Republic*. Free Press.
- Seth, S. (2013). *Postcolonial theory and the critique of international relations*. *Millennium*, 40(1). 167–183.
- Shaw, M. (2000). *Theory of the Global State: Globality as an Unfinished Revolution*. Cambridge University Press.
- Shilliam, R (Ed.) (2011). *International Relations and Non-Western Thought: Imperialism, Colonialism and Investigations of Global Modernity*. Routledge.

- Ibn Khaldun. (2015). *The Muqaddimah: An introduction to history* (N. J. Dawood, Ed., F. Rosenthal, Trans.). Princeton University Press.
- Ibn Sina (Avicenna). (2005). *The metaphysics of the healing* (M. Marmura, Trans.). Brigham Young University Press.
- Ling, L. H. M. (2014). *The dao of world politics: Towards a post-Westphalian, worldist international relations*. Routledge.
- Nguigi wa Thiong'o (1998). Decolonising the Mind. *Diogenes*. 46 (184): 101-104.
- Lenin, V. I. (1999). *Imperialism, the highest stage of capitalism*. Pluto Press.
- Confucius. (1998). *The Analects* (R. Dawson, Trans.). Oxford University Press.

Suggested Readings

Unit I: Introduction

- Leslie, M. (1970). "In Defence of Anachronism", *Political Studies*, 18 (4). 433-447.
- Larkins, J. (2009). *From Hierarchy to Anarchy: Territory and Politics before Westphalia*. Palgrave Macmillan.
- Held, D. and Maffettone, P. (eds.) (2017). *Global Political Theory*. Polity.
- Kapoor, K. (2017). *Text and interpretation: The Indian tradition*. D.K. Printworld.
- Skinner, Q. (2002). *Visions of politics, Vol. 1: Regarding method*. Cambridge University Press.
- Walker, R. B. J. (1993). *Inside/Outside: International Relations as Political Theory*. Cambridge University Press.
- Brown, C. (2015). *International Society, Global Polity: An Introduction to International Political Theory*. Sage Publications, Inc.
- Gadamer, H.-G. (2004). *Truth and method* (2nd rev. ed., J. Weinsheimer & D. G. Marshall, Trans.). Continuum.
- Risse, M. (2016). *Global Political Philosophy*. Palgrave Macmillan.
- Acharya, A., & Buzan, B. (2019). *The making of global international relations: Origins and evolution of IR at its centenary*. Cambridge University Press.
- Parekh, B. (1992), "The Poverty of Indian Political Theory", *History of Political Thought*, Vol. XIII, No. 3, pp. 535-560.

Unit II: The Western Canons

Armitage, D. (2013). *Foundations of Modern International Thought*, Cambridge: Cambridge University Press.

Brown, C., Nardin, T. and Rengger, N. (eds.) (2002). *International Relations in Political Thought: Texts from the Ancient Greeks to the First World War*. Cambridge University Press.

Jackson, R. (2005). *Classical and Modern Thought on International Relations: From Anarchy to Cosmopolis*. Palgrave Macmillan.

Keene, E. (2005). *International Political Thought: An Historical Introduction*. Polity.

Nardin, T. and Mapel, D. R. (Eds.) (1993). *Traditions of International Ethics*. Cambridge University Press.

Wight, G. and Porte, B. (eds.) (2005). *Martin Wight: Four Seminal Thinkers in International Theory: Machiavelli, Grotius, Kant, and Mazzini*. Oxford University Press.

Unit IV: Interventions from other traditions

Zedong, M. (2007). *Selected works, Vol. II: On contradiction and practice*. Foreign Languages Press.

Said, E. W. (1978). *Orientalism*. Pantheon Books.

Kautilya. (1992). *The Arthashastra* (L. N. Rangarajan, Trans.). Penguin Books.

Wallerstein, I. (1974). *The modern world-system, Vol. I: Capitalist agriculture and the origins of the European world-economy in the sixteenth century*. Academic Press.

Bilgrami, A. (2012). *Secularism, identity, and enchantment*. Harvard University Press.

Seth, S. (2011). *Postcolonial theory and international relations: A critical introduction*. Routledge.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in political thought and comparative politics. Activities may include:

- review of relevant books
- class presentations
- guided discussion of selected readings
- writing tasks
- group discussions

Master of Arts in Political Science

PS-DSE 33: Religious Dynamics and Nationalism in Comparative Perspective

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 33: Religious Dynamics and Nationalism in Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline

This course investigates the intricate relationship between religious identities and the processes of nation-building, primarily focusing on the South Asian experience. The curriculum is organized into four thematic units, beginning with conceptual and theoretical frameworks that explore the interplay between religion, secularism, and the public sphere. It then examines the historical and colonial contexts, analyzing how religious movements and colonial governance shaped modern communal identities and the "idea of India". The third unit focuses on the nexus between religion and the making of nations, specifically looking at the Partition, minority rights, and the constitutional vision of a secular state. Finally, the course addresses contemporary religious dynamics, evaluating modern challenges such as majoritarianism, religious nationalism, and the role of religion in 21st-century democratic politics. By engaging with both canonical scholarship and primary historical debates, students will develop a critical understanding of how religious plurality and conflict continue to influence state formation and national identity.

Course Objectives

- To examine religious nationalism in a global context.
- To draw on interdisciplinary approaches to understand post-colonial societies in Latin America, Africa, and Asia.
- To develop a broad-based causal understanding of the continuities and discontinuities in the rise of religious nationalism and its impacts across different societies.

Course Learning Outcomes

After completion of the course students will

- understand religious nationalism from a comparative perspective
- understand the interplay between religious dynamics and nationalism

- learn to draw on various comparative tools.

Contents

Unit I. Concepts, Approaches and Arguments (12 hours)

- a) Understanding religious nationalism: Context and Debates
- b) Post-colonialism, ethnicity and identity
- c) Methodological Foundation and Challenges

Unit II. Nigeria and Somalia: Ethnicity and Religious Violence (11 hours)

- a) Imaginaries of community, ethnicity and religion
- b) Elitist Populism, Transactional Politics, and Limits of Reconciliation
- c) Ontological Anxiety, Globalisation, and Democracy

Unit III. Middle East: Divergent Modernities (11 hours)

- a) Religion, Nation-Building and Modernity
- b) Ethno-religious Majoritarianism vs Strategic Pluralism
- c) Communal Conflict and Violence vs Multiculturalism and Tolerance

Unit IV. Brazil and Colombia: Contentious Politics and Sacred Violence (11 hours)

- a) Rethinking Sacred, Peace and Multiple Modernity
- b) Institutions, Resistance and Conflict
- c) Post-secular turn and moral nationalism

Essential Readings

Unit I: Concepts, Approaches and Arguments

Tilly, C. (2003). *The politics of collective violence* (pp. 1–54). Cambridge University Press.

Apter, D. E. (1997). Political violence in analytical perspective. In D. E. Apter (Ed.), *The legitimization of violence* (pp. 1–32). New York University Press.

Smith, A. D. (2000). The ‘sacred’ dimension of nationalism. *Millennium: Journal of International Studies*, 29(3), 791–814.

Rieffer, B.-A. J. (2003). Religion and nationalism: Understanding the consequences of a complex relationship. *Ethnicities*, 3(2), 215–242.

- Juergensmeyer, M. (2010). The global rise of religious nationalism. *Australian Journal of International Affairs*, 64(3), 262–273.
- Brubaker, R. (2012). Religion and nationalism: Four approaches. *Nations and Nationalism*, 18(1), 2–20.
- Hastings, A. (1997). *The construction of nationhood: Ethnicity, nationalism and religion*. Cambridge University Press.
- Berman, B. J., Bhargava, R., & Laliberté, A. (Eds.). (2013). *Secular states and religious diversity*. UBC Press.
- Beyer, P. (2013). Religious pluralism as a self-evident problem in the context of globalization. In B. J. Berman, R. Bhargava, & A. Laliberté (Eds.), *Secular states and religious diversity* (pp. 29–44). UBC Press. <https://doi.org/10.1515/9780774825146-004>
- de Haan, W. (2010). Violence as an essentially contested concept. In S. Body-Gendrot & P. Spierenburg (Eds.), *Violence in Europe: Historical and contemporary perspectives* (pp. 27–40). Springer.
- Kalyvas, S. N. (2003). The ontology of ‘political violence’: Action and identity in civil wars. *Perspectives on Politics*, 1(3), 475–494.
- Kalyvas, S. N. (2006). *The logic of violence in civil war* (pp. 1–15, 146–209, 330–363). Cambridge University Press.
- Fearon, J. D., & Laitin, D. D. (2000). Violence and the social construction of ethnic identity. *International Organization*, 54(4), 845–877.
- Spohn, W. (2003). Multiple modernity, nationalism and religion: A global perspective. *Current Sociology*, 51(3–4), 265–286.
- Hasenclever, A., & Rittberger, V. (2000). Does religion make a difference? Theoretical approaches to the impact of faith on political conflict. *Millennium: Journal of International Studies*, 29(3), 641–674.
- Fox, J. (1999). Toward a dynamic theory of ethno-religious conflict. *Nations and Nationalism*, 5(4), 431–463.
- Appleby, R. S. (2012). Religious violence: The strong, the weak, and the pathological. *Practical Matters*, 5, 1–25.
- Finke, R., & Harris, J. (2011). War and rumors of war: Explaining religiously motivated violence. In J. Fox (Ed.), *Religion, politics, society, and the state* (pp. 53–71). Oxford University Press.
- Cavanaugh, W. T. (2011). The myth of religious violence. In A. R. Murphy (Ed.), *The Blackwell companion to religion and violence* (pp. 23–33). Wiley-Blackwell.

Unit II: Nigeria and Somalia: Ethnicity and Religious Violence

Akpanika, E. N. (2017). Religious and political crises in Nigeria: A historical exploration. *IOSR Journal of Humanities and Social Science*, 22(9), 65–74. <https://doi.org/10.9790/0837-2209026574>

Anugwom, E. E. (2000). Ethnic conflict and democracy in Nigeria: The marginalisation question. *Journal of Social Development in Africa*, 15(1), 61–78. <https://doi.org/10.4314/jsda.v15i1.23854>

Çancı, H., & Odukoya, O. A. (2016). Ethnic and religious crises in Nigeria: A specific analysis upon identities (1999–2013). *African Journal on Conflict Resolution*, 16(1), 87–110. <https://doi.org/10.4314/ajcr.v16i1>

McCauley, J. W. (2017). *The logic of ethnic and religious conflict in Africa*. Cambridge University Press. <https://doi.org/10.1017/9781316796252>

Omotosho, M. (2014). Managing religious conflicts in Nigeria: The interreligious mediation peace strategy. *Africa Development / Afrique et Développement*, 39(2), 133–151. <https://doi.org/10.2307/afrdevafrdev.39.2.133>

Radouani, J. (2022). Lost peace or religious violence and identity crisis in Africa. In E. Spiegel, G. Mutalemwa, C. Liu, & L. R. Kurtz (Eds.), *Peace studies for sustainable development in Africa: Conflicts and peace-oriented conflict resolution* (pp. 41–47). Springer. https://doi.org/10.1007/9783030924744_7

Wlodarczyk, N. (2013). African traditional religion and violence. In M. Juergensmeyer & M. Kitts (Eds.), *The Oxford handbook of religion and violence* (pp. 153–166). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199759996.013.0007>

Almi, A. A., & BinWasi, M. A. (2013). Conflict and ethnicity: Somalia. *International Journal of Social Sciences and Humanities Research*, 8(4), 39–53.

Warsame, A. B. (2020). *Ethnic prejudice and discrimination of the Somali minority groups: The image of the other as an enemy*.

Mohamoud, A. A. (2006). *State collapse and post-conflict development in Africa: The case of Somalia (1960–2001)*. Purdue University Press.

Chonka, P. J. (2017). *Imagining the Somali lands: Nationalism in a transnational public sphere, and the political reconfiguration of Somalia* [Doctoral dissertation].

Kluijver, R. (2023). *The state in Somalia: Between self-governance and international order* [Doctoral dissertation, Sciences Po].

Adan, A. H. (2025). *The impact of ongoing power struggles amongst Somali elites: Instability and the erosion of public trust undermining legitimacy and leadership* [Doctoral dissertation, University of London].

Unit III: Middle East: Divergent Modernities

Ali, A., Elbadawy, E., & Kansu, Y. (2023). Religion and nationalism in the Arab world: Continuing or temporary intersection? *OALib*, 10(12), 1–21. <https://doi.org/10.4236/oalib.1111017>

Baban, F. (2018). Nationalism and the crisis of community in the Middle East. *Dialectical Anthropology*, 42(4), 351–357. <https://doi.org/10.1007/s10624-018-9534-5>

Gelvin, J. L. (2020). *The modern Middle East: A history* (5th ed.). Oxford University Press.

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism* (Rev. ed.). Verso.

Katz, Y. (2025). A decade of change in Middle Eastern geopolitics. *Athens Journal of Political Science*, 1(2). <https://doi.org/10.30958/ajpia.1-2-4>

Gelvin, J. L. (2005). Globalization, religion, and politics in the Middle East. *International Journal of Middle East Studies*, 37(2), 205–222. <https://doi.org/10.1111/j.1478-0542.2005.00304.x>

Kuru, A. T. (2024). Islamism and nationalism: How did old enemies become new allies? *Contemporary Islam*. <https://doi.org/10.1007/s41682-024-00186-3>

Khatib, I. (2026). Political and personal religious attitudes: The role of religion in intragroup and intergroup conflicts: Evidence from the Middle East. *Politics and Religion*, 19(1), 35–62. <https://doi.org/10.1017/S1755048325100230>

Singh, P. (2024a). Ideology, democracy and the Jewish state: The shifts within. In *Contesting the monolith: Intersectionality and interfaces in the Jewish state of Israel* (pp. 21–50). Routledge. <https://doi.org/10.4324/9781003674900>

Singh, P. (2024b). Homogenising the heterogeneous: Construing the ethnic fabric of the Israeli nation. In *Contesting the monolith: Intersectionality and interfaces in the Jewish state of Israel* (pp. 51–80). Routledge. <https://doi.org/10.4324/9781003674900>

Unit IV: Brazil and Colombia: Contentious Politics and Sacred Violence

Aung-Thwin, M. A. (2009). *Of monarchs, monks, and men: Religion and the state in Myanmar* (ARI Working Paper No. 127). Asia Research Institute, National University of Singapore.

Prasse-Freeman, E. (2013). Scapegoating in Burma. *Anthropology Today*, 29(4), 2–3.

- Thawngmung, A. M. (2014). Contending approaches to communal violence in Rakhine State. In M. Gravers & F. Ytzen (Eds.), *Burma/Myanmar: Where now?* (pp. 323–338). NIAS Press.
- Levine, D. H. (1981). *Religion and politics in Latin America: The Catholic Church in Venezuela and Colombia*. Princeton University Press. <http://www.jstor.org/stable/j.ctt7zv2kd>
- Mainwaring, S. (2003). The transformation and decline of Christian democracy in Latin America. In S. Mainwaring & T. R. Scully (Eds.), *Christian democracy in Latin America: Electoral competition and regime conflicts* (pp. 364–383). Stanford University Press.
- Mantilla, L. F. (2012). Scripture, structure and the formation of Catholic parties: The case of Venezuela. *Party Politics*, 18(3), 369–390. <https://doi.org/10.1177/1354068810382938>
- Theisen, G. (1974). The case of Camilo Torres Restrepo. *Journal of Church and State*, 16(2), 301–315. <https://doi.org/10.1093/jcs/16.2.301>
- Torres, C. (1971). *Revolutionary priest: The complete writings and messages of Camilo Torres* (J. Gerassi, Ed.). Vintage Books.
- Levine, D. H., & Wilde, A. W. (1977). The Catholic Church, ‘politics,’ and violence: The Colombian case. *The Review of Politics*, 39(2), 220–249.
- Dodson, M. (1979). The Christian left in Latin American politics. *Journal of Interamerican Studies and World Affairs*, 21(1), 45–68.
- Stepan, A. (2000). Religion, democracy, and the ‘twin tolerations.’ *Journal of Democracy*, 11(4), 37–57.
- Ferreira, M. A., & Maschietto, R. H. (2025). Shaping violences: State formation, symbolic violence and the link between public and private interests in Brazil. *Peacebuilding*, 13(1), 1–19.
- Garrard, V. (2020). Hidden in plain sight: Dominion theology, spiritual warfare, and violence in Latin America. *Religions*, 11(12), Article 648.
- Smith, A. E. (2019). *Religion and Brazilian democracy: Mobilizing the people of God*. Cambridge University Press.
- Oosterbaan, M. (2017). *Transmitting the spirit: Religious conversion, media, and urban violence in Brazil*. Penn State University Press.
- Ribeiro, C. de O. (2025). Interreligious movements in Brazil: Human rights, decoloniality, and pluralism in debate. *Religions*, 16(7), Article 861.
- Mota, A., & Delanty, G. (2015). Eisenstadt, Brazil and the multiple modernities framework: Revisions and reconsiderations. *Journal of Classical Sociology*, 15(1), 39–57.

de Carvalho, J. J. (2000). An enchanted public space: Religious plurality and modernity in Brazil. In V. Schelling (Ed.), *Through the kaleidoscope: The experience of modernity in Latin America* (pp. 275–296). Verso.

Boito, A., & Saad-Filho, A. (2016). State, state institutions, and political power in Brazil. *Latin American Perspectives*, 43(2), 190–206.

Tarlau, R. (2015). Not-so-public contention: Movement strategies, regimes, and the transformation of public institutions in Brazil. *Mobilization: An International Quarterly*, 20(1), 101–121.

Montero, P. (2020). Religious pluralism and its impacts on the configuration of secularism in Brazil. *Secular Studies*, 2(1), 14–29.

da Silva, A. R. C., Barros, D. F., & Zeferino, J. (2026). Politics and semantics of exclusion: Highlights on the relationship between religion and public life in Brazil. *International Journal of Public Theology*, 19(4), 475–490.

Schwarz, R. (1992). Brazilian culture: Nationalism by elimination. In *Misplaced ideas: Essays on Brazilian culture* (pp. 1–18). Verso.

Miskolci, R., & Balieiro, F. de F. (2023). The moralization of politics in Brazil. *International Sociology*, 38(4), 480–496.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in comparative politics and nationalism. Activities may include:

- guided discussion of selected readings
- review of relevant books
- class presentations
- writing tasks
- group discussion

Master of Arts in Political Science
PS-DSE 34: The International Politics of Climate Change

Credits: 4

Duration: 60 Hours (45 hrs Lect. + 15 hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 34: The International Politics of Climate Change	4	3	1	Bachelor's degree in any course	None

Course Outline

This course balances theory and practice to provide a comprehensive understanding of the key issues and debates shaping international climate politics. It begins by examining the science, framing, and theoretical approaches to climate politics. It then explores the evolution of global climate governance from the Kyoto Protocol to the Paris Agreement, highlighting the role of state and non-state actors and the dynamics between the Global North and South. The course further engages with key dilemmas in international climate politics such as clean energy transitions, carbon markets, adaptation, loss and damage, and the links between climate change, security, and conflict. Finally, it focuses on India's role in international climate politics, tracing the evolution of its climate diplomacy, domestic policy architecture, and contributions to global climate governance.

Course Objectives

- It aims to equip students with a comprehensive understanding of the complex and rapidly evolving global politics of climate change.
- The course critically examines the roles of key actors, institutions, and competing interests on issues of climate governance, justice, ethics, and security.
- It engages with various ideational perspectives, ethical considerations, policy responses, and dilemmas shaping global climate politics.
- The course introduces a comprehensive analysis of how India has engaged with the issue of climate change both domestically and internationally.

Course Learning Outcomes

- Students of this course will learn key concepts and tools to critically evaluate climate governance institutions, negotiations, and debates, and assess climate policies in terms of global justice, national interests, and security.
- Students will acquaint themselves with diverse theoretical approaches to international climate politics, drawing from both traditional and post-positivist frameworks, enabling them to understand better how different actors, institutions, and discourses shape global climate governance and policy.
- Students will also learn about India's political and strategic dynamics of climate policy making and practices.
- Students will synthesize cutting-edge scholarship and real-world case studies, and engage in theoretical and policy debates and simulations, to arrive at purpose-driven and informed deliberations on contemporary climate challenges in international politics.

Course Content:

Unit I: Understanding the Political in Climate Change (12 hours)

- a) The science and framing of climate change
- b) Theorising climate politics
- c) Justice, ethics, and equity

Unit II: Institutions and Actors in Climate Governance (10 Hours)

- a) The evolution of global climate regime: from Kyoto to Paris
- b) Transnational and non-state actors in global climate governance
- c) North-South dynamics

Unit III: Dilemmas in Climate Politics (12 Hours)

- a) Clean energy and just transitions
- b) Carbon markets, adaptation, and loss & damage
- c) Security, conflicts, and climate change

Unit IV: India and the International Climate Politics (11 Hours)

- a) Evolution of India's climate diplomacy
- b) India's climate policy architecture and strategy
- c) Role and contribution to global climate politics

Essential Readings

Unit I: Understanding the Political in Climate Change

Future Earth, the Earth League, & World Climate Research Programme. (2024). *10 new insights in climate science 2024/2025*. Stockholm.

Forster, P. M., et al. (2023). Indicators of global climate change 2022: Annual update of large-scale indicators of the state of the climate system and human influence. *Earth System Science Data*, 15(4), 2295–2327.

O'Brien, K., St. Clair, A. L., & Kristoffersen, B. (2010). The framing of climate change: Why it matters. In K. O'Brien, A. L. St. Clair, & B. Kristoffersen (Eds.), *Climate change, ethics and human security* (pp. 3–22). Cambridge University Press.

Symons, J. (2019). Realist climate ethics: Promoting climate ambition within the Classical Realist tradition. *Review of International Studies*, 45(1), 141–160.

Krogmann, D. (2025). Liberal environmentalism and climate change in the polycrisis. *Global Sustainability*, 8, e8.

Günay, D. (2025, February 26). New directions in climate politics research. *E-International Relations*.

Roberts, J. T., & Parks, B. C. (2007). *A climate of injustice: Global inequality, North–South politics, and climate policy*. MIT Press. (Chapters 1–2)

Gardiner, S. M. (2006). A perfect moral storm: Climate change, intergenerational ethics and the problem of moral corruption. *Environmental Values*, 15(3), 397–413.

Singer, P. (2006). Ethics and climate change: A commentary on MacCracken, Toman and Gardiner. *Environmental Values*, 15(3), 415–422.

Unit II: Institutions and Actors in Climate Governance

Bodansky, D. (2023). The UN climate change regime thirty years on: A retrospective and assessment. *Environmental Policy and Law*, 53(1), 19–33.

Maizland, L., & Fong, C. (2025, January 21). Global climate agreements: Successes and failures. *Council on Foreign Relations*.

Dimitrov, R. S., Hovi, J., Sprinz, D. F., Sælen, H., & Underdal, A. (2019). Institutional and environmental effectiveness: Will the Paris Agreement work? *Wiley Interdisciplinary Reviews: Climate Change*, 10(2), e583.

Bäckstrand, K., Kuyper, J. W., Linnér, B. O., & Lövbrand, E. (2017). Non-state actors in global climate governance: From Copenhagen to Paris and beyond. *Environmental Politics*, 26(4), 561–579.

Dubash, N. K. (2021). Varieties of climate governance: The emergence and functioning of climate institutions. *Environmental Politics*, 30(sup1), 1–25.

Heras, A., & Gupta, J. (2025). North–South relations, responsibilities, and agendas in Earth system governance: Have these changed in the Anthropocene? *Earth System Governance*, 24, 100251.

Hurrell, A., & Sengupta, S. (2012). Emerging powers, North–South relations and global climate politics. *International Affairs*, 88(3), 463–484.

Unit III: Dilemmas in Climate Politics

Newell, P., & Mulvaney, D. (2013). The political economy of the ‘just transition’. *The Geographical Journal*, 179(2), 132–140.

McCauley, D. (2023). Just transitions. In *Theorising justice* (Chap. 15). Bristol University Press.

Turner, J. M. (2014). Counting carbon: The politics of carbon footprints and climate governance from the individual to the global. *Global Environmental Politics*, 14(1), 59–78.

Lane, R., & Newell, P. (2016). The political economy of carbon markets. In T. Van de Graaf, B. Sovacool, A. Ghosh, F. Kern, & M. Klare (Eds.), *The Palgrave handbook of the international political economy of energy* (pp. 353–372). Palgrave Macmillan.

Sovacool, B. K., Linnér, B.-O., & Goodsite, M. E. (2015). The political economy of climate adaptation. *Nature Climate Change*, 5(7), 616–618.

Düvel, E., & García-Portela, L. (2024). The ethics of climate change loss and damage. *Wiley Interdisciplinary Reviews: Climate Change*, 15(6), e910.

Albert, M. (2022). Climate emergency and securitization politics: Towards a climate politics of the extraordinary. *Globalizations*, 20(4), 533–547.

McDonald, M. (2013). Discourses of climate security. *Political Geography*, 33, 42–51.

Brzoska, M. (2017). Weather-related disasters and violent conflict. In *SIPRI Yearbook 2017: Armaments, disarmament and international security* (pp. 301–318). Stockholm International Peace Research Institute.

Unit IV: India and the International Climate Politics

Agarwal, A., & Narain, S. (2019). Global warming in an unequal world: A case of environmental colonialism. In N. K. Dubash (Ed.), *India in a warming world: Integrating climate change and development* (pp. 23–40). Oxford University Press.

Atteridge, A., Shrivastava, M. K., Pahuja, N., & Upadhyay, H. (2012). Climate policy in India: What shapes international, national and state policy? *Ambio*, 41(Suppl. 1), 68–77.

Dubash, N. K., & Ghosh, S. (2019). National climate policies and institutions. In N. K. Dubash (Ed.), *India in a warming world: Integrating climate change and development* (pp. 173–197). Oxford University Press.

Dubash, N. K. (2025). Domesticating climate change: the evolution of Indian climate politics and policy. *Economic and Political Weekly*, 60(2), 78–85.

Raghunandan, D. (2019). India in international climate negotiations: Chequered trajectory. In N. K. Dubash (Ed.), *India in a warming world: Integrating climate change and development* (pp. 257–277). Oxford University Press.

Jayaram, D. (2018). From “spoiler” to “bridging nation”: The reshaping of India’s climate diplomacy. *Revue Internationale et Stratégique*, 109(1), 181–190.

Key Websites:

Climate Action Tracker. (n.d.). *Climate Action Tracker*. <https://climateactiontracker.org>

United Nations Framework Convention on Climate Change. (n.d.). *UNFCCC*. <https://unfccc.int>

World Bank. (n.d.). *Climate Change Knowledge Portal (CCKP)*.
<https://climateknowledgeportal.worldbank.org>

Intergovernmental Panel on Climate Change. (n.d.). *IPCC*. <https://www.ipcc.ch>

World Resources Institute. (n.d.). *Climate Watch*. <https://www.climatewatchdata.org>

United Nations Climate Action Reports: <https://www.un.org/en/climatechange/reports>

Suggested Readings

Unit I: Understanding the Political in Climate Change

Intergovernmental Panel on Climate Change. (2021). *Summary for policymakers*. In V. Masson-Delmotte et al. (Eds.), *Climate change 2021: The physical science basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* (pp. 3–32). Cambridge University Press.

Shyrokykh, K., & Dellmuth, L. (2025). Climate change framings and linkages across international organizations. *Earth System Governance*, 20, 100279.

Sending, O. J., Hornburg, T. B., & Overland, I. (2020). Climate change and international relations: A five-pronged research agenda. *Journal of International Affairs*, 73(1), 183–193.

Keohane, R. O., & Victor, D. G. (2011). The regime complex for climate change. *Perspectives on Politics*, 9(1), 7–23.

Bernstein, S. (2024). IR, climate politics, and change: Opportunities for productive engagement? *International Relations*, 38(3), 349–368.

Caney, S. (2010). Climate change and the duties of the advantaged. *Critical Review of International Social and Political Philosophy*, 13(1), 203–228.

Knight, C. (2011). Climate change and the duties of the disadvantaged: Reply to Caney. *Critical Review of International Social and Political Philosophy*, 14(4), 531–542.

van der Linden, S., Leiserowitz, A., Rosenthal, S., & Maibach, E. (2017). Inoculating the public against misinformation about climate change. *Global Challenges*, 1(1), 1600008.

Unit II: Institutions and Actors in Climate Governance

United Nations. (1992). *United Nations Framework Convention on Climate Change*.

Depledge, J., & Yamin, F. (2009). The global climate-change regime: A defence. In D. Helm & C. Hepburn (Eds.), *The economics and politics of climate change* (pp. 433–453). Oxford University Press.

Harris, P. G. (2007). Collective action on climate change: The logic of regime failure. *Natural Resources Journal*, 47(1), 195–224.

United Nations. (1998). *Kyoto Protocol to the United Nations Framework Convention on Climate Change*.

United Nations. (2015). *Paris Agreement*. <https://unfccc.int/process-and-meetings/the-paris-agreement>

Hale, T. (2016). “All hands on deck”: The Paris Agreement and nonstate climate action. *Global Environmental Politics*, 16(3), 12–22.

Ardoin, N. M., & Bowers, A. W. (2025). Collective action impacts on climate change mitigation. *Current Opinion in Behavioral Sciences*, 63, 101503.

Buzogány, A., & Scherhaufer, P. (2023). The new climate movement: Organization, strategy, and consequences. In H. Jörgens, C. Knill, & Y. Steinebach (Eds.), *The Routledge handbook of environmental policy* (pp. 358–380). Routledge.

Ülgen, S. (2021, October 6). How deep is the North–South divide on climate negotiations? *Carnegie Endowment for International Peace*.

Hormio, S. (2023). Collective responsibility for climate change. *Wiley Interdisciplinary Reviews: Climate Change*, 14(4), e830.

Unit III: Dilemmas in Climate Politics

McDonald, M. (2022). Geoengineering, climate change and ecological security. *Environmental Politics*, 32(4), 565–585.

ETC Group, Biofuelwatch, & Heinrich Böll Foundation. (2017). *The big bad fix: The case against climate geoengineering*. Heinrich Böll Foundation.

Kouloukoui, D., & Warin, T. (2025). Barriers, opportunities, and best practices for corporate climate transition plans: A literature review. *Climate*, 13(5), 88.

Heilinger, J. C., & Kempt, H. (2024). Loss and damage, and addressing structural injustice in the climate crisis. *Ethics, Policy & Environment*, 28(2), 266–280.

Javeline, D. (2014). The most important topic political scientists are not studying: Adapting to climate change. *Perspectives on Politics*, 12(2), 420–434.

Barnett, J., & Adger, W. N. (2007). Climate change, human security and violent conflict. *Political Geography*, 26(6), 639–655.

Aspen Institute. (2019). *Rethinking national security: The effects of climate change on conflict and geopolitics*. In *Climate change and national security: How can public policy change the world?* Aspen Institute.

Unit IV: India and the International Climate Politics

Dubash, N. K., Khosla, R., Lele, S., & Kelkar, U. (2018). India and climate change: Evolving ideas and increasing policy engagement. *Annual Review of Environment and Resources*, 43, 395–424.

Government of India. (2008). *National action plan on climate change*. Prime Minister's Council on Climate Change.

Mizo, R. (2025). India in global climate politics: Balancing continuity and change. *Strategic Analysis*, 49(1), 19–33.

Xavier, C., & Nachiappan, K. (2024, January 25). *India's climate diplomacy: New priorities and policy options* [Executive policy brief]. Centre for Social and Economic Progress.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

Tutorial Activities

Tutorials will be geared towards the application of concepts and ideas learned in lectures towards debates and discussion of key issues in international climate politics.

Activities may include:

- Group discussions of current issues in global climate politics
- Debates on core issues of the field
- Guided literature analysis
- Analysis of relevant meta-data and reports (UN, IPCC, etc.)
- Individual and group presentations of case-studies and research projects

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 35: International Political Economy

Credits: 4

Duration: 60 Hours (45 hrs Lect. + 15 hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 35: International Political Economy	4	3	1	Bachelor's degree in any course	None

Course Outline

The course examines issues at the intersection of politics and economics at the global level, focusing on how power, institutions, and ideas shape and govern international economic relations. The course engages with competing theoretical traditions in the International Political Economy (IPE) as a foundation to understanding the practical aspects and issues in the field. The course also introduces the contributions of Indian scholars to study of international political economy.

Course Objectives

- The course aims to familiarise students with the theoretical debates and critical perspectives in International Political Economy.
- It introduces key concepts and tools for analysing global politics through the lens of political economy as well as key contributions of Indian thought in this domain.
- The course offers a systematic understanding of global economic governance and contemporary issues pertaining to trade, finance, labour, technology, environment, migration, and global justice.
- The course emphasizes theoretical pluralism and interdisciplinary analysis by building students' capacity to apply abstract frameworks to contemporary global issues.

Course Learning Outcomes

- The course will enhance student's knowledge by critically engaging with competing theoretical approaches in IPE, including realism, liberalism, structuralism and, post-positivist theories such as constructivism, feminism, and ecological thought that will help them develop and formulate critical perspectives on the ethical and political questions of the global economic order.

- Students will gain a deeper understanding of the power dynamics underpinning global economic governance and the role of key institutions such as the IMF, the World Bank, and the WTO on the one hand and,
- Students will learn about key Indian thought contributions to the field of International Political Economy.
- Students will gain analytical and research skills as they analyse the dynamics and power relations between and among various states and non-state actors in this domain.

Course Content

Unit I: Introduction to International Political Economy (12 Hours)

- a) Theoretical approaches and critical perspectives
- b) Global Economic Governance (IMF, WB and WTO)

Unit II: The Politics of International Economy (11 Hours)

- a) Trade and Tariffs, Finance, and Labour
- b) Knowledge and Technology, TRIPPS
- c) International Alignments (G-8, BRICS, G-77, OPEC)

Unit III: The Global Environment, Migration, and Social Movements (11 Hours)

- a) The political economy of international environmental issues
- b) Migration, Refugees, and Global Social Movements
- c) The political economy of global justice

Unit IV: India's Contribution to International Political Economy (11 Hours)

- a) Development and Global Justice
- b) Globalisation and Liberalisation
- c) International Trade and Finance

Essential Readings

Unit I: Introduction to International Political Economy

Gilpin, R. (2001). *Global political economy: Understanding the international economic order* (Introduction, Chapters 1–3). Princeton University Press.

Balaam, D. N., & Veseth, M. (2000). *Introduction to international political economy* (2nd ed., Chapters 1–5). Prentice Hall.

Balaam, D. N., & Dillman, B. (2019). *Introduction to international political economy* (7th ed., Chapter 5). Routledge.

Peterson, V. S., & Runyan, A. S. (2010). *Global gender issues in the new millennium* (Chapters 1 & 3). Westview Press.

Narlikar, A. (2005). *The World Trade Organisation: A very short introduction* (Chapters 2–5, pp. 22–121). Oxford University Press.

Jackson, J. H. (1998). *The World Trade Organisation: Constitution and jurisprudence* (Chapters 2–4). Routledge.

Williams, M. (1994). The IMF and the Third World. In *International economic organisations and the Third World* (pp. 51–111). Harvester Wheatsheaf.

Rodrik, D. (2011). Bretton Woods, GATT, and the WTO: Trade in a politicized world. In *The globalization paradox* (pp. 67–88). Norton.

Stiglitz, J. E. (2002, January). Globalism's discontents. *The American Prospect*, 13(1), 52–60.

Ruggie, J. G. (2004). International regimes, transactions, and change: Embedded liberalism in the post-war economic order. In T. J. Sinclair (Ed.), *Global governance: Critical concepts in political science* (Vol. 2, pp. 387–425). Routledge.

Unit II: The Politics of International Economy

O'Brien, R., & Williams, M. (2004). *Global political economy: Evolution and dynamics* (Chs. 5–8, pp. 135–252). Palgrave Macmillan.

Dollar, D., & Wade, R. H. (2013). Trade liberalization and economic growth: Does trade liberalization contribute to economic prosperity? In P. M. Haas & J. A. Hird (Eds.), *Controversies in globalization: Contending approaches to international relations* (pp. 1–39). Sage.

Winters, A., Vyborny, K., & Birdsall, N. (2013). Trade and equality: Does free trade promote economic equality? In P. M. Haas & J. A. Hird (Eds.), *Controversies in globalization: Contending approaches to international relations* (pp. 40–70). Sage.

Rodrik, D. (2011). *The globalization paradox* (pp. 89–134). Norton.

Haggard, S., & Maxfield, S. (2004). The political economy of financial institutionalization in the developing world. In T. J. Sinclair (Ed.), *Global governance: Critical concepts in political science* (Vol. 2, pp. 71–105). Routledge.

Sinclair, T. J. (2004). Reinventing authority: Embedded knowledge networks and the new global finance. In T. J. Sinclair (Ed.), *Global governance: Critical concepts in political science* (Vol. 3, pp. 368–388). Routledge.

- Muller, B. J. (2016). Technology. In A. Ní Mhurchú & R. Shindo (Eds.), *Critical imaginations in international relations* (pp. 228–244). Routledge.
- Brown, W., Bromley, S., & Athreye, S. (2004). *Ordering the international: History, change and transformation* (Chs. 10 & 13, pp. 337–374, 453–480). Pluto Press.
- Balaam, D. N., & Dillman, B. (2019). *Introduction to international political economy* (7th ed., Ch. 10, pp. 252–280). Routledge.
- Haggart, B. (2019). Taking knowledge seriously: Towards an international political economy theory of knowledge governance. In B. Haggart, K. Henne, & N. Tusikov (Eds.), *Information, technology and control in a changing world* (pp. 25–54). Palgrave Macmillan.
- Yu, P. K. (2023). TRIPS and its futures. In G. J. Reynolds, A. Mogyoros, & T. Dagne (Eds.), *Intellectual property futures: Exploring the global landscape of IP law and policy* (pp. 55–78). University of Ottawa Press. <https://ssrn.com/abstract=4487863>
- Alden, C., & Vieira, M. A. (2005). The new diplomacy of South Africa, Brazil, India and trilateralism. *Third World Quarterly*, 26(7), 1077–1095.
- Hurrell, A. (2006). Hegemony, liberalism and global order: What space for would-be great powers? *International Affairs*, 82(1), 1–19.
- Hurrell, A. (2007). One world? Many worlds? The place of regions in the study of international society. *International Affairs*, 83(1), 151–166.
- Neil, P. (2010). Redistribution and recognition: What emerging regional powers want. *Review of International Studies*, 36(4), 951–974. British International Studies Association.
- Walt, S. M. (2009). Alliances in a unipolar world. *World Politics*, 61(1), 86–120.
- Walt, S. M. (2011, October 25). *The end of the American era* [Article].
- Hancock, K. J., & Vivoda, V. (2014). International political economy: A field born of the OPEC crisis returns to its energy roots. *Energy Research & Social Science*, 1, 206–216.
- Unit III: The Global Environment and Social Movements**
- Newell, P. (2008). The political economy of global environmental governance. *Review of International Studies*, 34(3), 507–529. Cambridge University Press.
- Karns, M. P., & Mingst, K. A. (2010). Protecting the environment. In *International organizations: The politics and process of global governance* (2nd ed., pp. 497–534). Lynne Rienner Publishers.

Eckersley, R. (1995). Markets, the state and the environment: An overview. In R. Eckersley (Ed.), *Markets, the state and the environment* (pp. 1–23). Palgrave Macmillan.

Clapp, J., & Helleiner, E. (2025). Reflections on the IPE of green finance. *Journal of International Political Economy*.

Charnysh, V. (2024). Historical political economy of migration. In J. A. Jenkins & J. Rubin (Eds.), *The Oxford handbook of historical political economy*. Oxford University Press.

Castles, S. (2008). Globalization and migration: Some pressing contradictions. *International Migration Review*, 42(1), 105–130. Wiley Online Library.

Moghadam, V. M. (2013). Introduction and overview: Social movements and contemporary politics. In *Globalization and social movements* (pp. 1–30). Rowman & Littlefield.

Cox, R. (2002). Civil society at the turn of the millennium: Prospects for an alternative world order. In T. J. Sinclair (Ed.), *Global governance: Critical concepts in political science* (Vol. IV, pp. 338–367). Routledge.

Becker Lorca, A. (2023). Contesting global justice from the South: Redistribution in the international order. *International Affairs*, 99(1), 41–60.

Rawls, J. (1993). The law of peoples. *Critical Inquiry*, 20(1), 36–68.

Pogge, T. (2001). Priorities of global justice. *Metaphilosophy*, 32(1–2), 6–24.

Moghadam, V. M. (2013). The global justice movement. In *Globalization and social movements* (pp. 171–202). Lanham, MD: Rowman & Littlefield.

Unit IV: India's Contribution to International Political Economy

Sen, A. (2013). Global justice. In P. D. Maynard & N. Gold (Eds.), *Poverty, justice and the rule of law: Report of the second phase of the IBA presidential task force on the financial crisis* (pp. 37–48). International Bar Association.

Sen, A. (1999). *Development as freedom*. Alfred A. Knopf.

Bhagwati, J. N. (2004). *In defense of globalization*. Oxford University Press.

Panagariya, A. (2023). Free trade as a key to economic development. In A. L. Kassens & J. C. Hall (Eds.), *Challenges in classical liberalism* (Palgrave studies in classical liberalism). Palgrave Macmillan.

Panagariya, A. (2022). Digital revolution, financial infrastructure and entrepreneurship: The case of India. *Asia and the Global Economy*, 2(2), Article 100027.

Suggested Readings

Unit I: Introduction to International Political Economy

Smith, A. (2010). *An inquiry into the nature and causes of the wealth of nations*. Oxford University Press.

Ricardo, D. (2010). *The principles of political economy and taxation*. Oxford University Press.

List, F. (2010). *The national system of political economy*. Oxford University Press.

Marx, K., & Engels, F. (2010). Outlines of a critique of political economy. In *International political economy: A reader*. Oxford University Press.

Lenin, V. I. (2010). *Imperialism, the highest stage of capitalism*. Oxford University Press.

Polanyi, K. (1944). *The great transformation*. Reinhart.

Wallerstein, I. (2010). The rise and future demise of the world capitalist system. In *International political economy: A reader*. Oxford University Press.

Strange, S. (1995). Political economy and international relations. In *International relations theory today*. Polity Press.

Underhill, G. R. D. (2000). State, market and global political economy: Genealogy of an (inter-?) discipline. *International Affairs*.

Inayatullah, N., & Blaney, D. L. (1997). Knowing encounters: Beyond parochialism in IR theory. In *The return of culture and identity in IR theory*. Lynne Rienner.

Tickner, J. A. (1997). Identity in IR theory: Feminist perspectives. In *The return of culture and identity in IR theory*. Lynne Rienner.

Walker, R. B. J. (1984). East wind, west wind: Civilizations, hegemonies and world orders. In *Culture, ideology and world order*. Westview Press.

Tekdemir, Ö. (2025). The political economy of global unrest: A double reading of Polanyi and Gramsci on populism. *Globalizations*.

Gilpin, R. (2000). *The challenge of global capitalism: The world economy in the 21st century*. Princeton University Press.

Steinberg, R. H. (2010). In the shadow of law or power? Consensus-based bargaining and outcomes in GATT/WTO. In *International political economy: A reader*. Oxford University Press.

Picciotto, S. (2010). Private rights vs. public standards in the WTO. In *International political economy: A reader*. Oxford University Press.

Nayyar, D. (2002). Reforming the international financial architecture: Consensus and divergence. In *Governing globalization*. Oxford University Press.

Rosenau, J. N. (2003). Globalization and governance: Bleak prospects for sustainability. *International Politics and Society*.

Unit II: The Politics of International Economy

Helleiner, E. (1995). Explaining the globalization of financial markets: Bringing states back. *Review of International Political Economy*.

Goodman, J. B., & Pauly, L. W. (2010). The obsolescence of capital controls? In *International political economy: A reader*. Oxford University Press.

Harmes, A. (2010). Institutional investors and Polanyi's double movement. In *International political economy: A reader*. Oxford University Press.

Knorr, K. (2010). The power of nations: The political economy of international relations. In *International political economy: A reader*. Oxford University Press.

Wood, A. (1991). North–South trade and female labour in manufacturing: An asymmetry. *Journal of Development Studies*, 27(2), 168–189.

Nayyar, D. (2002). Transnational corporations and technology flows. In *Governing globalization*. Oxford University Press.

Karlsson, S. (2002). The North–South knowledge divide: Consequences for global environmental governance. In *Strengthening global environmental governance*. Yale University.

Wallerstein, I. (2000). Globalisation or the age of transition? A long-term view of the trajectory of the world system. *International Sociology*, 15(2), 249–265.

Huntington, S. P. (1996). *The clash of civilizations and the remaking of world order*. Simon & Schuster.

Tibi, B. (1998). *The challenge of fundamentalism: Political Islam and the new world disorder*. University of California Press.

Behera, N. C. (Ed.). (2002). *State, people and security: The South Asian context*. Har-Anand.

Unit III: The Global Environment and Social Movements

- Biermann, F., & Pattberg, P. (2008). Global environmental governance: Taking stock, moving forward. *Annual Review of Environment and Resources*, 33, 277–294.
- Clapp, J. (1998). The privatization of global environmental governance: ISO 14000 and the developing world. *Global Governance*, 4(3), 295–316.
- Falkner, R. (2003). Private environmental governance and international relations. *Global Environmental Politics*, 3(2), 72–87.
- Dingwerth, K., & Pattberg, P. (2009). World politics and organizational fields: The case of transnational sustainability governance. *European Journal of International Relations*, 15(4), 707–743.
- Mason, M. (2008). The governance of transnational environmental harm: Addressing new modes of accountability/responsibility. *Global Environmental Politics*, 8(3), 8–24.*
- Fearon, J. D., & Laitin, D. D. Violence and the social construction of ethnic identity. In *War* (Vol. II).
- Henderson, E. A. (n.d.). Culture or contiguity: Ethnic conflicts, the similarity of states, and the onset of war. In *War* (Vol. IV).
- Agarwal, B. (1995). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.
- Sen, S. On methods and analysis in feminist economics. *Asian Women*

Unit IV: India's Contribution to IPE

- Gupta, J. (2002). Global sustainable development governance: Institutional challenges from a theoretical perspective. *International Environmental Agreements: Politics, Law and Economics*, 2(4), 361–388.
- Sen, A. (2009). *The idea of justice*. Harvard University Press.
- Agarwal, B. (1995). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.
- Jha, A. (2000). *The rise of information economy*. In *Background to Globalization*. Centre for Education and Documentation.
- Behera, N. C. (Ed.). (2002). *State, people and security: The South Asian context*. Har-Anand.
- Chatterjee, S. (2008). Intra-state/inter-state conflicts in South Asia: The constructivist alternative to realism. In N. C. Behera (Ed.), *International relations in South Asia*. Sage.
- Nayyar, D. (2002). Reforming the international financial architecture: Consensus and divergence. In D. Nayyar (Ed.), *Governing globalization: Issues and institutions*. Oxford University Press.

Nayyar, D. (2002). Transnational corporations and technology flows. In D. Nayyar (Ed.), *Governing globalization: Issues and institutions*. Oxford University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

Tutorial Component

Tutorial sessions will be aimed to enhance students' ability to apply key concepts and analytical frameworks of International Political Economy to issues of global politics.

Activities may include:

- Group discussions of relevant current issues
- Debates on current issues
- Guided literature analysis
- Analysis of relevant meta-data and reports
- Individual and group presentations of case-studies and research projects

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 36: Indian Strategic Thought

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 36: Indian Strategic Thought	4	3	1	Bachelor's degree in any course	None

Course Outline:

The course introduces students to the traditions and modern practices of Indian strategic thought. It explores the ideational factors in historical sources ranging from classic texts and Vedic traditions to the empire building practices alongside the writings on modern strategic thought. The course also locates the Indian conceptualizations of key strategic concepts such as non-alignment, international order and deterrence, and understand the dynamics of instrumentalities India deploys for securing its strategic objectives.

Course Objectives:

The course aims to:

- Introduce students to the meaning, scope, evolution, and process of Indian Strategic Thought as a field of analysis and practice.
- Explore conceptualization of India's strategic culture from the ancient times to the present era and connect these to contemporary security discourses.
- Generate an in-depth understanding of India's contemporary diplomatic strategies and positions in global politics.
- Examine the complex and changing dynamics of Indian strategic thinking in the contemporary context.
- Develop understanding about theoretical and policy-oriented dimensions of India's strategic culture.

Course Learning Outcomes:

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

- Explain the core concepts, evolution, and stages of Indian Strategic Thought.

- Understand the historical sources ranging from epics to classic texts through which the Indian Strategic Thought has historically evolved.
- Understand the advent of medieval grand strategy leading up to the development of modern strategic thought.
- Explain basic concepts of strategic autonomy, nuclear deterrence and emerging markets.
- Examine India's ascent in the emerging international order and analyse grand strategy that India deploys to strengthen and sustain its position.

Course Contents:

Unit I: Historical Sources

(14 Hours)

- a) The Epic Texts (Ramayana, Mahabharata, Bhagavad Gita)
- b) The Classic Text (Kautilya's Arthashastra)
- c) Medieval Grand Strategy
- d) Modern Strategic Thought

Unit II: Key Concepts

(14 Hours)

- a) Non-Alignment and Strategic Autonomy
- b) Regional and International Order
- c) Nuclear Deterrence

Unit III: Instrumentalities

(8 Hours)

- a) Military Means
- b) The 'Big' Indian Market
- c) Soft Power

Unit IV: Debates on Indian Strategic Culture

(9 Hours)

- a) Strategic Culture
- b) Global Power
- c) Norms

Essential Readings:

Unit I: Historical Sources

Rajagopalan, S. (2014). Grand strategic thought in the *Ramayana* and *Mahabharata*. In K. Bajpai, S. Basit, & V. Krishnappa (Eds.), *India's grand strategy: History, theory, cases* (pp. 31–62). Routledge India.

Patil, S. (1976). Myth and reality of *Ramayana* and *Mahabharata*. *Social Scientist*, 4(10/11), 68–72.

- Narlikar, A., & Narlikar, A. (2014). India's negotiation strategy: The heroism of hard bargaining? In *Bargaining with a rising India: Lessons from the Mahabharata* (pp. 24–71). Oxford University Press.
- Upadhyaya, K. N. (1969). The *Bhagavad Gītā* on war and peace. *Philosophy East and West*, 19(2), 159–169.
- Roy, K. (2012). Religious Ethics and the Philosophy of Warfare in Vedic and Epic India 1500–400 BCE. In *Hinduism and the Ethics of Warfare in South Asia: From Antiquity to the Present* (pp. 13–39). Cambridge: Cambridge University Press.
- Roy, K. (2007). Just and Unjust War in Hindu Philosophy”, *Journal of Military Ethics*, 6(3), pp. 232–245.
- Gautam, P. K. (2013). Getting Kautilya right. In *One hundred years of Kautilya's Arthashastra* (pp. 47–63). Institute for Defence Studies and Analyses.
- Roger, B. (2003). Kautilya’s *Arthashastra* on war and diplomacy in ancient India. *The Journal of Military History*, 67(1), 9–38.
- Schmiedchen, A. (2022). Imperial Rulers and Regional Elites in Early Medieval Central India (8th To 13th Centuries). In Hermann Kulke and Bhairabi Prasad Sahu (Eds.) *The Routledge Handbook of the State in Premodern India* (pp. 291–308). London: Routledge.
- Anant, A. (2021). A ‘Regional’ Intervention in the Debate on India’s Strategic Culture: Maratha Statecraft in Agyapatra, *Journal of Defence Studies*, 15(3), 93–121.
- Vivekanandan, J. (2014). Strategy, legitimacy and the imperium. In K. Bajpai, S. Basit, & V. Krishnappa (Eds.), *India’s grand strategy: History, theory, cases* (pp. 63–85). Routledge.
- Iyer, N. R. (2000). The scope and significance of satyagraha. In *The moral and political thought of Mahatma Gandhi* (pp. 293–344). Oxford University Press.
- Terchek, R. J. (1986). Gandhi and democratic theory. In T. Pantham & K. L. Deutsch (Eds.), *Political thought in modern India* (pp. 307–324). Sage Publications.
- Mohanty, S. (2015). “The world in a nest”: The Cosmopolitanism of Rabindranath Tagore. In *Cosmopolitan Modernity in Early 20th-Century India* (pp. 105–120). Routledge.
- Unit II: Key Concepts**
- Rana, A. P. (1969). The intellectual dimensions of India’s nonalignment. *The Journal of Asian Studies*, 28(2), 299–312.

- Das Gupta, A. K. (1981). Non-alignment and the international economic order. *International Studies*, 20(1–2), 133–142.
- Jaishankar, S. (2022). The dogmas of Delhi: Overcoming the hesitations of history. In *The India way: Strategies for an uncertain world* (pp. 66–95). HarperCollins Publishers.
- Paul, T. V., & Shankar, M. (2014). Status accommodation through institutional means: India's rise and the global order. In T. V. Paul, D. W. Larson, & W. C. Wohlforth (Eds.), *Status in world politics* (pp. 165–191). Cambridge University Press.
- Pardesi, M. S. (2017). Order in South Asia and the Indian Ocean region: Indian hegemony or Indian primacy? In A. Chong (Ed.), *International security in the Asia-Pacific: Transcending ASEAN towards transitional polycentrism* (pp. 195–216). Springer International Publishing.
- Acharya, A., & Pardesi, M. S. (2025). Power, ideas, and international systems/orders. In *Divergent worlds: What the ancient Mediterranean and Indian Ocean can tell us about the future of international order* (pp. 19–39). Yale University Press.
- Fidler, D. P., & Ganguly, S. (2010). India and Eastphalia. *Indiana Journal of Global Legal Studies*, 17(1), 147–164.
- Mishra, A. (2023). The world Delhi wants: Official Indian conceptions of international order, c. 1998–2023. *International Affairs*, 99(4), 1401–1419.
- Ollapally, D. M. (2018). India and the international order: Accommodation and adjustment. *Ethics & International Affairs*, 32(1), 61–74.
- Paul, T. V. (2009). Complex deterrence: An introduction. In T. V. Paul, P. M. Morgan, & J. J. Wirtz (Eds.), *Complex deterrence: Strategy in the global age* (pp. 1–27). University of Chicago Press.
- Basrur, R. M. (2001). Nuclear weapons and Indian strategic culture. *Journal of Peace Research*, 38(2), 181–198.
- Narang, V. (2018). India's nuclear strategy twenty years later: From reluctance to maturation. *India Review*, 17(1), 159–179.
- Clary, C., & Narang, V. (2018). India's counterforce temptations: Strategic dilemmas, doctrine, and capabilities. *International Security*, 43(3), 7–52.

Unit III: Instrumentalities

- Raghavan, S. (2018). Military technological innovation in India: A tale of three projects. *India Review*, 17(1), 122–141.

- Clary, C. (2018). Personalities, organizations, and doctrine in the Indian military. *India Review*, 17(1), 100–121.
- Tarapore, A. (2020). *The Army in Indian military strategy: Rethink doctrine or risk irrelevance* (pp. 1–27). Carnegie Endowment for International Peace.
- Basu, K. (2016). India's growth story: Stagnation, crisis and takeoff. In *An economist in the real world: The art of policymaking in India* (pp. 9–44). Penguin.
- Panagariya, A. (2022). The Indian economy at 75. *The Round Table*, 111(3), 275–290.
- Menon, S. (2018). Foreign policy in the wake of economic reforms: New options and friends. In R. Mohan (Ed.), *India transformed: 25 years of economic reforms* (pp. 195–205). Brookings Institution Press.
- Mazumdar, A. (2018). India's soft power diplomacy under the Modi administration: Buddhism, diaspora and yoga. *Asian Affairs*, 49(3), 468–491.
- Mukherjee, R. (2014). The false promise of India's soft power. *Geopolitics, History, and International Relations*, 6(1), 46–62.
- Paul, T. V. (2014). Indian soft power in a globalizing world. *Current History*, 113(762), 157–162.

Unit IV: Debates on Indian Strategic Culture

- Bajpai, K. (2002). Indian strategic culture. In *South Asia in 2020: Future strategic balances and alliances* (Vol. 11, p. 245). Strategic Studies Institute, U.S. Army War College.
- Bernhard, B. B. (2017). Theorising Indian strategic culture(s): Taking stock of a controversial debate. In M. Hansel, R. Khan, & M. Levaillant (Eds.), *Theorizing Indian foreign policy* (pp. 91–111). Routledge.
- Cohen, S. P. (2001). The worldview of India's strategic elite. In *India: Emerging power* (pp. 36–65). Brookings Institution Press.
- Pant, H. V. (2011). Indian strategic culture: The debate and its consequences. In D. Scott (Ed.), *Handbook of India's international relations* (pp. 14–22). Routledge.
- Paranjpe, S. (2020). India: Strategic culture and national security policy. In *India's strategic culture: The making of national security policy* (pp. 139–163). Routledge.
- Singh, J. (1999). Strategic culture. In *Defending India* (pp. 1–60). Palgrave Macmillan.
- Subrahmanyam, K. (2012). Grand strategy for the first half of the 21st century. In K. Venkatshamy & P. George (Eds.), *Grand strategy for India: 2020 and beyond* (pp. 13–27). Pentagon Press.

Bajpai, K., Mattoo, A., & Tanham, G. (Eds.). (1996). *Securing India: Strategic thought and practice in an emerging power*. Manohar.

Tanham, G. K. (1992). *Indian strategic thought: An interpretive essay*. RAND Corporation.

Perkovich, G. (2003). Is India a major power? *The Washington Quarterly*, 27(1), 129–144.

Paul, T.V. (2024). Introduction. In *The Unfinished Quest India's Search for Major Power Status from Nehru to Modi* (pp. 1-24). Oxford: Oxford University Press.

Tellis, A. J. (2025). Multipolar Dreams, Bipolar Realities: India's Great Power Future. Carnegie Endowment for International Peace (pp. 1-36). Washington: Carnegie Endowment for International Peace.

Acharya, A. (2004). How ideas spread: Whose norms matter? Norm localization and institutional change in Asian regionalism. *International Organization*, 58, 239–275.

Zimmermann, L. (2025). Circular Dynamics of International Norms and Institutions: Localizations Beyond Their Original Contexts. *Global Studies Quarterly* 5(1), 1-9.

Kolmasova, S. (2023). Introduction: Agency and Norm Diffusion Beyond the West. In Sarka Kolmasova and Ricardo Reboledo (Eds.) *Norm Diffusion Beyond the West: Agents and Sources of Leverage* (pp.1-17). Switzerland: Springer Nature.

Suggested Readings:

Unit 1: Historical Sources

Gupta, B. (2006). Bhagavad Gītā as duty and virtue ethics: Some reflections. *Journal of Religious Ethics*, 34(3), 373–395.

Radhakrishnan, S. (2011). *The Bhagavad Gita*. HarperCollins Publishers India.

Kangle, R. P. (2014). *The Kautilya Arthashastra* (Vols. 1–3). Motilal Banarsidass.

Vivekanandan, J. (2011). Temporal journeys: Reorienting international relations. In *Interrogating international relations: India's strategic practice and the return of history* (pp. 1–36). Routledge.

Datta-Ray, D. K. (2015). Inverted “History.” In *The making of Indian diplomacy: A critique of Eurocentrism* (pp. 139–147). Oxford University Press.

Karnad, B., Bajpai, K., & Pant, H. (2013). The cultural context of moralpolitik: The traditional Indian statecraft, Mahatma Gandhi, and the atom bomb. In K. Bajpai, A. Basit, & V. Krishnappa (Eds.), *India's national security: A reader*. Oxford University Press.

Mukherjee, M. (2010). Transcending identity: Gandhi, nonviolence, and the pursuit of a “different” freedom in modern India. *The American Historical Review*, 115(2), 453–473.

Power, P. F. (1964). Indian foreign policy: The age of Nehru. *The Review of Politics*, 26(2), 257–286.

Panikkar, K. M. (1959). *Asia and Western dominance: A survey of the Vasco Da Gama epoch of Asian history, 1498–1945*. George Allen & Unwin Ltd.

Unit II: Key Concepts

Misra, K. P. (1981). Towards understanding non-alignment. *International Studies*, 20(1–2), 23–37.

Mishra, R. (2023). From non-alignment to multi-alignment: Assessing India’s foreign policy shift. *The Round Table*, 112(1), 43–56.

Menon, S. (2016). *Choices: Inside the making of India’s foreign policy*. Brookings Institution Press.

Rajamohan, C. (2005). *Crossing the Rubicon: The shaping of India’s new foreign policy*. Penguin.

Ganguly, S. (2001). Behind India’s bomb: The politics and strategy of nuclear deterrence. *Foreign Affairs*, 80, 136.

Pant, H. V., & Biswas, A. (2019). Rising powers and the global nuclear order: A structural study of India’s integration. *Third World Quarterly*, 39(12), 2240–2254.

Narang, V. (2016). Strategies of nuclear proliferation: How states pursue the bomb. *International Security*, 41(3), 110–150.

Unit III: Instrumentalities

Ladwig III, W. C. (2007). A cold start for hot wars? The Indian Army's new limited war doctrine. *International Security*, 32(3), 158–190.

Joshi, S. (2013). India's military instrument: A doctrine stillborn. *Journal of Strategic Studies*, 36(4), 512–540.

Swaminathan, J. M. (2009). Storm of opportunity. In J. M. Swaminathan (Ed.), *Indian economic superpower: Fiction or future?* (Vol. 2, pp. 245–257). World Scientific Publishing.

Wagner, C. (2010). India’s soft power: Prospects and limitations. *India Quarterly*, 66(4), 333–342.

Hymans, J. E. (2009). India's soft power and vulnerability. *India Review*, 8(3), 234–265.

Unit IV: Debates on Indian Strategic Culture

Jones, R. W. (2009). India's strategic culture and the origins of omniscient paternalism. In J. L. Johnson, K. M. Kartchner, & J. A. Larsen (Eds.), *Strategic culture and weapons of mass destruction: Culturally based insights into comparative national security policymaking* (pp. 117–136). Palgrave Macmillan.

Pardesi, M. S. (2005). India's grand strategic paradigm. In *Deducing India's grand strategy of regional hegemony from historical and conceptual perspectives* (pp. 46–50). Institute of Defence and Strategic Studies.

Rajagopalan, S. (Ed.). (2014). *Security and South Asia: Ideas, institutions and initiatives*. Routledge.

Rajagopalan, R., & Sahni, V. (2008). India and the great powers: Strategic imperatives, normative necessities. *South Asian Survey*, 15(1), 5–32.

Singh, B. (1964). The sources of contemporary political thought in India: A reappraisal. *Ethics*, 75(1), 57–62.

Acharya, A. (2011). Dialogue and discovery: In search of international relations theories beyond the West. *Millennium: Journal of International Studies*, 39(3), 619–637.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in Indian Strategic Thought to contemporary strategic issues. Activities may include:

- class debates and discussions on selected epic and classic texts
- short analytical notes
- book reviews and review article
- movie reviews
- presentations and writing tasks on Indian strategic thinking
- simulation exercises to evaluate Indian strategic practices and diplomacy

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 37: ‘Worlding’ International Relations

Credits: 4

Duration: 60 Hours (45hrs Lect. +15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 37: ‘Worlding’ International Relations	4	3	1	Bachelor’s degree in any course	None

Course Outline

This course is grounded on a fundamental premise that on the one hand modern globe is inhabited by multiple ‘worlds’ historically and contemporarily and on the other hand, major disciplinary knowledge structures and boundaries of the IR discipline have historically been based on the Western experiences and canonical traditions of thought. In critically engaging with IR’s Eurocentric frames, it draws students’ attention to IR’s particular political and cultural origins and the sociology of its knowledge making practices. The course is designed to foster deeper engagements with geo-cultural factors, philosophical traditions and societal practices of states and peoples across the world ranging from Africa, Latin America, Asia, Middle East and Russia to Eastern Europe. The course seeks to pluralise the theories, issues and boundaries of the IR discipline by helping students cultivate varied ways of thinking about the ‘international’ beyond the West. In doing so, the course specially highlights the Indian interventions and contributions to the disciplinary debates in IR.

Course Objectives

This course aims to:

- Problematize and de-center the Euro-centric nature of International Relations (IR) as a discipline.
- Develop an in-depth understanding of IR’s political and cultural origins; its historical specificities and sociology of its knowledge making practices.
- Familiarize students with African, Latin American, Asian, Middle Eastern, Russian and East European understandings of the ‘international’ as derived from their political, societal and historical contexts.
- Equip students with analytical tools to work towards pluralizing the theories, issues and boundaries of the IR discipline.
- Exploring different ways in which IR’s disciplinary bases can be made more inclusive by taking into account various contributions by non-western scholars with a special emphasis on India.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Critically engage with the dominant Eurocentric frameworks in International Relations (IR) and interrogate their political, cultural, sociological and historical particularities.
- Develop an understanding of the intellectual genesis and development of the field of IR, from a pluriversal lens.
- Gain a deeper understanding of the African, Latin American, Asian, Middle Eastern, Russian and East European engagements with the theories, issues and boundaries of the IR discipline.
- Build analytical skills to both write and speak about opening up IR's disciplinary debates to hitherto marginalized voices and learn how these could be deployed for reworking its knowledge frames especially from an Indian standpoint.

Course Contents

Unit I: Disciplinary Trajectories of International Relations (8 Hours)

- a) Key features of Eurocentrism
- b) Eurocentrism and its Critics

Unit II: Alternative Readings of International Relations (10 Hours)

- a) Political and Cultural Origins of IR
- b) Sociology of Knowledge in IR
- c) Historicizing IR

Unit III: 'Worlding' Beyond the West (17 Hours)

- a) Africa
- b) Latin America
- c) China & East Asia
- d) Middle East/West Asia
- e) Russia & Eastern Europe

Unit IV: Making of a Post-Western International Relations and Contributions from India (10 Hours)

- a) Theorizing IR Beyond the West
- b) Indian Interventions and Contributions

Essential Readings:

Unit I: Disciplinary Trajectories of International Relations

Hobson, J. M. (2012). *The Eurocentric conception of world politics: Western international theory, 1760–2010* (Chapter 1). Cambridge University Press.

Kuru, D. (2016). Historicising Eurocentrism and anti-Eurocentrism in IR: A revisionist account of disciplinary self-reflexivity. *Review of International Studies*, 42(2), 351–376.

Thomas, C., & Wilkin, P. (2004). Still waiting after all these years: “The Third World” on the periphery of International Relations. *The British Journal of Politics and International Relations*, 6(2), 241–258.

Wallerstein, I. (1997). Eurocentrism and its avatars: The dilemmas of social science. *New Left Review*, (226), 93–108.

Unit II: Alternative Readings of International Relations

Anghie, A. (1996). Francisco De Vitoria and the colonial origins of international law. *Social and Legal Studies*, 5(3), 321–336.

Thakur, V., Davis, A. E., & Vale, P. (2017). Imperial mission. scientific method’: An alternative account of the origins of IR. *Millennium: Journal of International Studies*, 46(1), 3–23.

Vitalis, R., Long, D., & Schmidt, B. (2005). Birth of a discipline. In D. Long & B. C. Schmidt (Eds.), *Imperialism and internationalism in the discipline of international relations* (pp. 159–182). State University of New York Press.

Wæver, O. (1998). The sociology of a not so international discipline: American and European developments in International Relations. *International Organization*, 52(4), 687–727.

D’Aoust, A.-M. (2012). Introduction to the sociologies of International Relations. *Journal of International Relations and Development*, 15(1), 90–97.

Bueger, C. (2012). From epistemology to practice: A sociology of science for International Relations. *Journal of International Relations and Development*, 15(1), 97–109.

Barkawi, T., & Brighton, S. (2011). Powers of war: Fighting, knowledge, and critique. *International Political Sociology*, 5(2), 126–143.

Lawson, G. (2012). The eternal divide? History and International Relations. *European Journal of International Relations*, 18(2), 203–226.

MacKay, J., & LaRoche, C. D. (2017). The conduct of history in International Relations: Rethinking philosophy of history in IR theory. *International Theory*, 9(2), 203–236.

Buzan, B., & Little, R. (2010). World history and the development of non-Western international relations theory. In A. Acharya & B. Buzan (Eds.), *Non-Western international relations theory: Perspectives on and beyond Asia* (pp. 197–219). Routledge

Unit III: 'Worlding' Beyond the West

Tickner, A. B., & Wæver, O. (2009). Introduction: Geocultural epistemologies in International Relations scholarship around the world. In A. B. Tickner & O. Wæver (Eds.), *International Relations scholarship around the world* (pp. 1–31). Routledge.

Tickner, A. B., & Blaney, D. L. (2012). Introduction: Thinking difference in thinking International Relations differently. In A. B. Tickner & D. L. Blaney (Eds.), *Thinking International Relations differently* (pp. 1–24). Routledge.

Ngcoya, M. (2015). Ubuntu: Toward an emancipatory cosmopolitanism? *International Political Sociology*, 9(3), 248–262.

Abrahamsen, R. (2020). Internationalists, sovereigntists, nativists: Contending visions of world order in Pan-Africanism. *Review of International Studies*, 46(1), 56–74.

Niang, A. (2018). Rehistoricizing the sovereignty principle: Stature, decline, and anxieties about a foundational norm. In A. Niang (Ed.), *Recentering Africa in International Relations: Beyond lack, peripherality, and failure* (pp. 121–144). Springer International Publishing.

Zambrano Márquez, D. M. (2020). Decentering International Relations: The continued wisdom of Latin American dependency. *International Studies Perspectives*, 21(4), 403–423.

Taylor, L. (2012). Decolonizing International Relations: Perspectives from Latin America. *International Studies Review*, 14(3), 386–400.

López-Alves, F. (2013). The Latin American nation-state and the international. In A. B. Tickner & D. L. Blaney (Eds.), *Thinking International Relations differently* (pp. 161–180). Routledge.

Acharya, A., Deciancio, M., & Tussie, D. (Eds.). (2021). *Latin America in global International Relations* (Chapter 1). Routledge.

Kang, D. C. (2020). International order in historical East Asia: Tribute and hierarchy beyond Sinocentrism and Eurocentrism. *International Organization*, 74(1), 65–93.

Ringmar, E. (2012). Performing international systems: Two East Asian alternatives to the Westphalian order. *International Organization*, 66(2), 1–25.

Bilgin, P. (2004). Whose 'Middle East'? Geopolitical inventions and practices of security. *International Relations*, 18(1), 25–41.

Halliday, F. (2009). The Middle East and conceptions of 'international society'. In B. Buzan & A. Gonzalez-Pelaez (Eds.), *International society and the Middle East: English school theory at the regional level* (pp. 1–23). Palgrave Macmillan.

Mandaville, P. (2016). Islam and International Relations in the Middle East: From Umma to nation-state. In L. Fawcett (Ed.), *International relations of the Middle East* (pp. 170–187). Oxford University Press.

Neumann, I. B. (2011). Entry into international society reconceptualised: The case of Russia. *Review of International Studies*, 37(2), 463–484.

Tsygankov, A. P., & Tsygankov, P. A. (2010). National ideology and IR theory: Three incarnations of the 'Russian idea'. *European Journal of International Relations*, 16(4), 663–686.

Unit IV: Making of a Post-Western International Relations and Contributions from India

Trowsell, T., Behera, N. C., & Shani, G. (2022). Introduction to the special issue: Pluriversal relationality. *Review of International Studies*, 48(5), 787–800.

Acharya, A. (2023). Before the nation-state: Civilizations, world orders, and the origins of global International Relations. *The Chinese Journal of International Politics*, 16(3), 263–288.

Behera, N. C. (2010). Re-imagining IR in India. In A. Acharya & B. Buzan (Eds.), *Non-Western International Relations theory: Perspectives on and beyond Asia* (pp. 92–116). Routledge.

Shani, G. (2008). Toward a post-Western IR: Umma, Khalsa Panth, and critical international theory. *International Studies Review*, 10(4), 722–734.

Shahi, D., & Ascione, G. (2016). Rethinking the absence of post-Western International Relations theory in India: 'Advaitic monism' as an alternative epistemological resource. *European Journal of International Relations*, 22(2), 313–334.

Suggested Readings

Unit I: Disciplinary Trajectories of International Relations

Kahler, M. (2019). International Relations: Still an American social science? In M. Kahler (Ed.), *Ideas and ideals: Essays on politics in honor of Stanley Hoffmann* (pp. 395–414). Routledge.

Tickner, A. (2003). Seeing IR differently: Notes from the Third World. *Millennium: Journal of International Studies*, 32(2), 295–324.

Smith, S. (2002). The United States and the discipline of International Relations: Hegemonic country, hegemonic discipline. *Review of International Studies*, 28(4), 67–86.

Biersteker, T. J. (2009). The parochialism of hegemony: Challenges for 'American' International Relations. In A. B. Tickner & O. Wæver (Eds.), *International Relations scholarship around the world* (pp. 308–327). Routledge.

Schmidt, B. (2002). Anarchy, world politics and the birth of a discipline. *International Relations*, 16(1), 9–31.

Unit II: Alternative Readings of IR

Agnew, J. (1994). The territorial trap: The geographical assumptions of International Relations theory. *Review of International Political Economy*, 1(1), 53–80.

Inayatullah, N., & Riley, R. L. (Eds.). (2006). *Interrogating imperialism: Conversations on gender, race, and war*. Palgrave Macmillan.

Buzan, B., & Little, R. (2002). Why International Relations has failed as an intellectual project and what to do about it. *Millennium: Journal of International Studies*, 30(1), 19–39.

Agnew, J. (2007). Know-where: Geographies of knowledge of world politics. *International Political Sociology*, 1(2), 138–148.

McMillan, K. (2012). Beyond geography and social structure: Disciplinary sociologies of power in International Relations. *Journal of International Relations and Development*, 15(1), 131–144.

Van der Ree, G. (2014). Saving the discipline: Plurality, social capital, and the sociology of IR theorizing. *International Political Sociology*, 8(2), 218–233.

Mignolo, W. D. (2012). *Local histories/global designs: Coloniality, subaltern knowledges, and border thinking*. Princeton University Press.

Amin, S. (2011). *Global history: A view from the South*. Cape Town, South Africa; Dakar, Senegal; Bangalore, India: Pambazuka Press; CODESRIA; Books for Change.

Abu-Lughod, J. L. (1989). *Before European hegemony: The world system A.D. 1250–1350* (pp. 185–247). Oxford University Press.

O'Brien, P. (2006). Historiographical traditions and modern imperatives for the restoration of global history. *Journal of Global History*, 1(1), 3–39.

Todorov, T. (1984). *The conquest of America: The question of the other* (Ch. 1: “Discovery: Columbus and the Indians”). University of Oklahoma Press.

Trouillot, M.-R. (1995). *Silencing the past: Power and the production of history* (Ch. 4: “Good day, Columbus”). Beacon Press.

Benton, L. (2008). From international law to imperial constitutions: The problem of quasi-sovereignty, 1870–1900. *Law and History Review*, 26(3), 595–620.

Hobden, S., & Hobson, J. M. (Eds.). (2001). *Historical sociology of International Relations*. Cambridge University Press.

Sachsenmaier, D. (2011). *Global perspectives on global history: Theories and approaches in a connected world*. Cambridge University Press.

Wolf, E. R. (1997). *Europe and the people without history* (New preface ed.). University of California Press.

Unit III: ‘Worlding’ Beyond the West

Grovogui, S. (1996). *Sovereigns, quasi-sovereigns, and Africans* (Introduction). University of Minnesota Press.

Dunn, K. (2001). The (blank) African state: Rethinking the sovereign state in International Relations theory. In K. Dunn & T. Shaw (Eds.), *Africa’s challenge to International Relations theory* (pp. 46–63). Palgrave.

Brown, W. (2006). Africa and International Relations: A comment on IR theory, anarchy and statehood. *Review of International Studies*, 32(1), 119–143.

Malaquias, A. (2001). Reformulating International Relations theory: African insights and challenges. In K. Dunn & T. Shaw (Eds.), *Africa’s challenge to International Relations theory* (pp. 11–28). Palgrave.

Nkiwane, T. (2001). The end of history? African challenges to liberalism in International Relations. In K. Dunn & T. Shaw (Eds.), *Africa’s challenge to International Relations theory* (pp. 103–111). Palgrave.

Thakur, V. (2015). Africa and the theoretical peace in IR. *International Political Sociology*, 9(3), 213–229. <https://doi.org/10.1111/ips.12093>

Cardoso, F. H., & Faletto, E. (1979). *Dependency and development in Latin America*. University of California Press.

López-Alves, F. (2000). *State formation and democracy in Latin America*. Duke University Press.

Sotelo Valencia, A. (2018). *Sub-imperialism revisited: Dependency theory in the thought of Ruy Mauro Marini*. Haymarket Books.

- Azizli, I. (2017). *Dependency theory: History, principles, perspective and criticism*. GRIN Verlag.
- Acharya, A., Deciancio, M., & Tussie, D. (Eds.). (2021). *Latin America in global International Relations*. Routledge.
- Bell, D. A., & Hahm, C. (Eds.). (2003). *Confucianism for the modern world*. Cambridge University Press.
- Fairbank, J. K., & Têng, S. Y. (1979). On the Ch'ing tributary system. *Harvard Journal of Asiatic Studies*, 6(2), 135–246.
- Zhang, F. (2009). Rethinking the 'tribute system': Broadening the conceptual horizon of historical East Asian politics. *The Chinese Journal of International Politics*, 2(4), 597–626.
- Ames, R. T., & Hershock, P. D. (Eds.). (2017). *Confucianism for a changing world cultural order*. University of Hawai'i Press.
- Starr, S. F. (2013). *Lost enlightenment: Central Asia's golden age from the Arab conquest to Tamerlane*. Princeton University Press.
- Azm, S. J. (1981). Orientalism and Orientalism in reverse. *Khamsin: Journal of Revolutionary Socialists of the Middle East*, 8, 5–26.
- Khalaf, S. (2001). *Cultural resistance*. Saqi Books.
- Neumann, I. B., & Pouliot, V. (2011). Untimely Russia: Hysteresis in Russian-Western relations over the past millennium. *Security Studies*, 20(1), 105–137.
- Tsygankov, A. P. (2008). Self and other in International Relations theory: Learning from Russian civilizational debates. *International Studies Review*, 10(4), 762–765.

Unit IV: Making of a Post-Western International Relations and Contributions from India

- Acharya, A. (2014). Global International Relations (IR) and regional worlds: A new agenda for international studies. *International Studies Quarterly*, 58(4), 647–659.
- Makarychev, A., & Morozov, V. (2013). Is “non-Western theory” possible? The idea of multipolarity and the trap of epistemological relativism in Russian IR. *International Studies Review*, 15(3), 328–350.
- Chakrabarty, D. (2000). *Postcoloniality and the artifice of history: Who speaks for “Indian” pasts?* In D. Brydon (Ed.), *Postcolonialism: Critical concepts in literary and cultural studies* (Vol. 1, pp. 249–271). Routledge.

Singh, S., & Jatin. (2024). A preliminary mapping of the disciplinary history of International Relations in India. *International Studies*, 61(3), 248–266.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will foster students' engagements with different non-Western traditions of International Relations so they learn how to apply these for developing post-Western frames for doing IR. Activities may include:

- Individual and group presentations on different non-western ways of doing IR.
- Class exercises on how the above transform their understandings of modern global politics.
- Guided exercises in textual reading.
- Movie/documentaries screenings and discussions.
- Reflexive and participatory oral and written assignments to cultivate students' analytical skills, enabling them to apply post-Western approaches in their research.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science

PS- DSE 38: Gender in International Relations

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 38: Gender in International Relations	4	3	1	Bachelor's degree in any course	None

Course Outline

This course situates International Relations (IR) within a gendered analytical lens, focusing on how gender, as a foundational category, structures knowledge, institutions, and practices within IR. To explore this, the course critically examines how core IR concepts such as sovereignty, security, power, war, and diplomacy are deeply gendered, often valorizing and privileging masculine worldviews. It further engages with postcolonial feminist critiques, highlighting non-Western perspectives and analyzing global governance frameworks such as the Women, Peace, and Security agenda especially in the Indian context. The course accentuates Indian contributions to the study of gender in IR by bringing into focus the link between historical thought and contemporary feminist scholarship. It brings forth ideas such as relationality and ethics of care, whereby India has been envisaged both as a site of analysis and for forging alternative approaches to understanding and rethinking global politics.

Course Objectives

The course aims to:

- Introduce students to gender as a lens, structure, and category of analysis in International Relations.
- Critically examine mainstream theories of IR and their concepts through feminist research methodologies.
- Help students understand how International Relations has been shaped and sustained by gendered constructions of sovereignty, power, security, war, and conflict, and how these dynamics differently affect the lives of men and women.
- Encourage students to critically engage with feminist contributions to IR—in theory, methodology, and practice—and to make students aware of alternative worldviews that challenge Western-centric foundations by drawing on postcolonial specially Indian perspectives.
- Make the study of IR more inclusive by incorporating writings from Indian and other non-Western feminist scholars.
- Foreground Indian contributions to feminist IR thinking.

Course Learning Outcomes

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

- Understand how women and femininity are often made invisible and devalored through core concepts in International Relations, including sovereignty, power, security, war, conflict, and peace.
- Evaluate the specific and critical contributions that feminists have made in IR in terms of theories, practices and methodologies.
- Problematize the masculine concepts and learn to decode the gendered language of IR and its practices while also exploring alternative paradigms.
- Conceptualise gender in IR beyond Western feminism by developing an understanding of postcolonial and Indian worldviews.

Course Contents

Unit I: Introducing Gender in IR (12 hours)

- a) Gender and IR: A lens, Structure, and Category of analysis
- b) Feminist IR or Feminism beyond IR?
- c) Feminist Research Methods in IR: Engaging from the Margins

Unit II: Locating Gender in IR: Conceptual and Praxeological Interventions (12 hours)

- a) Sovereignty, Security and Power
- b) War, Conflict and Peace
- c) Gender and Diplomacy

Unit III: Postcolonial Feminist Perspectives on IR and Global Governance (11 hours)

- a) Postcolonial Feminist Perspectives and Global Governance
- b) UNSCR 1325 & Peace Politics: Voices from the Non-Western World
- c) Transnational Feminist Movements

Unit IV: Indian Contributions and Future Directions in IR (10 hours)

- a) Early Contributions: On Coloniality and Imaginaries of a Post-colonial India
- b) Contemporary Feminist Reflections on theorizing IR and Relational Ethics of Care

Essential Readings

Unit I: Introducing Gender in IR

Gillion-Young, A. (2004). Feminist international relations: A contradiction in terms? Or: Why women and gender are essential to understanding the world “we” live in. *International Affairs*, 80(1), 75–87.

Enloe, C. (2014). Gender makes the world go round: Where are the women? In *Bananas, beaches and bases: Making feminist sense of international politics* (3rd ed., pp. 1–20). University of California Press.

Peterson, V. S. (2004). *Feminist Theories Within, Invisible To, and Beyond IR*. *Brown Journal of World Affairs*, 10(2), 1–20.

Ackerly, B. A. (2006). Feminist research and ethics: Rethinking IR methodology. In B. A. Ackerly, M. Stern, & J. True, *Feminist methodologies for international relations* (pp. 27–50). Cambridge University Press

Tickner, J. A. (1997). You just don't understand: Troubled engagements between feminists and IR theorists. *International Studies Quarterly*, 41(4), 611–632.

Singh, S. (2024). Can Feminist IR Hear Differing Voices? A Critical Reading of Feminist Historie(s) in South Asia, 'Reification' and Boundaries. In *Mapping Feminist International Relations in South Asia: Past and Present* (pp. 47–66). Routledge.

Unit II: Locating Gender in IR: Conceptual and Praxeological Interventions

Hoffman, J. (2001). Gender, realism and international relations. In *Gender and sovereignty: Feminism, the state and international relations* (pp. 111–128). Palgrave.

Young, I. M. (2003). The logic of masculinist protection: Reflections on the current security state. *Signs: Journal of Women in Culture and Society*, 29(1), 1–25.

Moura, Tatiana. (2025). Feminist masculinities: a transformative approach. *Frontiers in Political Science*, 7.

Cockburn, C. (2007). *From where we stand: War, women's activism and feminist analysis* (pp. 17–42, 211–225). Zed Books.

Chenoy, A. M. (2002). Militarization, conflict, and women in South Asia. In *Militarism and women in South Asia* (pp. 86–108). Kali for Women.

Anderlini, S. N. (2007). *Women building peace: What they do, why it matters* (pp. 215–226). Lynne Rienner Publishers.

McCarthy, H., & Southern, J. (2017). Women, gender and diplomacy: A historical survey. In J. A. Cassidy (Ed.), *Gender and diplomacy* (pp. 15–33). Routledge.

Niklasson, B., & Towns, A. E. (2023). Diplomatic gender patterns and symbolic status signalling: Introducing the GenDip dataset on gender and diplomatic representation. *International Studies Quarterly*, 67(4).

Unit III: Postcolonial Feminist Perspectives on IR and Global Governance

Mohanty, C. T. (2003). Cartographies of struggle: Third World women and the politics of feminism. In *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 43–84). Duke University Press.

Chowdhry, G., & Nair, S. (2002). Power in a postcolonial world: Race, gender, and class in international relations. In G. Chowdhry & S. Nair (Eds.), *Power, postcolonialism and international relations: Reading race, gender and class* (pp. 1–18). Routledge.

Parashar, S. (2018). The WPS agenda: A southern feminist critique. *International Affairs*, 94(2), 309–325.

Basu, S. (2016). The Global South writes 1325 (too): Postcolonial reflections on the Women, Peace and Security agenda. *International Political Science Review*, 37(3), 362–374.

Haastrup, T. (2019). Postcolonial feminism: A conceptual lens for global governance. In S. Parashar, J. A. Tickner, & J. True (Eds.), *Revisiting gendered states: Feminist imaginings of the state in international relations* (2nd ed., pp. 196–209). Oxford University Press

Mohanty, C. T. (2003). Conclusion: Imagined solidarities. In *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 244–252). Duke University Press

Unit IV: Indian Contributions and Future Directions in IR

Balaji, S. (2023). *From colonial subjecthood to shared humanity: Social work and the politics of “doing” in Kamaladevi Chattopadhyay’s international thought*. Global Studies Quarterly, 3(1).

Reddy, S. (2010). The cosmopolitan nationalism of Sarojini Naidu, Nightingale of India. *Victorian Literature and Culture*, 38(2), 571–589.

John, M. E. (1998). *Feminism, internationalism and the West: Question from the Indian context*. Centre for Women’s Development Studies Working Paper No. 27, 1-24.

Singh, S. (2023). Can feminist IR hear differing voice? A critical reading of feminist historie(s) in South Asia, ‘reification’ and boundaries. In S. Singh & A. Mohsin (Eds.), *Mapping feminist international relations in South Asia: Past and present* (pp. 1–24). Routledge India.

Mahadevan, K. (2018). Interrogating theories of care in the Indian context. *International Journal of Care and Caring*, 2(4), 533–549.

Madhok, B. (2019). The theory–practice nexus of care ethics and global development: A case study from India. *Journal of Global Ethics*, 15(1), 74–90.

Chowdhry, G., & Nair, S. (2002). *Power in a postcolonial world: Race, gender, and class in international relations*. In G. Chowdhry & S. Nair (Eds.), *Power, postcolonialism and international relations: Reading race, gender and class* (pp. 1-32). London & New York: Routledge

Manchanda, R. (2017). Gender, power and peace politics: A comparative analysis. In R. Manchanda (Ed.), *Women and politics of peace: South Asia narratives on militarization, power, and justice*. New Delhi: SAGE Publications.

Suggested Readings

Unit I: Introducing Gender in IR

Enloe, C. (2014). Gender makes the world go round: Where are the women? In *Bananas, beaches and bases: Making feminist sense of international politics* (3rd ed., pp. 1–20). University of California Press.

Sjoberg, L. (Ed.). (2014). *Gender, war, and conflict* (pp. 21–60). Cambridge: Polity Press.

Wibben, A. T. R. (2010). Toward a narrative approach. In *Feminist Security Studies: A Narrative Approach* (pp. 43–64). Routledge.

Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829–859.

Hooper, C. (2001). Masculinities in international relations. In *Manly states: Masculinities, international relations, and gender politics* (pp. 77–116). Columbia University Press.

Unit II: Locating Gender in IR: Conceptual and Praxeological Interventions

Peterson, V. S. (1992). Security and sovereign states: What is at stake in taking feminism seriously? In V. S. Peterson (Ed.), *Gendered states: Feminist (re)visions of international relations theory* (pp. 31–64). Lynne Rienner Publishers.

Tickner, J. A. (1988). Hans Morgenthau's principles of political realism: A feminist reformulation. *Millennium: Journal of International Studies*, 17(3), 429–440.

Christine Sylvester, *War as Experience: Contributions from International Relations and Feminist Analysis* (pp. 38-63). New York: Routledge, 2013.

Elisabeth Rehn and Ellen Johnson Sirleaf, *Women, War and Peace: The Independent Experts Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace Building*, New York: UNIFEM, 2002.

Erica K. Sewell, "Women Building Peace: The Liberian Women's Peace Movement", *Critical Half*, 5 (4), 2007, 14-19.

Rita Manchanda, "Women's Agency in Peace Building: Gender Relations in Post-Conflict Reconstruction", *Economic Political Weekly*, 40 (44/45), 2005, pp. 4737-4745.

Christine Sylvester, *War as Experience: Contributions from International Relations and Feminist Analysis*. New York: Routledge, 2013.

Jain, D. (2017). Women of the South: Engaging with the UN as a diplomatic manoeuvre. In J. A. Cassidy (Ed.), *Gender and diplomacy* (pp. 65–84). Routledge.

Aggestam, K., & Towns, A. (2019). The gender turn in diplomacy: A new research agenda. *International Feminist Journal of Politics*, 21(1), 9–28.

Unit III: Postcolonial Feminist Perspectives on IR and Global Governance

Mendoza, Breny. (2016). Coloniality of gender and power: From postcoloniality to decoloniality. In W. Harcourt (Ed.), *The Palgrave handbook of gender and development* (pp. 59–74). Palgrave Macmillan.

Narayan, Uma. (1997). *Dislocating cultures: Identities, traditions, and Third World feminism*. Routledge.

Grewal, Inderpal, & Kaplan, Caren (Eds.). (1994). *Scattered hegemonies: Postmodernity and transnational feminist practices*. University of Minnesota Press

Unit IV: Indian Contributions and Future Directions in IR

Jain, J. (2005). Kamaladevi Chattopadhyay and the making of modern India. *Economic and Political Weekly*, 40(18), 1819–1824.

Parr, R. (2021). The cosmopolitan-nationalism of Sarojini Naidu. In *Citizens of everywhere: Indian women, nationalism and cosmopolitanism, 1920–1952* (pp. 17–37). Cambridge University Press.

Chaudhuri, S. (2018). *Sarojini Naidu: Her life, work and feminist politics*. Routledge.

Dalal, U. (2015). Femininity, state and cultural space in eighteenth-century India. *The Medieval History Journal*, 18(1), 120–165.

Liddle, J., & Rai, S. (1998). *Feminism, imperialism and orientalism: The challenge of the 'Indian woman'*. *Women's History Review*, 7(4), 495–520.

Sabaratnam, M. (2011). IR in dialogue ... but can we change the subjects? A typology of decolonising strategies for the study of world politics. *Millennium: Journal of International Studies*, 39(3), 781–803.

Kuokkanen, R. (2025). *It's about all relations: Indigenous feminist theory of relational freedom*. *Review of International Studies*, 51(1), 1–20.

Robinson, F. (2011). *The ethics of care: A feminist approach to human security*. Temple University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

Tutorial Activities

- Class exercises focusing on how to understand the key concepts of IR such as sovereignty, security, and power are gendered in mainstream IR.
- Class exercises undertaking textual deconstruction to analyse masculine and feminine assumptions as well as silences in terms of women's experiences in and from mainstream IR writings.
- Case Study Discussions and short group presentations on gendered security, war, diplomatic negotiations and peace talks.
- Policy Analysis of UN Security Council Resolution 1325 and its implementation in India/ South Asia.
- Class exercises engaging in critical thinking to compare Western feminist IR approaches and Postcolonial/Indian worldviews.
- Screening of relevant movies and documentaries to examine the gendered nature of speeches, media and depictions.
- Doubt-clearing sessions especially with students from different linguistic backgrounds.
- Writing Sessions: answer writing, assignment writing, and developing book review skills.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 39: Region and Regionalism

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 39: Region and Regionalism	4	3	1	Bachelor's degree in any course	None

Course Outline

The conceptions of Regions and Regionalism form a critical component of the contemporary disciplinary discourse on International Relations. Considering this heuristic imperative, this course examines various formations of regions and forms of regionalism especially as these have unfolded in the present era of globalization. In pursuit of this, the course examines the historical origins of the regional formations and their conceptual evolution from the standpoint of principal theories including neo-functionalism and economic integration, constructivism and comparative regionalism. It further explores the social, political, and economic dimensions of regionalism by focusing on the debates on norms, identity and migration on the one hand and how regionalism intersects and impacts the flows and processes of international political economy. The course also examines maritime regionalism and the role of key regional organizations and institutions in shaping the contemporary world order before engaging with detailed case studies of regionalism and regional integration with regard to Asian and African experiences.

Course Objectives

This course aims to

- Accord an ontological, epistemological and methodological treatment to the criticality of understanding regions and regionalism in International Relations.
- Examine the concepts of regions and regional within the principal theoretical frames of neo-functionalism and economic integration, constructivism and comparative regionalism
- Critically engage with the varied dimensions of regionalism with regard to the debates on norms, identity and migration and discuss its implications in the realm of international political economy.
- Offer an in-depth understanding of contemporary debates on multilateralism, the role of maritime regionalism and its implications for the emerging global order
- Undertake detailed case studies of regionalism and regional integration with reference to the Asian

and African experiences.

Course Learning Outcomes

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

- Acquire a fair understanding of the role and functions of regions and regionalism in the present international system.
- Gain knowledge of some of the main regional institutions and processes from the theoretical standpoints as well as empirical case studies drawn from Asian and African experience in particular.
- To map, interpret and evaluate regional arrangements and understand their role and significance for the functioning of world politics in diverse domains ranging from the maritime sphere and migration to the larger global order.

Course Contents

Unit I: Theorizing Regions and Regionalism in International Relations (10 Hours)

- a) Neo-Functionalism and Economic Integration
- b) Constructivism
- c) Comparative Regionalism

Unit II: Regionalism – Dimensions and Implications (11 Hours)

- a) Ideas, Norms and Identity
- b) Regionalism and International Political Economy
- c) Migration

Unit III: Contemporary Debates and Regionalism in International Relations (11 Hours)

- a) Debates on Multilateralism
- b) Maritime Regionalism
- c) Regionalism and Global Order

Unit IV: Regionalism and Regional Integration:

Asian and African Experiences (13 Hours)

- a) Asia (ASEAN, BIMSTEC, SAARC)
- b) Africa (Pan-African Congresses, African Union & the African Continental Free Trade Area)

Essential Readings

Unit I: Theorizing Regions and Regionalism in International Relations

- Acharya, A. (2004). How ideas spread: Whose norms matter? Norm localization and institutional change in Asian regionalism. *International Organization*, 58(2), 239–275.
- Acharya, A. (2012). Comparative regionalism: A field whose time has come? *The International Spectator*, 47(1), 3–15.
- Bilgin, P., & Futák-Campbell, B. (2021). Introduction: Globalizing (the study of) regionalism in international relations. In *Globalizing regionalism and international relations* (pp. 3–26). Bristol University Press.
- Börzel, T. A., & Risse, T. (2019). Grand theories of integration and the challenges of comparative regionalism. *Journal of European Public Policy*, 26(8), 1231–1252.
- Buzan, B., & Wæver, O. (2003). *Regions and powers: The structure of international security* (Chs. 1–3). Cambridge University Press.
- Fawn, R. (2009). ‘Regions’ and their study: Where from, what for and where to? *Review of International Studies*, 35, 5–34.
- Gavin, B., & De Lombaerde, P. (2005). Economic theories of regional integration. In M. Farrell, B. Hettne, & L. Van Langenhove (Eds.), *Global politics of regionalism: Theory and practice* (pp. 69–84). Pluto Press.
- Haas, E. B. (1964). *Beyond the nation-state: Functionalism and international organization* (Ch. 2). Stanford University Press.
- Hurrell, A. (2007). One world? Many worlds? The place of regions in the study of international society. *International Affairs*, 83(1), 127–146.
- Ikenberry, G. J. (2024). Three worlds: The West, East and South and the competition to shape global order. *International Affairs*, 100(1), 121–138.
- Lenz, T., & Söderbaum, F. (2025). Comparative regionalism beyond Europe versus the rest. *Review of International Studies*, 1–17.
- Paul, T. V. (Ed.). (2012). *International relations theory and regional transformation* (Chapter 1). Cambridge University Press.
- Risse, T. (2004). Social constructivism and European integration. In A. Wiener & T. Diez (Eds.), *European integration theory* (pp. 159–176). Oxford University Press.

Schmitter, P. C. (1970). A revised theory of regional integration. *International Organization*, 24(4), 836–868.

Schmitter, P. C. (2006). Ernst B. Haas and the legacy of neofunctionalism. *Journal of European Public Policy*, 12(2), 255–272.

Söderbaum, F. (2016). Old, new, and comparative regionalism. In *The Oxford handbook of comparative regionalism* (pp. 16–41).

Wendt, A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organization*, 46(2), 391–425.

Unit II: Regionalism – Dimensions and Implications

Acharya, A. (2004). How ideas spread: Whose norms matter? Norm localization and institutional change in Asian regionalism. *International Organization*, 58(2), 239–275.

Börzel, T. A., & Risse, T. (2019). Grand theories of integration and the challenges of comparative regionalism. *Journal of European Public Policy*, 26(8), 1231–1252.

Buzan, B., & Wæver, O. (2003). *Regions and powers: The structure of international security* (Chs. 1–3). Cambridge University Press.

Haas, E. B. (1964). *Beyond the nation-state: Functionalism and international organization* (Ch. 2). Stanford University Press.

Hurrell, A. (2007). One world? Many worlds? The place of regions in the study of international society. *International Affairs*, 83(1), 127–146.

Schmitter, P. C. (1970). A revised theory of regional integration. *International Organization*, 24(4), 836–868.

Wendt, A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organization*, 46(2), 391–425.

Unit III: Contemporary Debates and Regionalism in International Relations

Acharya, A. (2017). Regionalism in the evolving world order: Power, leadership, and the provision of public goods. In *21st century cooperation* (pp. 39–54). Routledge.

Alexander, L. M. (1977). Regional arrangements in the oceans. *American Journal of International Law*, 71(1), 84–109.

Bhagwati, J. (1993). Regionalism and multilateralism: An overview. In J. de Melo & A. Panagariya (Eds.), *New dimensions in regional integration* (pp. 22–51). Cambridge University Press.

Falk, R. (2003). Regionalism and world order: The changing global setting. In F. Söderbaum & T. M. Shaw (Eds.), *Theories of new regionalism: A Palgrave reader* (pp. 63–80). Palgrave Macmillan.

Mendenhall, E. (2025). The limits of marine regionalism in global ocean governance: The UNEP Regional Seas Programme. In C. Bueger, E. Mendenhall, & R. Strating (Eds.), *The politics of global ocean regions*. Palgrave Macmillan.

Renard, T. (2016). Partnerships for effective multilateralism? Assessing the compatibility between EU bilateralism, (inter-)regionalism and multilateralism. *Cambridge Review of International Affairs*, 29(1), 18–35.

Tussie, D. (2003). Regionalism: Providing a substance to multilateralism? In F. Söderbaum & T. M. Shaw (Eds.), *Theories of new regionalism: A Palgrave reader* (pp. 99–116). Palgrave Macmillan.

Vallega, A. (2002). The regional approach to the ocean, the ocean regions, and ocean regionalisation—A post-modern dilemma. *Ocean & Coastal Management*, 45(11–12), 721–760.

Unit IV: The Role of Regional and Cross-Regional Formations

Acharya, A. (2012). Culture, security, multilateralism: The ‘ASEAN way’ and regional order. In *Culture and security* (pp. 55–84). Routledge.

Dash, K. C. (2012). Dynamics of South Asian regionalism. In M. Beeson & R. Stubbs (Eds.), *Routledge handbook of Asian regionalism* (pp. 406–419). Routledge.

Jetschke, A. (2012). ASEAN. In *Routledge handbook of Asian regionalism* (pp. 340–350). Routledge.

Jetschke, A., & Katada, S. N. (2016). Asia. In T. A. Börzel & T. Risse (Eds.), *The Oxford handbook of comparative regionalism*. Oxford University Press.

Konwer, S., & Borah Hazarika, O. (2025). India and the BIMSTEC: Regionalism, multilateral frameworks and a changing global order. *Australian Journal of International Affairs*, 1–19.

Kumar, S. (2020). Reinvigoration of BIMSTEC and India’s economic, strategic and security concerns. *Millennial Asia*, 11(2), 187–210.

- Yahya, F. (2005). BIMSTEC and emerging patterns of Asian regional and interregional cooperation. *Australian Journal of Political Science*, 40(3), 391–410.
- Winand, P. (2024). The performance of regionalism in South Asia: SAARC and beyond. In *The performance of regionalism in the global South* (pp. 48–70). Routledge.
- Aniche, E. T. (2021). Beyond neo-functionalism: Africa in search of a new theory of regional integration. In *Regionalism, security and development in Africa* (pp. 31–45). Routledge.
- Hartmann, C. (2016). Sub-Saharan Africa. In T. A. Börzel & T. Risse (Eds.), *The Oxford handbook of comparative regionalism*. Oxford University Press.
- Söderbaum, F., & Stapel, S. (2022). Regionalism in Africa. In *Handbook on global governance and regionalism* (pp. 218–229). Edward Elgar Publishing.
- Shepperson, G. (1962). Pan-Africanism and “Pan-Africanism”: Some historical notes. *Phylon*, 23(4), 346–358.
- Oloruntoba, S. O. (2020). Pan-Africanism, regional integration and development in Africa. In *Pan Africanism, regional integration and development in Africa* (pp. 1-14). Cham: Springer International Publishing.
- Tieku, T. K. (2004). Explaining the clash and accommodation of interests of major actors in the creation of the African Union. *African Affairs*, 103(411), 249-267.
- Tsowou, K., & Davis, J. (2021). Reaping the AfCFTA potential through well-functioning rules of origin. *Journal of African Trade*, 8(Suppl 2), 88-102.
- Saygili, M., Peters, R., & Knebel, C. (2021). *African Continental Free Trade Area: Challenges and opportunities of tariff reductions* (UNCTAD Research Paper No. 15). United Nations Conference on Trade and Development.

Suggested Readings

Unit I: Theorizing Regions and Regionalism in International Relations

- Deutsch, K. W., Burrell, S. A., Kann, R. A., Lee, M., Lichterman, M., Lindgren, R. E., Loewenheim, F. L., & Van Wagenen, R. W. (1957). Current state of integration in the North Atlantic area. In *Political community and the North Atlantic area* (pp. 117–161). Princeton University Press.
- Fawcett, L. (2004). Exploring regional domains: A comparative history of regionalism. *International Affairs*, 80(3), 429–446.

Hameiri, S. (2013). Theorising regions through changes in statehood: Rethinking the theory and method of comparative regionalism. *Review of International Studies*, 39(2), 313–335.

Hurrell, A. (1995). Explaining the resurgence of regionalism in world politics. *Review of International Studies*, 21, 331–358.

Long, D., & Ashworth, L. M. (1999). Working for peace: The functional approach, functionalism and beyond. In D. Long & L. M. Ashworth (Eds.), *New perspectives on international functionalism* (pp. 1–26). Macmillan Press.

Unit II: Regionalism – Dimensions and Implications

Acharya, A. (2011). Norm subsidiarity and regional orders: Sovereignty, regionalism, and rule-making in the third world. *International Studies Quarterly*, 55(1), 95–123.

Barbieri, G. (2019). Regionalism, globalism and complexity: A stimulus towards global IR? *Third World Thematics: A TWQ Journal*, 4(6), 424–441.

Betts, A. (2011). The global governance of migration and the role of trans-regionalism. In R. Kunz, S. Lavenex, & M. Panizzon (Eds.), *Multilayered migration governance* (pp. 23–45). Routledge.

Fioramonti, L. (2013). Building regions from below: Has time come for regionalism 2.0? In L. Fioramonti (Ed.), *Regionalism in a changing world: Comparative perspectives in the new global order*. Routledge.

Vivares, E., & Martens, C. (2020). The global political economy of regionalism: Beyond European and North American conceptual cages. In *The Routledge handbook to global political economy*. Routledge.

Unit III: Contemporary Debates and Regionalism in International Relations

Bhagwati, J. (1993). Regionalism and multilateralism: An overview. In J. de Melo & A. Panagariya (Eds.), *New dimensions in regional integration* (pp. 22–51). Cambridge University Press.

Martin, L. L. (1992). Interests, power, and multilateralism. *International Organization*, 46(4), 765–792.

Woods, N. (2023). Multilateralism in the twenty-first century. *Global Perspectives*, 4(1), 1–9.

Alexander, L. M. (1977). Regional arrangements in the oceans. *American Journal of International Law*, 71(1), 84–109.

Morgan, W. (2022). Large ocean states: Pacific regionalism and climate security in a new era of geostrategic competition. *East Asia*, 39(1), 45–62.

Bhattacharyya, A. (2010). Understanding security in regionalism framework: ASEAN maritime security in perspective. *Maritime Affairs*, 6(2), 72–89.

Acharya, A. (2007). The emerging regional architecture of world politics. *World Politics*, 59(4), 629–652.

Tarte, S. (2014). Regionalism and changing regional order in the Pacific Islands. *Asia & the Pacific Policy Studies*, 1(2), 312–324.

Unit IV: The Role of Regional and Cross-Regional Formations

Acharya, A. (2003). Democratisation and the prospects for participatory regionalism in Southeast Asia. *Third World Quarterly*, 24(2), 375–390.

Bhattacharjee, J. (2018). SAARC vs BIMSTEC: The search for the ideal platform for regional cooperation. *Observer Research Foundation Issue Brief*, 226, 1–12.

Chaisse, J., & Hsieh, P. L. (2023). Rethinking Asia-Pacific regionalism and new economic agreements. *Asia Pacific Law Review*, 31(2), 451–468.

Roberts, C. B. (2012). *ASEAN regionalism: Cooperation, values and institutionalisation*. Routledge.

Wang, J. (2010). The role of China and India in Asian regionalism. In M. Sornarajah & J. Wang (Eds.), *China, India and the international economic order* (pp. 333–386). Cambridge University Press.

Nkrumah, K. (1963). *Africa must unite*. Heinemann.

Aniche, E. T. (2020). From Pan-Africanism to African regionalism: A chronicle. *African Studies*, 79(1), 70–87.

Amate, C. O. (1986). *Inside the OAU: Pan-Africanism in practice*. Macmillan.

Appiah, J. A. (2018). Africa Peace and Security Architecture: reflections on over a decade of promoting peace and security in Africa. *Africa Insight*, 47(4), 29-39.

Frimpong Oppong, R. (2010). The African Union, the African Economic Community and Africa's regional economic communities: untangling a complex web. *African Journal of International and Comparative Law*, 18(1), 92-103.

Krugman, P. (1991). The move toward free trade zones. *Economic Review*, Federal Reserve Bank of Kansas City, 76(6), 5–25.

Apuuli, K. P. (2021). The African Union and the management of unconstitutional changes of government in Africa. *Journal of African Law*, 65(1), 85–104. <https://doi.org/10.1017/S0021855320000283>

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks of regions and regionalism and how are these enacted in empirical contests with regard to several issue areas addressed in the course. Activities may include:

- Class discussions on selected readings
- Individual and group projects/exercises to understand how regionalism and regional practices engage with issues of norms, identity, migration and maritime cooperation among others
- Guided literature analyses
- Case-studies based examination of specific challenges and responses of different case studies of regional integration in Asia and Africa

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science

PS-DSE 40: Internal Dynamics of State-making in South Asia

Credits: 4

Duration: 60 Hours (45hrs Lect.+15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 40: Internal Dynamics of State-making in South Asia	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to the internal dynamics of state making in South Asia. It is designed for imparting an in-depth understanding as to how different states in the region have followed different state making and nation building strategies historically and contemporarily. In pursuit of this, the course begins by exploring the nature of British colonial structures especially their knowledge-making practices and institutions in order to understand their impact on the post-colonial state making trajectories. The course further examines their persisting social and economic dilemmas and how these, in turn, have shaped the political practices and state structures in South Asia. The course then offers a detailed examination of the nature and political mobilization by diverse communities within any state as well as in a comparative framework. Finally, it examines how states have developed different strategies for coping with such internal conflicts that have been challenging their respective state authority in the region.

Course Objectives

This course aims to:

- Critically engage with the colonial legacies especially from the standpoint of how colonial ways of knowledge making practices have shaped the social and political lives of its populace in the region.
- Develop a lens that helps making sense of the idea of the state as a political structure, as a sociological phenomenon and an anthropological imaginary that intersects the colonial pasts and its post-colonial frames.
- Offer analytical frames and tools for understanding how their social and economic dilemmas as well as political imperatives have shaped their post-colonial state making trajectories.
- Critically engage with both structural and temporal factors that have given rise to a diverse set of challenges to the state authority in the region in a historical as well as contemporary context.
- Develop analytical tools for explaining how different states have navigated these and forged a

diverse set of political, constitutional as well as coercive strategies to cope with such challenges

Course Learning Outcomes

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

- Develop an in-depth understanding of varied and multi-dimensional character of the state-making processes in the South Asian region.
- Explain the varied nature of internal challenges to state authorities in a historical and contemporary context and examine what strategies have been deployed by the states in managing or resolving these.
- Develop the skills for making sense of ‘what has worked’ and ‘what has not’ and, why and apply these by way of undertaking certain case studies of particular states individually as well as in a comparative framework.
- Build a strong foundation for further pursuit of academic and policy-oriented research in this domain as well as for taking up policy roles in this field.

Course Contents

Unit I: Colonial Legacy in South Asia (10 Hours)

- a) Institutions and Knowledge-Making Practices
- b) The Colonial State

Unit II: Post-colonial trajectories of State-making (10 Hours)

- a) Political Character of the State
- b) Economic and Social Dilemmas

Unit III: Challenges to the State Authority (15 Hours)

- a) Identity-related Demands
- b) Anti-Systemic Struggles
- c) Religious Divergences

Unit IV: Coping Strategies of the States (10 Hours)

- a) Constitutional Measures
- b) Counter-insurgency Strategies

Essential Readings

Unit I: Colonial Legacy in South Asia

Cohn, B. (1996). *Colonialism and its forms of knowledge: The British in India* (pp. 3–56). Princeton University Press.

Dirks, N. B. (2002). *Castes of mind: Colonialism and the making of modern India* (pp. 81–106). Princeton University Press.

Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism* (pp. 1–8). Verso.

Kaviraj, S. (2010). *The imaginary institution of India: Politics and ideas* (pp. 39–84). Columbia University Press.

Panikkar, K. N. (2002). *Culture, ideology, hegemony: Intellectuals and social consciousness in colonial India* (pp. 54–85). Anthem Press.

Unit II: Post-Colonial Trajectories of State-making

Jahan, R. (1973). Bangladesh in 1972: Nation building in a new state. *Asian Survey*, 13(2), 199–210.

Rudolph, L. I., & Jacobsen, J. K. (2009). Framing the inquiry: Historicizing the modern state. In L. I. Rudolph & J. K. Jacobsen (Eds.), *Experiencing the state* (pp. vii–xxix). Oxford University Press.

Webb, M., & Wijeweera, A. (2015). Introduction. In M. Webb & A. Wijeweera (Eds.), *The political economy of conflict in South Asia* (pp. 1–11, 57–74). Palgrave Macmillan.

Khatun, F. (2016). Development policies since independence. In A. Riaz & M. S. Rahman (Eds.), *Routledge handbook of contemporary Bangladesh* (pp. 131–143). Routledge.

Kantha, P. K. (2015). Nepal's protracted transition: Explaining the continuing political and economic impasse. In M. Webb & A. Wijeweera (Eds.), *The political economy of conflict in South Asia* (pp. 75–92). Palgrave Macmillan.

Adnan, S. (2014). Impacts of globalization and liberalization on the political economy of structural transformation in Bangladesh. In B. Chakma (Ed.), *South Asia in transition: Democracy, political economy and security* (pp. 127–154). Springer.

Unit III: Challenges to the State Authority

Tilouine, M. (2009). Ruling social groups—from species to nations: Reflections on changing conceptualizations of caste and ethnicity in Nepal. In D. N. Gellner (Ed.), *Ethnic activism and civil society in South Asia* (pp. 291–336). Sage Publications.

Hill, T. H. J. (2013). The deception of victory: The JVP in Sri Lanka and the long-term dynamics of rebel reintegration. *International Peacekeeping*, 20(3), 357–374.

Venugopal, R. (2010). Sectarian socialism: The politics of Sri Lanka's Janatha Vimukthi Peramuna (JVP). *Modern Asian Studies*, 44(3), 567–602.

Muni, S. D. (2014). Anatomy of a South Asian revolt: Nepal's Maoist insurgency in perspective. In M. Yusuf (Ed.), *Insurgency and counterinsurgency in South Asia: Through a peacebuilding lens* (pp. 190–212). United States Institute of Peace Press.

Whelpton, J. (2013). Political violence in Nepal from unification to Janandolan I: The background to 'People's War'. In M. Lecomte-Tilouine (Ed.), *Revolution in Nepal: An anthropological and historical approach to the People's War* (pp. 27–74). Oxford University Press.

Devotta, N. (2018). Religious intolerance in post-civil war Sri Lanka. *Asian Affairs*, 49(2), 278–300.

Chowdhury Fink, N. (2010). On the borderlines: Politics, religion and violence in Bangladesh. In E. Newman et al. (Eds.), *Political violence in South and Southeast Asia: Critical perspectives* (pp. 91–111). United Nations University Press.

Unit IV: Coping Strategies of the States

Bishwakarma, M. (2015). Contentious identity politics in federalism: Impasse on constitution writing in Nepal. *The International Journal of Interdisciplinary Civic and Political Studies*, 9(2), 13–23.

Das, S. K. (2005). Nobody's communiqué: Ethnic accords in Northeast India. In S. K. Das (Ed.), *Peace processes and peace accords* (pp. 120–141). Sage Publications.

Uyangoda, J. (2010). Conflict and peacebuilding in Sri Lanka: Caught in the peace trap? In J. Goodhand & B. Korf (Eds.), *Conflict and peacebuilding in Sri Lanka: Caught in the peace trap?* (pp. 16–38). Routledge.

Sarangi, A. (2011). Introduction. In A. Sarangi & S. Pai (Eds.), *Interrogating reorganisation of states: Culture, identity and politics in India* (pp. 1–28). Routledge.

Van Beek, M. (1999). Hill councils, development, and democracy: Assumptions and experiences from Ladakh. *Alternatives: Global, Local, Political*, 24(4), 435–460.

Kothari, A., Bajpai, S., & Padmanabhan, S. (2019). *Ladakh Autonomous Hill Development Council–Leh (India): How democratic, how autonomous?* Kalpavriksh.

Goodhand, J., & Korf, B. (2010). Conflict and peacebuilding in Sri Lanka: Caught in the peace trap? In J. Goodhand & B. Korf (Eds.), *Conflict and peacebuilding in Sri Lanka: Caught in the peace trap?* (pp. 1–15). Routledge.

Yusuf, M. (2014). *Insurgency and counterinsurgency in South Asia: Through a peacebuilding lens* (pp. 213–244). United States Institute of Peace Press.

Pandey, P. K., & Jamil, I. (2015). Conflict in the Chittagong Hill Tracts of Bangladesh: An unimplemented accord and continued violence. In J. S. Chima (Ed.), *Ethnic subnationalist insurgencies in South Asia: Identities, interests and challenges to state authority* (pp. 143–160). Routledge.

Rajagopalan, R. (2008). *Fighting like a guerrilla: The Indian Army and counterinsurgency* (Ch. 4). Routledge

Suggested Readings:

Unit I: Colonial Legacy in South Asia

Baber, Z. (1996). *The science of empire: Scientific knowledge, civilization, and colonial rule in India* (pp. 136–245). State University of New York Press.

Dirks, N. B. (2002). *Castes of mind: Colonialism and the making of modern India* (pp. 107–124). Princeton University Press.

Prakash, G. (1990). Writing post-orientalist histories of the Third World: Perspectives from Indian historiography. *Comparative Studies in Society and History*, 32(2), 383–408.

Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples* (pp. 19–41). Zed Books.

Winichakul, T. (1997). *Siam mapped: A history of the geo-body of a nation* (pp. 20–35). University of Hawai‘i Press.

Unit II: Post- Colonial Trajectories of State-making

Kaviraj, S. (2010). *The trajectories of the Indian state: Politics and ideas* (pp. 15–39). Permanent Black.

Kohli, A. (1990). *Democracy and discontent: India’s growing crisis of governability* (pp. 383–404). Cambridge University Press.

Kumar, D. (2008). *Nepali state, society, and human security: An infinite discourse* (pp. 97–176). The University Press Limited.

Phadnis, U. (1989). *Democracy in developing countries: Asia* (Vol. 3, pp. 143–186). In L. Diamond, J. Linz, & S. M. Lipset (Eds.), Lynne Rienner Publishers.

Riaz, A. (1994). *State, class and military rule: Political economy of martial law in Bangladesh* (pp. 164–251). Nadi New Press.

Richardson, J. M., & Samarasinghe, S. W. R. de A. (1991). *Economic dimensions of ethnic conflict* (pp. 194–223). St. Martin's Press.

Sheth, D. L. (1989). *The challenge in South Asia: Development, democracy and regional cooperation* (pp. 61–74). In P. Wignaraja & A. Hussain (Eds.), Sage Publications.

Uyangoda, J. (2009). Sri Lanka: State of research on democracy. *PCD Journal*, 1, 1–20.

Unit III: Challenges to the State Authority

Alexander, P. (1981). Shared fantasies and elite politics: The Sri Lankan “insurrection” of 1981. *Mankind*, 13(2), 113–132.

Braithwaite, J., & D’Costa, B. (2018). *Cascades of violence: War, crime and peacebuilding across South Asia* (pp. 271–320). ANU Press.

DeVotta, N. (2002). South Asia faces the future: Illiberalism and ethnic conflict in Sri Lanka. *Journal of Democracy*, 13(1), 84–98.

Uyangoda, J. (2008). The Janatha Vimukthi Peramuna split. *Economic and Political Weekly*, 43(18), 8–10.

Uyangoda, J. (2007). *Ethnic conflict in Sri Lanka: Changing dynamics* (Policy Studies 32). East-West Center.

Goodhand, J., & Korf, B. (2010). *Conflict and peacebuilding in Sri Lanka: Caught in the peace trap?* (pp. 1–15). Routledge.

Nepal, M., Bohara, A. K., & Gawande, K. (2011). More inequality, more killings: The Maoist insurgency in Nepal. *American Journal of Political Science*, 55(4), 886–906.

Mohsin, A. (1997). *The politics of nationalism: The case of Chittagong Hill Tracts, Bangladesh* (pp. 1–24). The University Press Limited.

Phadnis, U. (1971). Insurgency in Ceylon: Hard challenge and grim warning. *Economic and Political Weekly*, 6(19), 965–968.

Rahman, T. (1996). Introduction. In *Language and politics in Pakistan* (pp. 1–8). Oxford University Press.

Lecomte-Tilouine, M. (Ed.). (2013). *Revolution in Nepal: An anthropological and historical approach to the People's War*. Oxford University Press.

Unit IV: Coping Strategies of States

Baruah, P., & Rouleau, N. M. (2011). Democracy, representation, and self-rule in the *Indian constitution*. *Law and Politics in Africa, Asia and Latin America*, 44(2), 177–195.

Cetzal-Ix, W. (2015). The Naga Peace Accord. *Man and Society: A Journal of North-East Studies*, 12(8), 105–111.

Krishna, S. (1992). India and Sri Lanka: A fatal convergence. *Studies in Conflict and Terrorism*, 15(4), 267–281.

Langford, M., & Bhattarai, A. M. (2011). Constitutional rights and social exclusion in Nepal. *International Journal on Minority and Group Rights*, 18(3), 387–411.

Perera, J. (2005). The peace process in Sri Lanka: From confrontation to accommodation (pp. 177–196). In *Peace Processes and Peace Accords*. Sage.

Phadnis, U. (2001). *Ethnicity and nation-building in South Asia* (pp. 15–60). Sage.

Tan, K. Y., & Hoque, R. (2022). *Constitutional foundings in South Asia* (pp. 63–176). Bloomsbury Publishing.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in public policy to contemporary governance issues. Activities may include:

- Guided and collaborative discussion of selected readings
- Case-studies based examination of specific challenges and responses of different states in South Asia
- Individual and group projects/exercises on knowledge making practices in shaping the state structures in the region
- Reflexive and participatory assignments to cultivate students' analytical and articulation skills.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science (Optional Course)

PS-DSE 41: Democracy and Human Rights in India

Credits: 4

Duration: 60 hrs (45 hrs Lecture+15hrs tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 41: Democracy and Human Rights in India	4	3	1	Bachelor's degree in any course	None

Course Outline

This course explores the vital relationship between democratic governance and human rights protection, focusing on institutional frameworks, civil liberties, and international standards. Key topics include democratic theory, human rights instruments, rule of law, and contemporary challenges such as terrorism and globalization.

Course Objectives

- The course expects to develop a theoretically grounded and methodologically informed understanding of democracy and human rights in India, situated within global and Global South debates.
- It is designed to equip students with conceptual tools and analytical frameworks to interpret the constitutional and legal architecture in relation to rights of social groups and communities.
- Against the background of constitutional provisions and laws enacted to make them effective, the course identifies ways of analysing how caste, gender, minority status, and displacement shape rights claims, evaluating the roles of courts, state institutions, media, and civil society in safeguarding civil and socio-economic rights.
- It intends to present students with ethically grounded, evidence-based arguments that buttress policy recommendations on contemporary challenges such as surveillance, digital governance, and democratic backsliding.

Course Learning outcomes

After studying this course, students would accomplish the following:

- (a) Learn how to analyse human rights discourse in India by focusing on various cases, debates, and themes.

- (b) Understand the distinctiveness of human rights in the Indian intellectual tradition.
- (c) Understand the historical and contemporary contexts within which the human rights movement emerged in India.
- (d) Acquire a theoretical and empirically grounded understanding to be able to draft policy recommendations and engage with human rights laws and conventions, and global and domestic institutions entrusted with safeguarding human rights.

Course content

Unit I: Theoretical and Historical Foundations of Democracy and Rights (10 Hours)

- a. Concept of Human Rights: Evolution of the idea of rights in Ancient India, different cultural traditions.
- b. Human Rights in the Indian context: Dharma, Justice, and the Moral Order in Indian Thought
- c. Modern Indian thinkers on the ethics of rights and duties: B R Ambedkar, M K Gandhi, Hansa Mehta and R M Lohia

Unit 2: Human Rights, Law, and the Democratic State (10 Hours)

- a. Constitutional Framework: Fundamental Rights, Directives Principles of State Policy and Fundamental Duties.
- b. Civil Rights Movements: Nationalist origins, National Emergency: Repression and Dissent
- c. State and Legitimacy: National Human Rights Commission, role of Law and Judiciary in protecting of rights

Unit 3: Deepening of Civil Rights and the Contemporary Challenges (14 Hours)

- a. Quest for Equality: Caste, Gender and Minorities
- b. Social and Economic Rights: Labour, Land, and Livelihood
- c. Technology, Surveillance, and Digital Rights
- d. Infrastructure of Dignity: Water, and Sanitation Rights

Unit 4: Approaches, Methods and the Emerging areas in human rights (11 Hours)

- a. Studying Democracy and Rights: Textual, Historical, and Field Approaches
- b. Reading and Understanding Independent Reports on the status of Human Rights
- c. Media, Civil Society, and Human Rights Advocacy
- d. Digital rights and Rights during Artificial Intelligence

Essential Readings

Unit I: Theoretical and Historical Foundations of Democracy and Rights

- Kumar, S., & Choudhury, S. (2021). Ancient Vedic Literature and Human Rights: Resonances and Dissonances. *Cogent Social Sciences*, 7(1).
- Ambedkar, B. R. (1945). *Annihilation of Caste*. [Self-Published/ Original Publisher]. [Selected chapters focusing on justice and rights of oppressed communities]
- Baxi, U. (1998). 'Voices of suffering and the future of human rights'. *Transnational Law & Contemporary Problems*, 8 (2), 125–170.
- Bilimoria, Purushottama (2014), 'Ethics and virtue in classical Indian thinking', in *The Handbook of Virtue Ethics*, pp. 294-305.
- Gandhi, M. K. Hind Swaraj or Indian Home Rule. Navajivan, 1938 (Chapters on freedom and duty).
- Hansa Mehta (1945), Civil Liberties, The All India Women's Conference Tract No 4, Aundh: Aundh Publishing Trust.
- Khosla, Madhav (2010), 'Making Social Rights Conditional: Lessons from India', *International Journal of Constitutional Law*, 8.4, pp. 739-765.
- Lohia, Rammonohar (1936), The Struggle For Civil Liberties, Rammonohar Lohia Sahitya Prkashan Trust, Calcutta, second edition, 1983
- Mutua, M. (2001). Savages, victims, and saviors: The metaphor of human rights. *Harvard International Law Journal*, 42(1), 201–245.
- Mohanty, J. N. (2017), 'The Idea of the Good in Indian Thought', *A companion to world philosophies*, pp. 290-303.
- Nanda, Bijayalaxmi and Nupur Ray (2018), "Introduction: Discourse on rights in India: debates and dilemmas." *Discourse on Rights in India*. Routledge India, 2018. 1-30.
- Noorani, A.G. and South Asia Human Rights Documentation Centre (SAHRDC) (2011), *Challenges to Civil Rights Guarantees in India*, Oxford University Press.
- Panikkar, K. N. (2002). 'Towards a non-Western theory of human rights'. *Economic and Political Weekly*, 37(51), 5183–5188.
- Rao, A. (2020), 'Ambedkar and the Politics of Human Rights', *South Asia: Journal of South Asian Studies*, 43(4), 735-750.
- Sloane, Robert D. (2001), 'Outrelativizing Relativism: A Liberal Defense of the Universality of International Human Rights', *Vanderbilt Journal of Transnational Law*, 34: 527.

Tharakan, Simi Varghese, Serafina Illyas, and Saji Sivan (2023), 'Duties – The Building Blocks of Right', in Raman Mittal and Kshitij Kumar Singh eds., *Relevance of Duties in the Contemporary World: With Special Emphasis on Gandhian Thought*, Singapore: Springer Nature Singapore, 55-64.

Unit 2: Human Rights, Law, and the Democratic State

Baxi, Upendra (1985), 'Taking Suffering Seriously: Social Action Litigation in the Supreme Court of India', *Third World Legal Studies*, 107.

Bhatia, Gautam, (2016) 'Directive Principles of State Policy' in S Choudhry, M Khosla and P B Mehta (ed.), *The Oxford Handbook of The Indian Constitution*, Oxford University Press, Pp.644-661.

Chaube, S K, (2010). *The Making and Working of the Indian Constitution*, National Book Trust, New Delhi, (Ch V. The rights of the Indians and ChVI. Duties of the State and the Citizens).

Datta, Nilanajan (2003), *Civil Liberties Movement in India: From Colonial Times to the Present*, Setu Prakashani, 2023.

deSouza, Peter Ronald & Harsh Sethi eds. (2025) *50 Years of the Indian Emergency: Lessons for Democracy*, Orient Blackswan.

Forum-Asia (2018) *Mission Report On the Performance of National Human Rights Commission of India*.

Kumar, C Raj (2001), 'Role and Contribution of National Human Rights Commissions in Promoting National and International Human Rights Norms in the National Context', *Indian Journal of Public Administration*, Vol XLVII, No.2, April-June 2001, Pp.222-236.

Merry, S. E. (2006). Transnational human rights and local activism: Mapping the middle. *American Anthropologist*, 108(1), 38–51.

Mohanty, M (2002). 'The Changing Definition of Rights in India' in S Patel (et.al,) Ed. *Thinking Social Science in India*, Sage, 2002.

Ray, A K (1986). 'Civil Rights Movements and Social Struggle in India', *Economic and Political weekly*, Vol XXI, No.28, July 12, 1986, Pp.1202-1205

Sathe, Satya P (2001), 'Judicial Activism: The Indian Experience', *Washington University Journal of Law and Policy*, 6:29.

Singh, U. K. 2018. The 'Inside-Outside' Body: National Human Rights Commission of India. *Economic and Political Weekly*, Vol LIII, No.5, February 3, 2018, Pp.33-39

Unit 3: Deepening of Civil Rights and the Contemporary Challenges

Austin, Granville. (1999). *Working a Democratic Constitution: The Indian Experience*. Oxford University Press. (Sections on DPSP and Fundamental Rights)

Baxi, U. (2018). India's judicial journey to the right to privacy: A preliminary view of the *Puttaswamy* judgment. *Journal of Indian Law and Society*, 8(2),1-15

Goswami, Debika and Rajesh Tandon (2016), 'Civil Society in Changing India: Emerging Roles, Relationships, and Strategies', in *Eruptions, Initiatives and Evolution in Citizen Activism*, Routledge, pp.53-64.

Mahajan, G. (2005). Indian Exceptionalism or Indian model: Negotiating cultural diversity and minority rights in a democratic nation-state. In W. Kymlicka and B. He (Eds.), *Multiculturalism in Asia* (pp. 115–138). Oxford University Press

Pandey, Ankita (2022), 'Movement Allies: Towards an Analytical Re-classification of Civil Rights Groups in India, *Oxford Development Studies*, 50(2), pp.114-125.

Saxena, K.B., et.al. (eds). (2025), *Rights of the Oppressed: An Indian Inventory*, New Delhi: Aakar. (Chapter 3: Right to basic Amenities: Water and Sanitation Rights pp. 380-420; Chapter 15: Labour, pp.287-311, Chapter 5: Women, pp.67-88)

Shinde, S. N. (2020). Homonationalism or radical queer: LGBTQ+ right articulation in India post *Navtej Singh Johar*. *Gender, Human Rights and Law*, 9. National Law School of India University.

Shukla, A. (2021). Human rights in the era of digital age: Opportunities and challenges. *International Journal of Legal Research and Analysis*, 3(1), 1-15

Teltumbde, Anand (2020), *Republic of Caste: Thinking Equality in the Time of Neoliberal Hindutva*. Navayana.

Unit 4: Approaches, Methods and the Emerging areas in human rights

Gupta, Apar (2018), 'The Right to Privacy in India: A Constitutional Perspective', *Economic and Political Weekly*, 53(2), pp. 36–42.

Thomas, B., Karskens, B. (2017). Media, human rights, and the spectacle of suffering. *Journal of Communication and Media Studies*, 2(4), 1–18

McPherson, Ella (2017), 'Social Media and Human Rights Advocacy', *The Routledge Companion to Media and Human Rights*, Routledge, pp. 279-288.

Schatz, Edward, ed. (2013), *Political Ethnography: What Immersion Contributes to the Study of Power*, University of Chicago Press.

Zuboff, Shoshana (2019), *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*, New York: Public Affairs.

Mathiesen, K. (2014). Human Rights for the Digital Age. *Journal of Mass Media Ethics*, 29(1), 2–18.

Rodrigues, R (2020). Legal and human rights issues of AI: Gaps, challenges and vulnerabilities, *Journal of Responsible Technology*, 4,

Government Reports:

Annual Reports of the NHRC (National Human Rights Commission) on select issues specific to the syllabus

Justice Verma Committee (2013), *Report on Gender Justice and Police Reform*.

Planning Commission of India (2007–2012), *Eleventh Five Year Plan: Social Justice and Minority Welfare*.

Sachar Committee (2006), Report on Social, Economic, and Educational Status of Muslims in India.

Sathasivam Committee (2021), Reports on Judicial Delays and Reform in India." *Third World Legal Studies*, 107

Suggested Readings

Alston, P. (1995), *The United Nations and Human Rights: A Critical Appraisal*, Oxford: Clarendon.

Amnesty International (2012), *Human rights in India: Status report*, Delhi: Vistaar.

Baviskar, Amita (1995), *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, Oxford University Press.

Bayly, C. A. (2011), *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*, Cambridge: Cambridge University Press

Baviskar, A. (2021), 'The Broken Ladder: The Paradox of India's Economic Growth', *Economic and Political Weekly*.

Baxi, Upendra ed. (1987), *The Right to be Human*, Delhi: Lancer.

Baxi, Upendra (2007), 'Rule of law in India', *International Journal of Human Rights*, 4(6).

Byrne, D. J. O. (2007), *Human Rights: An Introduction*. Pearson.

Beetham, David, ed. (1995), *Politics and Human Rights*, Oxford: Blackwell.

- Das, A., and Pandey, D. (2005), 'Contract Workers in India: Emerging Issues'. *Indian Journal of Industrial Relations*, 40(2).
- Desai, A. R. ed. (1986), *Violations of Democratic Rights in India*, Bombay: Popular Prakashan.
- Dhanda, A. (2008), 'Constructing a New Human Rights Lexicon', *International Journal of Human Rights*, 5(8).
- Dreze, J., and Khera, R. (2000), 'Crime, Gender and Society in India', *Population and Development Review*, 26(2).
- Dreze, Jean, and Amartya Sen (2013), *An Uncertain Glory: India and Its Contradictions*, Penguin, 2013.
- Dwivedi, O. P, and Rajan, V. G. J. (Eds.). (2016). *Human rights in postcolonial India*. Routledge India.
- Dworkin, R. (1977). *Taking rights seriously*. Harvard University Press
- Evans, T. (2001), *The Politics of Human Rights: A Global Perspective*, Pluto Press.
- Guru, G., and Sarukkai, S. (2012), *The Cracked Mirror: An Indian Debate on Experience and Theory*, Oxford University Press.
- Haragopal, G. (1998), 'Good Governance: A Human Rights Perspective', *Indian Journal of Public Administration*, 44(3).
- Haragopal, G. (1999), *Political Economy of Human Rights*, Hyderabad: Himalaya.
- Iyer, V. R. K. (1999), *The Dialectics and Dynamics of Human Rights in India*, Delhi: Eastern Law House.
- Khosla, M. (2020), *India's Founding Moment: The Constitution of a Most Surprising Democracy*, Harvard University Press.
- Kothari, S., & Sethi, H. (Eds.). (1991). *Rethinking human rights*. Delhi: Lokayan.
- Kumar, K. J. (2021), *Mass Communication in India*. Jaico Publishing.
- Moyn, Samuel (2018), *Not Enough: Human Rights in an Unequal World*, Harvard University Press.
- Saksena, K. P. ed. (1999), *Human Rights: Fifty Years of India's Independence*, Delhi: Gyan.
- Saxena, K.B., et.al. (eds). (2025), *Rights of the Oppressed: An Indian Inventory*, New Delhi: Aakar.
- Singh, U. K. (ed), 2009. *Human Rights and Peace, Ideas, Laws, Institutions and Movements*, Sage.
- Sen, A. (2021), *Development as freedom*, Oxford University Press.

Sen, A., and Dreze, J. (2013), *An Uncertain Glory: India and its Contradictions*, Penguin.

Shah, G., Mander, H., Thorat, S., Deshpande, S., & Baviskar, A. (2006), *Untouchability in rural India*, Sage.

Shetty, S. (2005), 'Millennium Declaration and Development Goals', *International Journal of Human Rights*, 2(2).

Subramanian, S. (1997), 'Human Rights: International Challenges', Delhi: Manas.

Swaminathan, P. (2008), 'Exclusion and Inclusion in Development', *Economic and Political Weekly*, October 25.

UNHCR & IDMC (2023), Displacement and Human Rights in South Asia. [Reports].

Verma, A. (2019), *The Indian Police: A Critical Evaluation*, Oxford University Press.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes these include:

- The communication and analytical skills of students are evaluated through regular class
- Presentations and group discussions.
- Term papers / Case Study
- Field visit to national human rights commission (NHRC) to provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 42: Gandhi and the Making of Decolonial Ethics

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 42: Gandhi and the Making of Decolonial Ethics	4	3	1	Bachelor's degree in any course	None

Course Outline

This course revolves around Gandhian texts and critical studies on Gandhi's work to capture his social and political ideas. While Gandhi's ideas evolved in a particular historical context, they represent a deeper project of decolonisation—of the mind, culture, and society. These ideas still possess universal resonance, inspiring decolonial movements and ethical politics across the world. The course focuses on a critical evaluation of Gandhi's socio-political and economic thoughts with reference to their enduring relevance.

Course Objectives

This course aims to:

- To examine Gandhi's critique of colonial modernity, particularly its moral and civilizational foundations.
- Explore the idea of decolonisation as not merely political independence but as a transformation of mind, society, and ethical life.
- Analyse key Gandhian concepts such as Swaraj, Ahimsa, Satyagraha, and Sarvodaya through close textual engagement.
- Critically evaluate Gandhi's positions on social hierarchies, including caste and gender.
- Situate Gandhian thought within both Indian philosophical traditions and global intellectual debates.
- Encourage an understanding of Gandhian ideas in relation to debates on nationanism and economic development.

Course Learning Outcomes

On successful completion of the course, students will be able to connect it to Indian philosophical roots, question the moral and intellectual foundations of colonial modernity, and articulate an alternative vision of freedom and development and other themes. They will be able to:

- Explain the idea of decolonisation beyond its political meaning and relate Gandhian ideas to Indian philosophical traditions and ethical frameworks.
- Compare Gandhian methods with global movements of resistance and non-violence.
- Evaluate Gandhi's engagement with issues such as caste, gender, and social reform
- Analyze debates involving Gandhi, including his disagreements with thinkers like Rabindranath Tagore and B. R. Ambedkar.

Course Content

Unit I: Rethinking Civilisation: Gandhi on Modernity and Swaraj (12 Hours)

- (a) Critique of Modern civilization, Gandhi: 'The Decoloniser'
- (b) From Political Independence to Inner Freedom: Gandhi's Ideas on Swaraj

Unit II: Ahimsa and Satyagraha: From Principle to Practice (12 Hours)

- (a) From Personal Virtue to Political Praxis: Gandhi's Understanding of *Ahimsa*
- (b) Satyagraha: Conceptual understanding and its application in India and outside.

Unit III: Gandhi's Engagement with Social Reforms (10 Hours)

- (a) Reimagining Women's Roles: Gandhi's Ideas on Women's Empowerment and Social Change
- (b) Gandhi's Complex Engagement with *Varnashrama* System and the Issue of Untouchability

Unit IV: Debating Gandhi's ideas on Nationalism and Economy (11 Hours)

- (a) Gandhi's Economics for *Sarvodaya*
- (b) Nationalism : Debates between Gandhi and Tagore

Essential Readings

Unit I: Rethinking Civilisation: Gandhi on Modernity and Swaraj

Chakrabarty, B. (2006). *Social and political thought of Mahatma Gandhi*. Routledge.

Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule*. Navajivan.

Hardiman, D. (2003). *Gandhi in his time and ours*. Permanent Black.

Iyer, R. (1973). *The moral and political thought of Mahatma Gandhi*. Oxford University Press.

Postmodern Gandhi and other essays: Gandhi in the world and at home. (2006, October).

Parel, A. J. (Ed.). (1997). *Hind Swaraj and other writings*. Cambridge University Press.

Unit II: Ahimsa and Satyagraha: From Principle to Practice

Chakrabarty, B. (2013). *Confluence of thought: Mahatma Gandhi and Martin Luther King Jr.* Oxford University Press.

Dalton, D. (2012). *Mahatma Gandhi: Nonviolent power in action*. Columbia University Press.

Gandhi, M. K. (1972). *Satyagraha in South Africa*. Navajivan.

Gregg, R. (1960). *The power of nonviolence*. Navajivan.

Steger, M. B. (2000). *Gandhi's dilemma: Nonviolent principles and nonviolent power*. St. Martin Press.

Unit III: Gandhi's Engagement with Social Reforms

Kishwar, M. (1985). Gandhi on women. *Economic and Political Weekly*, 20(41), 1753–1758.
<https://www.jstor.org/stable/4374920>

Kolge, N. (2017). *Gandhi's evolving strategy to abolish the caste system: Part I* (pp. 98–159). In *Gandhi Against Caste*. Oxford University Press.

Kumari, R. (2021). *Gandhi and the re-enactment of racism*.

Nagaraj, D. R. (2011). In *The Flaming Feet and Other Essays: The Dalit Movement in India*. Permanent Black.

Rudolph, S. H., & Rudolph, L. I. (2009). *Gandhi: The traditional roots of charisma*. Oxford University Press.

Unit IV: Debating Gandhi's ideas on Nationalism and Economy

Bajaj, J. K., & Srinivas, M. D. (2021). *Making of a Hindu patriot: Background of Gandhiji's Hind Swaraj*. Har Anand Publications.

Bhattacharya, S. (Ed.). (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore, 1915–1941*. National Book Trust.

Kumarappa, J. C. (1945). *Economy of permanence*. Sarva-Seva-Sangh Prakashan.

Kripalani, J. B. (1951). *Gandhian economics: A historical and critical study*. Vora & Co. Publishers.

Redkar, C. (2019). *Gandhian engagement with capital: Perspectives of J. C. Kumarappa*. Sage Publications.

Suggested Readings

Chakrabarty, B., & Pandey, R. (2010). *Modern Indian political thought: Text and context*. Sage Publications.

Gandhi, M. K. (1948). *An autobiography: The story of my experiments with truth*. Navajivan.

Parekh, B. (2001). *Gandhi: A very short introduction*. Oxford University Press.

Gandhi, M. K. (1933–1948). *Harijan* (Selected writings). Navajivan Publishing House / Gandhi Heritage Portal.

Iyer, R. N. (Ed.). (2000). *The essential writings of Mahatma Gandhi*. Oxford University Press.

Bondurant, J. V. (1971). *Conquest of violence: The Gandhian philosophy of conflict*. University of California Press.

Erikson, E. H. (1969). *Gandhi's truth: On the origins of militant nonviolence*. W. W. Norton & Company.

Mukherjee, H. (1991). *Gandhiji: A study* (4th ed.). People's Publishing House.

Nanda, B. R. (2002). *In search of Gandhi: Essays and reflections*. Oxford University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

- Simplified and abridged reading materials to support slow readers without diluting key concepts
- Bilingual (Hindi–English) explanations of core ideas and texts for better comprehension
- Recap sessions and shared notes/recordings to help absentees stay aligned with the course

- Peer-assisted learning through group discussions and mentoring support
- Flexible submission formats (written/oral) to accommodate different learning abilities

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 43: Modern Indian Political Thought

Credits: 4

Duration: 60 hrs (45 hrs Lecture + 15 hrs tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 43: Modern Indian Political Thought	4	3	1	Bachelor's degree in any course	None

Course Outline

Modern Indian Political Thought examines the development of political ideas from the 19th-century colonial encounter to post-independence, focusing on themes of nationalism, social reform, and liberation.

Course Objectives

- To provide students from other disciplines with a basic understanding of the various themes that have shaped Indian society and politics.
- To engage students with foundational political concepts through original texts, enabling critical engagement with these ideas.
- To analyse the intersections of ideas such as political economy, caste, gender, religion, and justice within the Indian political context.
- To develop a critical and comparative approach for evaluating these ideas in relation to contemporary social and political issues.

Course Learning Outcomes

By the end of this course, students will be able to:

- Critically analyse and interpret the political ideas of prominent modern Indian thinkers.
- Theorize key concepts such as caste, political economy, secularism, and feminism within the Indian socio-political contexts.
- Compare and contrast diverse ideological perspectives across thinkers representing different caste, class, and gender identities.
- Apply insights from historical political thought to critically evaluate contemporary political and social challenges in India.

Course Content

Units I: Theorize phenomenon of political in India thought (9 hours)

- a) Epistemology
- b) Ontology
- c) Methodology

Unit II: Political Economy and National Development (16 hours)

- a) C.R. Das
- b) Dadabhai Naoroji
- c) BR Ambedkar
- d) M.K Gandhi

Unit III: Cultural Nationalism (16 hours)

- a) Swami Vivekananda
- b) Bankimchandra Chatterjee
- c) Shri Aurbindo
- d) K B Hedgewar

Unit IV: Socialism (4 hours)

- a) Kamaladevi Chattopadhyay
- b) Jay Prakash Narayan

Essential Readings

Units I: Theorize phenomenon of political in India thought

Rathore, A. S. (2017). *Indian political theory: Laying the groundwork for swaraj*. Routledge India.

Chakrabarti, A. (2019). Language, meaning, and self: Indian perspectives on ontology. In A. Chakrabarti & I. Ganeri (Eds.), *The Bloomsbury research handbook of Indian philosophy of language* (pp. 85–112). Bloomsbury Academic.

Rathore, A. S., & Mohapatra, S. (Eds.). (2010). *Indian political thought: A reader* Routledge India.

Unit II: Political Economy and National Development

Das, C. R. (1998). *Political Freedom and Economic Justice: Selected Speeches*. Calcutta: National Book Agency.

Bose, S. (1997). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.

Naoroji, D. (2001). *Poverty and Un-British Rule in India*. New Delhi: Publications Division, Government of India.

Chandra, B. (1979). *Nationalism and Colonialism in Modern India*. New Delhi: Orient Longman.

Ambedkar, B. R. (1947). *States and Minorities*. New Delhi: Government of India.

Ambedkar, B. R. (1923). *The Problem of the Rupee: Its Origin and Its Solution*. Bombay: Thackers.

Agarwal, S.N. (1944). *The Gandhian Plan*. Bombay: Padma Publications

Unit III: Cultural Nationalism

Gokhale, B. G. (1964). Swami Vivekananda and Indian Nationalism. *Journal of Bible and Religion*, 32(1), 35–42. <http://www.jstor.org/stable/1460427>

Nikhilananda, S. (1964). Swami Vivekananda Centenary. *Philosophy East and West*, 14(1), 73–75. <https://doi.org/10.2307/1396757>

Bankimchandra Chatterjee. (1882). *Anandamath*. Calcutta: Ananda Publishers.

Bipin Chandra Pal, “The Spirit of Nationalism”, reprinted in Elie Kedourie Elie (ed)., *Nationalism in Asia and Africa*, London: Weidenfeld & Nicolson, 1971.

Sri Aurobindo, *Nationalism*. Sri Aurobindo Ashram: Pondicherry, 1969.

Nandha S Hedgewar . *A definitive Biography* Penguin Books: Delhi, 2025

Unit IV: Socialism

Chattopadhyay, K. (1986). *Inner Recesses, Outer Spaces: Memoirs*. New Delhi: Navrang.

Basu, A. (2000). *Kamaladevi Chattopadhyay: A Biography*. New Delhi: Roli Books.

Narayan, J. P. (1936). *Why socialism?* All India Congress Socialist Party. <https://lohiatoday.com/wp-content/uploads/2020/05/why-socialism-jpn.pdf>

Hantal, T. (2017). Jayaprakash Narayan: Reconstruction of the Indian political systems. *The Indian Journal of Political Science*, 78(2), 227–234. <https://www.jstor.org/stable/26534964>

Keene, T. H. (1990). From Marxism to Gandhism: J. P. Narayan, 1902–1952. *Journal of Third World Studies*, 7(2), 116–129. <http://www.jstor.org/stable/45192943>

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes these include:

- The communication and analytical skills of students are evaluated through regular class
- Presentations and group discussions.
- Term papers
- Reading key texts on thinkers under discussion
- book review
- literature review
- Annotated bibliography.

Master of Arts in Political Science

PS-DSE 44: Social Inclusion: Theory and Practice

Credits: 4

Duration: 60 hrs (45 hrs Lecture+15hrs tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 44 : Social Inclusion: Theory and Practice	4	3	1	Bachelor's degree in any course	None

Course Outline

A comprehensive course on Social Inclusion covers the theoretical, social, and political frameworks of exclusion and inclusion, often emphasizing marginalized groups. Key topics include conceptualizing discrimination, human rights, policy formulation for social justice, and practical interventions for marginalized communities, including Dalits, women, and minorities

Course Objectives

- To introduce students to the origin, meaning, and development of the concept of Social Inclusion.
- To make students familiar with key theoretical approaches.
- To help students apply theoretical perspectives of Social Inclusion to the Indian context.
- To enable students to critically study various inclusion policies and programmes in India—both state-led and civil society initiatives—and to evaluate their effectiveness, challenges, and related debates around merit and equality.

Course Learning Outcomes

- Students will be able to explain and compare key theories and debates on Social Inclusion, including relational and redistributive approaches.
- Students will be able to apply an intersectional understanding.
- Students will be able to interpret and assess empirical research and data related to inclusion in sectors such as education, employment, and politics.
- Students will be able to critically review existing inclusion policies and suggest alternative approaches to promote equality and social justice.

Course Content

- Unit I: Foundation and Concept of Social Inclusion** (9 Hours)
- A) Origin and Evolution of the Concept
 - B) Theories and Debates
- Unit II: Different Other Related Concepts to Social Inclusion** (12 Hours)
- A) Social Psychology
 - B) Language
 - C) Time and Space
- Unit III: Social Inclusion and Indian Scenario** (14 Hours)
- A) Historical and social perspectives
 - B) Social Capital to ‘Samrasta’
 - C) Constitutional & legal frameworks
- Unit IV: The Processes of Inclusion** (10 Hours)
- A) Policies & welfare: targeted schemes, rights-based programmes and evaluation
 - B) Political Parties and Inclusion
 - C) Responses from civil society

Essential Readings

Unit I: Foundation and Concept of Social Inclusion

Silver, H. (2015). The context of Social Inclusion. DSEA Working paper
https://www.un.org/esa/desa/papers/2015/wp144_2015.pdf

Zainudin, A., Sri K, D., Suwaryo, U., & Yuningsih, N. Y. (2024). Trends in social inclusion and its impact on public services: Research by CiteSpace. *Cogent Social Sciences*, 10(1).
<https://doi.org/10.1080/23311886.2024.2392295>

White, Richard & Williams, Colin. (2003). Conceptualising social inclusion: Some lessons for action. Proceedings of The Institution of Civil Engineers-municipal Engineer - PROC INST CIVIL ENG MUNIC ENG. 156. 91-95. 10.1680/muen.2003.156.2.91.

Bădescu, G. (2012). Introduction: Social Inclusion through Education. In D. Pop (Ed.), *Education Policy and Equal Education Opportunities* (pp. 15–48). Open Society Foundations.
<http://www.jstor.org/stable/resrep27130.4>

C Cullen A review of Social inclusion Policies
<https://cgspace.cgiar.org/server/api/core/bitstreams/8e155ffe-3d01-4bf9-9ce5-441c245da2d3/content>

Sen, A. (2000). Social Exclusion: Concept, Application and Scrutiny. Asian Development Bank.

Unit II: Different Other Related Concepts to Social Inclusion

Oxoby Rob ‘Understanding Social Inclusion, Social Cohesion and social capital’
https://www.lcerpa.org/public/papers/LCERPA_2009-09.pdf

Artiles, A. J., Elizabeth B. Kozleski, Dorn, S., & Christensen, C. (2006). Learning in Inclusive Education Research: Re-Mediating Theory and Methods with a Transformative Agenda. *Review of Research in Education*, 30, 65–108. <http://www.jstor.org/stable/4129770>

Fraser, N. (1995). From Redistribution to Recognition? Dilemmas of Justice in a “Post-Socialist” Age. *New Left Review*, 212, 68-93.

Behera, M., Mohapatra, N., & Behera, A. R. (2025). Higher Education Among Schedule Caste and Schedule Tribe in India: Policies, Programmes and Initiatives. *Journal of Social Inclusion Studies*, 11(1), 88-104. <https://doi.org/10.1177/23944811251337263> (Original work published 2025)

Dignity matters : Four Propositions https://www.india-seminar.com/2015/672/672_maitreyi_bordia_das.htm#top

Maitreyi Bordia Das ‘Social Inclusion in Macro-Level Diagnostics Reflecting on the World Bank Group’s Early Systematic Country Diagnostics’
<https://documents1.worldbank.org/curated/en/361801467991929675/pdf/Social-Inclusion-in-macro-level-diagnostics-reflecting-on-the-World-Bank-Groups-early-systematic-country-diagnostics.pdf>

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women’s Studies*, 13(3), 193–209.

Unit III: Social Inclusion and Indian Scenario

Ommenn T.K (2021) Special Lecture ‘ Understanding Social inclusion in India perspectives from below’ at University of Hyderabad

Manivannan, P. (2025). Human Development Across Socio-religious Groups in India. *Journal of Social Inclusion Studies*, 11(1), 105-121. <https://doi.org/10.1177/23944811251317545> (Original work published 2025)

Development Monitoring and Evaluation Office Niti Aayog Special Report
https://dmeo.gov.in/sites/default/files/2022-10/Thematic-report_Social-Inclusion_14102022-%20Final.pdf

Department of Administrative reforms and Public greivances Report on Social Capital
https://darpg.gov.in/sites/default/files/Social_Capital9.pdf

Bhoi, D., & Lakra, N. R. (2024). Creating Cultural Capital for Dalits and Adivasis: Policy Passage for Their De-marginalisation in Higher Eucation. *Journal of Social Inclusion Studies*, 10(1), 98-119.
<https://doi.org/10.1177/23944811241247278> (Original work published 2024)

Report on Comprehensive Review of disability inclusion in Indian Economy
<https://iisppr.org.in/a-comprehensive-review-of-disability-inclusion-in-the-indian-economy/>

Unit IV: The Processes of Inclusion

Priyanandini. (2024). Caste, Gender and the Development Interface: A Study of Vikas Mitra Scheme Among Musahar Women in Bihar. *Journal of Social Inclusion Studies*, 10(2), 217-234.
<https://doi.org/10.1177/23944811241301939> (Original work published 2024)

Singh, K. (2023). The Changing Trajectory of Participation and Social Interaction at the Grassroots: Perception of Elected Dalit Representatives. *Journal of Social Inclusion Studies*, 9(2), 184-199.
<https://doi.org/10.1177/23944811231199458> (Original work published 2023)

Pai, S. (2009). New Social Engineering Agenda of the Bahujan Samaj Party: Implications for State and National Politics. *South Asia: Journal of South Asian Studies*, 32(3), 338–353.
<https://doi.org/10.1080/00856400903374277>

Chhibber PK, Petrocik JR. The Puzzle of Indian Politics: Social Cleavages and the Indian Party System. *British Journal of Political Science*. 1989;19(2):191-210. doi:10.1017/S0007123400005433

Niti Aayog Policy Paper on Bharatiya Model of Inclusive Development
https://www.niti.gov.in/sites/default/files/2023-06/NITI_policy-paper_BMID_2023-May.pdf

World Bank. 2011. Poverty and Social Exclusion in India. © World Bank. <http://hdl.handle.net/10986/2289> .”

Singh, J. K. (2014). social engineering in the context of politics. *The Indian Journal of Political Science*, 75(4), 667–674. <https://www.jstor.org/stable/26575545>

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes these include:

- The communication and analytical skills of students are evaluated through regular class
- Presentations and group discussions.
- Term papers
- Field work
- literature review
- Annotated bibliography

Master of Arts in Political Science
PS-DSE 45: Ambedkar's Political Thought

Credit: 4

Duration: 60 hrs (45 hrs Lecture+15hrs tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the Course if any
		Lectures	Tutorials		
PS-DSE 45: Ambedkar's Political Thought	4	3	1	Bachelor's Degree in any Courses	None

Course outline

This course outline for a paper or unit of study on Dr. B.R. Ambedkar is designed to cover his multifaceted contributions, covering his life, social reform, political thought, economic ideas, and legal achievements. It is structured to allow for both historical analysis and contemporary relevance.

Course Objectives

This course introduces students to the political ideas of Dr. B. R. Ambedkar, one of India's most influential modern thinkers whose work reshaped debates on democracy, constitutionalism, citizenship, and equality. Building on Ambedkar's interdisciplinary approach—spanning law, economics, sociology, and political theory—the course examines how he theorized caste, state power, rights, representation, and social justice in modern India.

The course highlights Ambedkar's interventions in public institutions, his critique of entrenched hierarchies, and his efforts to articulate emancipatory frameworks that remain central to contemporary political debates. Students will critically engage with primary texts as well as modern scholarship on Ambedkarite political thought.

Course Learning Outcomes

- Understand the evolution of Ambedkar's political ideas within the broader landscape of anti-caste and democratic thought in India.
- Analyze Ambedkar's conceptions of democracy, constitutional morality, citizenship, and social equality.
- Evaluate the relevance of Ambedkar's thought to contemporary socio-political issues such as minority rights, federalism, social justice, and affirmative action.
- Develop critical reading skills through engagement with Ambedkar's speeches, writings, and constitutional interventions.
- Connect Ambedkar's ideas to global discourses on rights, justice, and citizenship.

Course Contents

Unit I: Ambedkar on Democracy (10 Hours)

- a) Democracy as a social and moral ideal
- b) Democracy vs. caste society
- c) Liberty, equality, and fraternity: the normative foundations
- d) Democracy and social endosmosis

Unit II: Ambedkar as Constitutionalist (14 Hours)

- a) Drafting Committee and constitutional vision
- b) Constitutional morality
- c) Fundamental rights, directive principles, and safeguards for minorities
- d) Federalism, representation, and institutional checks

Unit III: Citizenship and the Modern Indian State (12 Hours)

- a) Ambedkar's idea of the modern citizen
- b) Ambedkar's Thoughts on Partition
- c) Social citizenship and the annihilation of caste
- d) Labour, economy, and the politics of recognition

Unit IV: Equality and Social Justice (9 Hours)

- a) Ambedkar's critique of Brahminism and caste
- b) Caste-Patriarchy and Women's question
- c) Reservations and the idea of distributive justice
- d) Conversion to Buddhism and the ethical foundations of equality

Essential Readings

Unit I: Ambedkar on Democracy

Ambedkar, Bhimrao Ramji, and Valerian Rodrigues. *The essential writings of B.R. Ambedkar*. New Delhi, India: Oxford University Press, 2004.

Ambedkar, Dr. B. R., and Vasant Moon. "Annihilation of Caste." Essay. In *Dr. Babasaheb Ambedkar: Writings and Speeches* 1, 23–96. Maharashtra, India: Dr. Ambedkar Foundation, Govt. of Maharashtra, 2014.

Ambedkar, Dr. B. R. *Ranade, Gandhi and jinnah*. New Delhi, India: Samyak Prakashan, 2017.

Rajasekhariah, A. M., and Hemalata Jayaraj. "Political Philosophy of Dr. B. R. Ambedkar." *The Indian Journal of Political Science* 52, no. 3 (1991): 357–75.

Bharti, Moggallan. "What Makes a Nation Hang Together: Ambedkar's Idea of India." *Social Scientis* 50, no. 7/8 (2022): 67–76.

Dwivedi, H. S., and Ratan Sinha. "Dr. Ambedkar: The Pioneer of Social Democracy." *The Indian Journal of Political Science* 66, no. 3 (2005): 661–66.

Unit II: Ambedkar as Constitutionalist

Austin, Granville. *The Indian Constitution Cornerstone of a Nation* Granville Austin. New Delhi, India: Oxford University Press, 2018.

Ambedkar, Dr. B. R., and Vasant Moon. "States and Minorities." Essay. In *Dr. Babasaheb Ambedkar: Writings and Speeches* 1, 381–450. Maharashtra, India: Dr. Ambedkar Foundation, Govt. of Maharashtra, 2014.

Béteille, André. "Constitutional Morality." *Economic and Political Weekly* 43, no. 40 (October 4, 2008): 35–42.

Thorat, Sukhadeo. "Ambedkar's Emancipatory Constitutionalism." *CASTE / A Global Journal on Social Exclusion* 5, no. 1 (March 25, 2024): 27–40. <https://doi.org/10.26812/caste.v5i1.2037>.

Dhavan, Rajeev. "Ambedkar's Prophecy: Poverty of Human Rights in India." *Journal of the Indian Law Institute* 36, no. 1 (1994): 8–36.

Narasimha, P.S. "Justice for the Marginalized in a Constitutional Democracy." *CASTE / A Global Journal on Social Exclusion* 5, no. 2 (May 31, 2024): 302–13. <https://doi.org/10.26812/caste.v5i2.2290>.

Unit III: Citizenship and the Modern Indian State

Ambedkar, Bhimrao Ramji. *The Problem of the Rupee: Its Origin and Its Solution*. New Delhi, India: Siddharth Books, 2023.

Ambedkar, Bhimrao Ramji, and Vasant Moon. *Pakistan or the Partition of India*. Vol. 8. Maharashtra, India: Dr. Ambedkar Foundation, Govt. of Maharashtra, 2014.

Mungekar, Bhalchandra. "Thoughts On Pakistan, or The Partition of India." Essay. In *The Essential Ambedkar*. New Delhi, India: Rupa Publications India Pvt. Ltd, 2017.

Omvedt, Gail. *Ambedkar: Towards an Enlightened India*. New Delhi, India: Penguin Publication, 2008.

Kataria, Kanta. "Dr. B.R. Ambedkar as a Nation-BUILDER." *The Indian Journal of Political Science* LXXIII, no. 4 (2012): 601–14.

Jadhav, Narendra. "Neglected Economic Thought of Babasaheb Ambedkar." *Economic and Political Weekly* 26, no. 15 (April 13, 1991): 980–82.

Ambedkar, Bhimrao Ramji, and Vasant Moon. *Dr. Babasaheb Ambedkar, Writings and Speeches*. Vol. 10. Maharashtra, India: Dr. Ambedkar Foundation, Govt. of Maharashtra, 2014.

Unit IV: Equality and Social Justice

Ambedkar, B. R. *Buddha and his Dhamma*. New Delhi, India: Manohar Publication, 2024.

Zelliot, Eleanor. *Ambedkar's world: The Making of Babasaheb and the Dalit Movement*. New Delhi, India: Navayana Publishing, 2013.

Rege, Sharmila. "Feminist Pedagogy and Sociology for Emancipation in India." *Sociological Bulletin* 44, no. 2 (September 1995): 223–39. <https://doi.org/10.1177/0038022919950205>.

Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*. New Delhi, India: Zubaan Publication, 2018.

Mungekar, Bhalchandra. "The Emancipation of Women." Essay. In *The Essential Ambedkar*. New Delhi, India: Rupa Publications India Pvt. Ltd, 2017.

Beteille, Andre. "Distributive Justice and Institutional Well-Being." *Economic and Political Weekly* 26, no. 11/12 (March 1991): 591–600.

Ambedkar, Bhimrao Ramji, and Vasant Moon. *Dr. Babasaheb Ambedkar, Writings and Speeches*. Vol. 03. Maharashtra, India: Dr. Ambedkar Foundation, Govt. of Maharashtra, 2014.

Ambedkar, Bhimrao Ramji, and Vasant Moon. *Dr. Babasaheb Ambedkar, Writings and Speeches*. Vol. 04. Maharashtra, India: Dr. Ambedkar Foundation, Govt. of Maharashtra, 2014.

Omvedt, Gail. *Buddhism in India: Challenging Brahmanism and Caste*. Delhi, India: Sage India, 2003.

Bardia, Meena. "Dr. B.R. Ambedkar His Ideas About Religion and Conversion to Buddhism." *The Indian Journal of Political Science* 70, no. 3 (2009): 737–49.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes these include:

- The communication and analytical skills of students are evaluated through regular class

- Presentations and group discussions.
- Term papers
- Field visit to Ambedkar memorial

Master of Arts in Political Science

PS-DSE 46: Ethics & Governance

Credits: 4

Duration: 60 Hours (45hrs Lecture + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the Course if any
		Lectures	Tutorials		
PS-DSE 46: Ethics & Governance	4	3	1	Bachelor's Degree in any Courses	None

Course Outline

This course examines the critical intersection of moral values and collective action, preparing students to navigate the complex ethical landscape of modern governance. It explores fundamental concepts of ethical reasoning and political responsibility while investigating the role of professional expertise, integrity, and leadership ethics in the public domain. A significant portion of the curriculum addresses contemporary challenges posed by emerging technologies, focusing on data privacy, the fairness of artificial intelligence, and the bioethical dilemmas of genetic editing. By connecting theoretical frameworks with disruptive scientific advancements, the course aims to equip students with the analytical skills necessary for ethical decision-making and democratic accountability in an increasingly digitized society.

Course Objective

The question on why and how must we as modern citizen attribute moral values to collective actors assumes deep significance for students of social sciences, especially those who study politics. The question assumes all the more significance today given the fact that the scope and nature of governance has become wider and more complex. With the emergence of new technologies and the new ethical dilemmas they pose, the tasks of governance have become more challenging than before. The course will shed light on the changing dynamics in the relationship between ethics and governance against the backdrop of the emerging areas of science and technology.

Course Learning Outcome

After taking the course, students will be able to

- reflect on real world ethical questions
- develop the analytical and critical skills necessary to enrich their ethical decision-making abilities
- understand and equip themselves with the ethical demands on leadership in the public domain.

Contents

Unit I: Ethics in Public Life and Institutions (10 Hours)

- (a) Ethics and Human Values
- (b) Ethical Reasoning
- (c) Political Responsibility

Unit II: Professional Expertise (10 Hours)

- (a) Profession as an Ethical Community
- (b) Ethical Decision-Making and Integrity
- (c) Leadership Ethics

Unit III: Transparency, Privacy, and Security (11 Hours)

- (a) Data Privacy and Governance
- (b) Artificial Intelligence: Fairness, Accountability and Ethics
- (c) Design Ethics and Corporate Governance

Unit IV: Ethical Dilemmas and Policy Issues in Emerging Areas of Science and Technology (14 Hours)

- (a) Disruptive Technologies and the Challenge to Policy Making
- (b) Bioethics: Cloning, Genetic Editing, Human Enhancement
- (c) Artificial Intelligence and Democracy
- (d) Other Relevant Cases

Essential Readings

Unit I: Ethics in Public Life and Institutions

Crosthwaite, Jan, Gender and Bioethics, In Helga Kuhse and Peter Singer (Eds.), *A Companion to Bioethics*, 2nd Edition (Wiley Blackwell, 2009): Ch. 4

Rachels, James and Stuart Rachels (Eds.), *The Right Thing to Do: Readings in Moral Philosophy*, 6th Edn., McGraw Hill, 2012: Chs. 1 & 2.

Singer, Peter, *One World: The Ethics of Globalization*, Yale University Press, 2016.

UNDP, *Essays on Gender and Governance* (Human Development Resource Centre, UNDP, 2003)

Weber, Max, Politics as a Vocation, In *From Max Weber: Essays in Sociology*, Ed. and trans. by H. H. Gerth and C. Wright Mills. Oxford University Press, 1958: 77-128.

Vaughn, Lewis, *Doing Ethics: Moral Reasoning and Contemporary Issues*, 4th Edition, W W Norton, 2016.

Unit II: Professional Expertise

Kelly, Terrence M, *Professional Ethics: A Trust-Based Approach*, Lexington Books, 2018

Patapan, Haig, *Modern Philosopher Kings: Wisdom and Power in Politics*, Edinburgh University Press, 2023.

Thompson, Dennis F, *Political Ethics and Public Office*, Harvard University Press, 1987: Chs. 1 & 5.

Weber, Eric Thomas, *Morality, Leadership and Public Policy: On Experimentalism in Ethics*, Continuum, 2011: Chs. 6 & 7.

Unit III: Transparency, Privacy, and Security

Bellaby, Ross W, The Ethics of Whistleblowing: Creating a New Limit on Intelligence Activity, *Journal of International Political Theory*, 2018, 14 (1): 60-84.

Harwood, William J., Secrecy, Transparency and Government Whistleblowing, *Philosophy and Social Criticism*, 2017, 43 (2): 164-186.

Huberts, Leo WJC, Jeroen Maesschalck, and Carole J Jurkiewicz (Eds.), *Ethics and the Integrity of Governance: Perspectives across Frontiers*, Edward Elgar, 2008.

LaFollette, Hugh, *Ethics in Practice*, Massachusetts, 1997.

Unit IV: Ethical Dilemmas and Policy Issues in Emerging Areas of Science and Technology

Ashrafian, Hutan, Artificial Intelligence and Robot Responsibilities: Innovating Beyond Rights, *Science and Engineering Ethics*, 2015, 21 (2): 317-326.

Delgado, Ana (ed.), *Technoscience and Citizenship: Ethics and Governance in the Digital Society*, Springer, 2016: Chs. 1, 4 & 7.

Jungherr, Andreas, Artificial Intelligence and Democracy: A Conceptual Framework, *Social Media + Society*, July-September 2023: 1–14

Lipworth, Wendy, et al. Ethics and Epistemology in Big Data Research, *Journal of Bioethical Inquiry*, 2017, 14 (4):489-500.

Ludlow, Karinne, et al., Regulating Emerging and Future Technologies in the Present, *Nanoethics*, 2015, 9 (2): 151-63.

Mittelstadt, Brent Daniel, Stahl and Fairweather, How to Shape a Better Future? Epistemic Difficulties for Ethical Assessment and Anticipatory Governance of Emerging Technologies, *Ethical Theory and Moral Practice*, 2015, 18 (5): 1027-1047.

Sandler, Ronald L. (Ed), *Ethics and Emerging Technologies*, Palgrave Macmillan, 2014: Chs. 1, 3, 5, 8, 9, 31 & 35.

Plows, Alexandra, *Debating Human Genetics: Contemporary Issues in Public Policy and Ethics*, Routledge, 2011.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

The tutorial activities of the course will include:

- Guided discussion sessions on selected units and readings will be held
- Presentation and writing tasks will be given to students to meet the learning outcome of the course
- Short analytical notes will be provided for topics which students might find difficult to understand

Master of Arts in Political Science
PS-DSE 47: Introduction to Enlightenment Political Philosophy

Credits: 4

Duration: 60 Hours (45hrs Lecture + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the Course if any
		Lectures	Tutorials		
PS-DSE 47: Introduction to Enlightenment Political Philosophy	4	3	1	Bachelor's Degree in any Courses	None

Course Outline

The Enlightenment has been one of the most intense and significant episodes in the history of western political thought. The course will introduce the prospective students to the age of Enlightenment, including its background, the key concepts, and its political and intellectual contexts. To enable the prospective students to develop a comprehensive understanding of the Enlightenment tradition, the views of the significant sceptics will also be introduced.

Course Objectives

The course will be dealt with in the following structure to meet its objectives of enabling students to develop a comprehensive understanding of the Enlightenment philosophy:

- The first unit will deal with the introduction, characteristics and the key concepts of the Enlightenment with particular attention devoted to early era.
- The subsequent units will discuss the vital contributions of the Enlightenment thinkers, who became the foundation of modern western political and intellectual culture. For clarity, the thinkers will be categorised into three periods, namely, Early Enlightenment, High Enlightenment, and the Late Enlightenment.
- The final unit will provide an account of the sceptics' view scrutinising Enlightenment's beliefs and institutions.

Course Learning Outcomes

After taking the course, students will be able to:

- Understand how the Enlightenment had come to occupy a prominent position in the western political and intellectual tradition and emerged as a synonym for public reason, secular liberalism, democracy and modernity.
- Have clarity that there is no single account but multiple ways of talking about Enlightenment after going through the works of the thinkers.

Contents

Unit I: Historiography and Early Enlightenment (10 Hours)

- a. Hobbes: Equality, Freedom and the Sovereign
- b. Locke: Equality, Freedom and the Right to Dissent

Unit II: High Enlightenment (12 Hours)

- a. Montesquieu: Liberty, Equality and Separation of Powers
- b. Voltaire: Liberty, Equality and Separation of Powers

Unit III: Late Enlightenment (11 Hours)

- a. Paine: Rights and Government
- b. Wollstonecraft: Rights and Equality

Unit IV: Scepticism towards the Enlightenment (12 Hours)

- a. Pierre Bayle: Sceptical Trilemma
- b. David Hume: Scepticism and Induction

Essential Readings

Unit I: Historiography and Early Enlightenment

Bunce, R. E. R. (2009). "Thomas Hobbes." In Meadowcroft, J. (ed.). *Major Conservative and Libertarian Thinkers*.

Curran, E. (2013). "An Immodest Proposal: Hobbes rather than Locke provides a Forerunner for Modern Rights Theory." *Law and Philosophy*. Vol. 32, No. 4. pp. 515-538.

Ferrone, V. (2015). *The Enlightenment: History of an Idea*. (Trans. Elisabeth Tarantino). Princeton University Press.

Gay, P. (1954). "The Enlightenment in the History of Political Theory." *Political Science Quarterly*. Vol. 69, No. 3, pp. 374-389.

Hobbes, T. (2017). *The Political Works of Thomas Hobbes (4 Books in One Edition): Leviathan, On the Citizen, The Elements of Law & Behemoth: The Long Parliament*. OK publishing.

Kirk, L. (2000). "The Matter of Enlightenment." *The Historical Journal*. Vol. 43, No. 4, pp. 1129-1143.

Kraynak, R. P. (2019). *History and Modernity in the Thought of Thomas Hobbes*. Cornell University Press.

Laerke, M. and Catana Leo. (eds.) (2024). *Historiographies of Philosophy 1800–1950*. Routledge.

Locke, J. (2015). *The John Locke Collection: A Collection of His Most Important Works* – John Locke Collection. CreateSpace Independent Publishing Platform.

Missiner, M. (ed.) (2008). *Thomas Hobbes: Leviathan*. Pearson Longman.

O’Grady, J. (2019). *Enlightenment Philosophy in a Nutshell*. Arcturus Publishing.

Robertson, J. (2015). “Europe’s Enlightenment.” In Scott, H. (ed.). *The Oxford Handbook of Early Modern European History, 1350-1750, Volume II Cultures and Power*. Oxford University Press.

Robertson, J. (2015). *The Enlightenment: A Very Short Introduction*. Oxford University Press.

Rosenberg, A. (2005). *Thomas Hobbes: An English Philosopher in the Age of Reason: Philosophers of the Enlightenment*. The Rosen Publishing Group, Inc.

Sherman, P. (2012). *John Locke: Philosopher of the Enlightenment* - Social Studies: Informational Text, Teacher Created Materials.

Unit II: High Enlightenment

Cai, W. (2024). “The Influence of Diderot and Voltaire on the Enlightenment and French Revolution.” Available at SSRN: <https://ssrn.com/abstract=5386232> or <http://dx.doi.org/10.2139/ssrn.5386232>

Cronk, N. (2009). *The Cambridge Companion to Voltaire*. Cambridge University Press.

Cronk, N. (2017). *Voltaire: A Very Short Introduction*. Oxford University Press.

Gordon, S. (2005). *Montesquieu: The French Philosopher Who Shaped Modern Government* – *Philosophers of the Enlightenment*. The Rosen Publishing Group, Inc.

Israel, J. (2023). Montesquieu and the Enlightenment. In Callan, K. F. and Krause, S. R. (eds.). *The Cambridge Companion to Montesquieu*. Cambridge University Press.

Porterfield, J. (2005). *Voltaire: Champion of the French Enlightenment*. The Rosen Publishing Group, Inc.

Vassiliou, C. C. (2023). *Moderate Liberalism and the Scottish Enlightenment: Montesquieu, Hume, Smith and Ferguson*. Edinburg Studies in Comparative Political Theory and Intellectual History. Edinburgh University Press.

Volpilhac-Auger, C. (2022). *Montesquieu: Let There Be Enlightenment* (Trans. By Philip Stewart). Cambridge University Press.

Unit III: Late Enlightenment

Moore, J. (2016). *Mary Wollstonecraft*. Routledge.

Nelson, C. (2006). *Thomas Paine: Enlightenment, Revolution and the Birth of Modern Nations*. Viking.

Newman, S. P. and Onuf, P. S. (2013). *Paine and Jefferson in the Age of Revolutions*. University of Virginia Press.

O'Neill, D. (2010). *The Burke- Wollstonecraft Debate: Savagery, Civilization, and Democracy*. Penn State Press.

Paine, T. (2005). *Age of Reason*. Namaskar Books.

Rosenfeld, S. (2008). Tom Paine's *Common Sense* and Ours. *The William and Mary Quarterly*, Vol. 65, No. 4, pp. 633-668.

Swift, S. (2006). Mary Wollstonecraft and the "Reserve of Reason". *Studies in Romanticism*, Vol. 45, No. 1, pp. 2-24.

Todd, J. (1998). Mary Wollstonecraft and Enlightenment Desire. *The Wordsworth Circle* (The University of Chicago Press), Vol. 29, No. 3, pp. 186-191.

Unit IV: Scepticism towards the Enlightenment

Bartlett, R. C. (2001). On the Politics of Faith and Reason: The Project of Enlightenment in Pierre Bayle and Montesquieu. *The Journal of Politics*, Vol. 63, No. 1, pp. 1-28.

Buckle, S. (2004). *Hume's Enlightenment Tract: The Unity and Purpose of An Enquiry Concerning Human Understanding*. Oxford University Press.

Hume, D. (2023). *The Complete Works of David Hume: Exploring Philosophy and Enlightenment: Essays and Treatises by a Master Thinker*. Good Press.

Matytsin, A. M. (2016). *The Specter of Skepticism in the Age of Enlightenment*. John Hopkins University Press.

Melaney, W. D. (2008). Hume's Secular Paradigm: Skepticism and Historical Knowledge. *History of Philosophy Quarterly*, Vol. 25, No. 3, pp. 243-257.

Merrill, T. W. (2015). *Hume and the Politics of Enlightenment*. Cambridge University Press.

Sutcliffe, A. (2008). Spinoza, Bayle, and the Enlightenment Politics of Philosophical Certainty. *History of European Ideas*, Vol. 34, Issue. 1, pp. 66-76.

Tinsley, B. S. (2001). *Pierre Bayle's Reformation: Conscience and Criticism on the Eve of the Enlightenment*. Susquehanna University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

The tutorial activities of the course will include:

- Separate discussion sessions on units will be held with students who might find it difficult to understand.
- Links to crash course videos, which may be available online, will be provided to students for introducing the ideas.
- Few tutorial classes will be held to explain the ideas of the thinkers in Hindi to those students who have difficulty in understanding English in addition to regular bilingual lectures.

Master of Arts in Political Science
PS-DSE 48: Legal Foundations of Social and Political Order

Credits: 4

Duration: 60 hours (45hrs Lect. + 15hrs Tut)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the Course if any
		Lectures	Tutorials		
PS-DSE 48: Legal Foundations of Social and Political Order	4	3	1	Bachelor's Degree in any Courses	None

Course Outline

This course examines how law structures, legitimizes, and transforms social and political order in India. Tracing the origins of Indian law in the colonial era alongside its postcolonial transitions, mutations, continuities, and contemporary transformations, it explores the complex relationship between law, power, and justice. The first unit contextualizes Indian law across historical temporalities and examines the characteristic shifts that mark different moments in India's legal and political evolution. The second unit investigates the role of law in struggles for equality and inclusion across diverse social cleavages, while problematizing any unidirectional or monolithic view of social transformation in India. The third unit explores the legal foundations of liberty and rights in India, and the tensions these foundations sustain amidst the challenges of order and security particularly under the transformed conditions of a technological age. This unit also examines technologies of identification and their role in constructing the legal subject. The final unit turns to the intersections of law and culture, engaging with questions of religious freedom, family law reform, and the evolving cultural sphere shaped by social media and the digital public sphere-spaces that simultaneously democratize participation and perpetuate hate culture. Combining theoretical, historical, and contemporary perspectives, the course invites students to think critically about law not merely as an instrument of governance but as a dynamic site of contestation, negotiation, and transformation in democratic life.

Course objectives

This course aims to:

- Contextualize the evolution of Indian law by tracing its colonial origins, postcolonial developments, and contemporary transformations within the broader social and political framework of India and examine the relationship between law, power, and justice in shaping India's democratic and constitutional order.
- Explore the role of law in advancing equality and inclusion, focusing on struggles around gender justice, affirmative action, and rights of marginalized communities.
- Evaluate the tensions between liberty, public order, and national security, particularly in relation to free speech, reasonable restrictions, and the use of special laws.

- Understand the impact of technology and digital regulation on identity, privacy, and security in the Indian legal framework.
- Examine intersections of law, religion, and culture, including debates around religious freedom, uniform civil code, and family law reforms.
- Interrogate the transformation of the public sphere in the age of social media, analysing its implications for democratic participation, misinformation, and hate speech.
- Develop critical interpretive skills to engage with legal texts, constitutional amendments, and judicial decisions as living instruments of democratic contestation.

Course Learning Outcomes

By the end of this course, students will be able to:

- Understand the nature of postcolonial legal order in India and analyse debates around decolonizing Indian law through the New Criminal Codes.
- Explain how law has influenced struggles for gender justice, equality, and inclusion and the limitations it inheres.
- Understand the legal recognition of identity and rights of Scheduled Tribes and Forest Dwellers.
- Evaluate the legal frameworks that govern liberty, public order, and national security and interpret key debates on free speech and reasonable restrictions under Article 19(1)(a).
- Understand the technologies of identification, communication and regulation of digital spaces
- Examine debates on religion freedoms, civil code and religious practices
- Critically read and interpret legal texts, constitutional amendments, and judicial decisions.
- Reflect on how law functions both as a tool of power and as an instrument for democratic transformation.

Course Content

Unit I: Law, Politics and the Indian Context

(12 Hours)

- a) Colonialism and the making of the Indian Law
- b) Post-colonial legality, the Indian imagination
- c) Decolonizing Indian law: New Criminal Codes, 2023

Unit II: Law in the Struggle for Equality

(11Hours)

- a) Gender justice: reservation, sexual offences, domestic violence
- b) Affirmative action and social inclusion: SC, ST, OBC, EWS, PwD
- c) Questions of identity and indigeneity: Forest Rights Act (2006), PESA (1996) Scheduled Tribes and Forest Dwellers,

Unit III: Rule of Law, Public Order and National Security

(11 Hours)

- a) Legal Order and Exceptionalism: BNS and Special laws
- b) Fundamental Freedoms and Reasonable Restrictions: Article 19(1)(a) jurisprudence
- c) Documentation, Digitization and Communication: biometric identity, cyber security and privacy

Unit IV: Law, Culture and Regulation

(11 Hours)

- a) Religious Freedom and anti-conversion Acts
- b) Customs and Religious Practices: Uniform Civil Code, Succession and Divorce
- c) Social Media and the public sphere: technology and online hate

Essential Readings

Unit I: Law, Politics and the Indian Context

Alva, Rohan. (2023). 'Disaffectionately yours: Sedition'. In *A Constitution to Keep: Sedition and Free Speech in Modern India*. Harper Collins.

Baxi, Upendra. (1986). 'Law and social change in contemporary India'. In *Towards a Sociology of Indian Law*. Satvahan.

Baxi, Upendra. (1986). 'Law and social change: The colonial experience'. In *Towards a Sociology of Indian Law*. Satvahan.

Bhatia, Gautam. (2025). 'Power confronted: Institutions'. In *The Indian Constitution: A Conversation with Power*. Harper Collins.

Burra, Arudra. (2016). 'What is "colonial" about colonial laws'. *American University International Law Review*, 31(2), Article 1.

Burra, Arudra. (2024). 'Decolonising the law: The wrong answer to the wrong question'. *Socio-Legal Review Forum*, 6 September. <https://forum.nls.ac.in/slr-forum-blog/decolonising-the-law-the-wrong-answer-to-the-wrong-question>

Cohn, Bernard S. (1996). 'Law and the colonial state in India'. In *Colonialism and Its Forms of Knowledge: The British in India*. Princeton University Press.

Galanter, Marc. (1989). 'Uses of law in Indian studies'. In *Law and Society in Modern India*. Oxford University Press.

Kolsky, Elizabeth. (2005). 'Codification and the rule of colonial difference: Criminal procedure in British India'. *Law and History Review*, 23(3).

Mendelsohn, Oliver. (2014). 'How Indian is Indian law?' In *Law and Social Transformation in India*. Oxford University Press.

Surendranath, Arup. (2024). 'Of law, justice and people: Analysis of selected provisions in the New Criminal Codes, 2023'. People's Union for Democratic Rights (PUDR), June 2024.

Unit II: Law in the Struggle for Equality

Agnes, Flavia. (2008). 'Women's rights and legislative reforms: an overview'. *International Journal of Legal Information*, 36(2).

Berg, Dag-Erik. (2020). 'Foundations of caste and constitutional democracy: Ambedkar, equality and law'. In *Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India*. Cambridge University Press.

Chandra, Rajshree. (2019). 'Forest Rights Act of India: Putting indigeneity in place'. *Indian Law Review*, 3(2), 159–179. <https://doi.org/10.1080/24730580.2019.1639422>

Choubey, Kamal Nayan. (2025). 'Adivasis, urban centres, and mirage of constitutionalism: A study of unfulfilled promise of the Municipalities (Extension to Scheduled Areas) Act (MESA)'. *Social Change*. <https://doi.org/10.1177/00490857251386231>

Jaising, Indira. (2014). 'Bringing rights home: Review of the campaign for a law on domestic violence'. In Kalpana Kannabiran (ed), *Women and Law: Critical Feminist Perspectives*. New Delhi: Sage.

Kannabiran, Kalpana. (2024). 'Political reservation for women: The (Un)making and futures of the Constitution (106th Amendment) Act, 2023'. *Social Change*, 54(1), 36–53.

Khaitan, Tarunabh. (2016). 'Equality: Legislative review under Article 14'. In Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta (eds), *The Oxford Handbook of the Indian Constitution*. Oxford University Press.

Koonan, Sujith. (2021). 'Manual scavenging in India: State apathy, non-implementation of laws and resistance by the community'. *Indian Law Review*, 5(2), 149–165. <https://doi.org/10.1080/24730580.2021.1905340>

Narrain, Siddharth. (2025). 'LGBTQIA+'. In Saxena et al (eds), *Rights of the Oppressed: An Indian Inventory*. Aakar Books (2026).

Sankaran, S. R. (2008). 'Social exclusion and criminal law'. In Kannabiran and Singh (eds), *Challenging the Rule(s) of Law*. Sage.

Sitapati, Vinay. (2016). 'Reservations'. In Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta (eds), *The Oxford Handbook of the Indian Constitution*. Oxford University Press.

Uma, Saumya and Sreenath, S. (2020). 'Legal imagination and social reform: Navtej Johar revisited'. *NUJS Law Review*, 13, 373.

Bare Acts:

- The Constitution (106th Amendment) Act, 2023/Women Reservation Act, 2023/ (Nari Shakti Vandan Adhiniyam) <https://egazette.gov.in/WriteReadData/2023/249053.pdf>
- The Protection Of Women From Domestic Violence Act, 2005, https://www.indiacode.nic.in/bitstream/123456789/15436/1/protection_of_women_from_domestic_violence_act%2C_2005.pdf
- The Scheduled Castes And The Scheduled Tribes (Prevention Of Atrocities) Act, 1989, https://www.indiacode.nic.in/bitstream/123456789/15338/1/scheduled_castes_and_the_scheduled_tribes.pdf
- The Scheduled Tribes And Other Traditional Forest Dwellers (Recognition Of Forest Rights) Act, 2006, <https://www.indiacode.nic.in/bitstream/123456789/8311/1/a2007-02.pdf>
- The Provisions of the Panchayats (Extension to the Scheduled Areas) Act 1996. <https://www.indiacode.nic.in/bitstream/123456789/1973/1/A1996-40.pdf>

Unit III: Rule of Law, Public Order and National Security

Arun, P. (2023). 'A mosaic of dovetailing laws: India's communications surveillance regime'. *Indian Law Review*, 7(3), 363–386. <https://doi.org/10.1080/24730580.2023.2193931>

Basu, Subhajit and Jones, Richard. (2005). 'Indian Information and Technology Act 2000: Review of the regulatory powers under the Act'. *International Review of Law, Computers & Technology*, 19(2), 209–230. <https://doi.org/10.1080/13600860500133495>

Baxi, Upendra. (1982). 'The crisis of legitimation of law'. In *The Crisis of the Indian Legal System*. Vikas Publishing.

Bhatia, Gautam. (2016). 'Surveillance, net neutrality, shield laws, and copyright'. In *Offend, Shock, or Disturb: Free Speech under the Indian Constitution*. Oxford University Press.

Bhatia, Gautam. (2025). 'Power contained: Rights'. In *The Indian Constitution: A Conversation with Power*. Harper Collins.

Chandrachud, Abhinav. (2016). 'Due process'. In Sujit Choudhry et al (eds), *The Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press.

Dyzenhaus, David. (2006). 'Schmitt v. Dicey: Are states of emergency inside or outside the legal order?' *Cardozo Law Review*, 27(5).

Gupta, Arushi. (2019). 'The case against the constitutional validity of mass surveillance programmes'. *Indian Law Review*, 3(3), 225–253. <https://doi.org/10.1080/24730580.2019.1698279>

Hussain, Nasser. (2013). 'A postcolonial postscript'. In *The Jurisprudence of Emergency: Colonialism and the Rule of Law*. University of Michigan Press.

Liang, Lawrence. (2016). 'Speech and expression'. In Sujit Choudhry et al (eds), *The Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press.

Mir, US, Kar A.K, Gupta, M P. (2026). 'Analysing the Design and Implementation Goals for aadhar – The Digital Identity' <https://www.indiascienceandtechnology.gov.in/featured-science/analysing-design-and-implementation-goals-aadhaar-%E2%80%93-digital-identity>

Purkayastha, Sharmila. (2025). 'Prisoners'. In Saxena et al (eds), *Rights of the Oppressed: An Indian Inventory*. Aakar Books.

Singh, Anushka. (2022). 'The law of the executive: Sedition and its political functions'. *Economic and Political Weekly*, 57(26–27).

Singh, Pavan. (2019). 'Aadhaar and data privacy: Biometric identification and anxieties of recognition in India'. *Information, Communication & Society*, 24(7), 978–993. <https://doi.org/10.1080/1369118X.2019.1668459>

Singh, Ujjwal Kumar. (2012). 'Mapping anti-terror legal regimes in India'. In Victor V. Ramraj et al (eds), *Global Anti-Terrorism Law and Policy*, 2nd edn. Cambridge University Press.

Sriraman, Tarangini. (2018). 'Introduction'. In *In Pursuit of Proof: A History of Identification Documents in India*. Oxford University Press.

Suresh, Mayur. (2019). 'The slow erosion of fundamental rights: How Romila Thapar v. Union of India highlights what is wrong with the UAPA'. *Indian Law Review*, 3(2), 212–223. <https://doi.org/10.1080/24730580.2019.1640593>

Bare Acts:

- The Information Technology Act, 2000, https://www.indiacode.nic.in/bitstream/123456789/13116/1/it_act_2000_updated.pdf
- The Unlawful Activities (Prevention) Act, 1967, <https://www.mha.gov.in/sites/default/files/A1967-37.pdf>

Unit IV: Law, Culture and Regulation

Gundimeda, Sambaiah. (2025). 'Debating Uniform Civil Code: The making of Article 44 in the Constituent Assembly of India'. *Indian Law Review*, 9(3), 341–366. <https://doi.org/10.1080/24730580.2025.2570575>

Mandal, Saptarshi. (2018). 'Out of Shah Bano's shadow: Muslim women's rights and the Supreme Court's triple talaq verdict'. *Indian Law Review*, 2(1), 89–107. <https://doi.org/10.1080/24730580.2018.1510162>

Narrain, Siddharth. (2017). 'Dangerous speech in real time: Social media, policing and communal violence'. *Economic and Political Weekly Engage*. <https://www.epw.in/engage/article/dangerous-speech-real-time-social-media-policing-and-communal-violence>

Parashar, Archana. (2013). 'Religious personal laws as non-state laws: Implications for gender justice'. *The Journal of Legal Pluralism and Unofficial Law*, 45(1), 5–23. <https://doi.org/10.1080/07329113.2013.773804>

Parashar, Sakshi and Gupta, Setu. (2023). 'Regulating religious choices: Foundations and legitimacy of anti-conversion laws in India'. *Religion & Human Rights*, 18(1), 1–30. <https://doi.org/10.1163/18710328-bja10030>

Patel, Reena. (2006). 'Hindu women's property rights in India: A critical appraisal'. *Third World Quarterly*, 27(7), 1255–1268. <https://doi.org/10.1080/01436590600933453>

Selvaraj, M. Sudhir. (2024). 'Acts of violence? Anti-conversion laws in India'. *Social & Legal Studies*, 33(5), 790–807. <https://doi.org/10.1177/09646639241251613>

Bare Acts:

- The Uniform Civil Code of Uttarakhand 2024, https://prsindia.org/files/bills_acts/bills_states/uttarakhand/2024/Uniform-Civil-Code-Uttarakhand-bill-2024.pdf
- The Uttar Pradesh Prohibition Of Unlawful Conversion Of Religion Act, 2021, https://www.indiacode.nic.in/bitstream/123456789/20999/1/3of2021_english.pdf

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to critically engage with legal concepts, texts, and contemporary debates on law and society in India. Activities may include:

- guided discussion of key readings, including scholarly texts, Bare Acts, and judicial decisions
- short analytical notes on themes such as colonial legality, equality, rights, and legal pluralism
- case-based examination of laws relating to gender justice, affirmative action, and tribal rights
- exercises in interpreting constitutional provisions, legal judgments, and policy developments
- structured debates on issues such as free speech, national security, Uniform Civil Code, and digital regulation
- brief presentations and writing tasks on contemporary legal controversies and reforms
- basic exercises in analysing the role of law in shaping social and political order.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 49: Development Process and Politics in India

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 49: Development Process and Politics in India	4	3	1	Bachelor's degree in any course	None

Course Outline

The course examines development as a political and interdisciplinary concept beyond economic measures. It traces its evolution from colonial and post-war frameworks to contemporary critiques such as sustainability and alternative perspectives like Gandhian thought. The course analyses India's development trajectory, focusing on debates around planning, liberalisation, and policy shifts. It explores key sectors including agriculture, industry, and the informal economy, highlighting state intervention and market dynamics. It assesses the social impact of development on caste, gender, and tribal communities, enabling students to critically understand policies and the political processes shaping development outcomes in India.

Course Objectives

This course will seek to introduce students to the political in Development, with a focus on India. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space in India seek to contest and constitute it. The student will be taken through a range of literature from these disciplines.

Course Learning Outcomes

This course aims for the students:

- To develop an analytical understanding of the concept of development beyond economic parameters, in a holistic manner, including political and social perspectives.
- To develop policy learning through the appraisal of development as it has been operationalised in post-colonial India through policy and practice.
- To enable students to understand what inter-disciplinary analysis means and how to locate the political in analyzing literature that is produced in other social science disciplines.

Course Contents

Unit I: The politics and history of the concept of Development (12 hours)

- a) Colonialism, capitalism, and the post-war idea of Development
- b) Critiques: Sustainable Development, the Anthropocene, climate change
- c) Alternatives: Gandhian perspectives, the Pluriverse

Unit II: Interpretations on the model of Development adopted for India: paradigm shift and policy implications (11 hours)

- a) Debates on Development Strategy in India: 1950s-1990s
- b) Analytical perspectives on Planning
- c) Debates on the policies of Liberalisation, Privatisation and Globalisation

Unit III: Understanding the rural, industrial and the informal sectors in India's development paradigm and policy implications (11 hours)

- a) Foundations of industrial policy interventions by government: the five-year plans and the building of industrial infrastructure
- b) Analyzing technological progress in agriculture and market systems for farmers: Green Revolution and the APMCs
- c) Debates on industrial policy during liberalization
- d) Understanding the importance of the informal sector: the producers and products of the handmade

Unit IV: The impact of Development on society: paradigms and policy implications (11 hours)

- a) Caste and its role in the growth of the Indian economy
- b) Changing Gender roles in Indian Development
- c) The changing relationship of tribal Communities to Mainstream Development

Essential Readings

Unit I: The politics and history of the concept of Development

Deb, D. *Beyond Developmentality: Constructing Inclusive Freedom and Sustainability*, Routledge, 2009. (Introduction & 1st Chapter).

Lele, S. Rethinking Sustainable Development *Current History*, November 2013, pp. 311-316.

Kothari, A. Development and Ecological Sustainability in India-Possibilities for the post-2015 Framework, *Economic and Political Weekly*, Vol-xlviii, No. 30 July 27, 2013. in Kothari, A. & K.J. Joy (ed.). *Alternative Futures; India Unshackled*, New Delhi, Authors Upfront, 2017.

San Román, Á., & Molinero-Gerbeau, Y. (2023). Anthropocene, Capitalocene or Westernocene? On the ideological foundations of the current climate crisis. *Capitalism Nature Socialism*, 34(4), 39-57.

Kothari, A., Salleh, A., Escobar, A., Demaria, F., & Acosta, A. (2019). *Pluriverse. A Post-Development Dictionary*. Tulika Books. (Forward and Introduction Chapter).

Joy, K. J. Environmental Ethics: A Gandhian Perspective. In S. Verghese (ed.) *Beyond Humanism: Philosophical Essays on Environmental Ethics* (2014): 48-69.

Sen, Amartya. "Development as freedom (1999)." *The globalization and development reader: Perspectives on development and global change* 525 (2014).

Unit II: Interpretations on the model of Development adopted for India: paradigm shift and policy implications

Sanyal, K. *Rethinking capitalist development: Primitive accumulation, governmentality and post-colonial capitalism*, New Delhi, Routledge India Paperbacks, 2014. (Chapter 1 & 2.)

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Kumar, R. India's Green Revolution and Beyond: Visioning Agrarian Futures on Selective Readings of Agrarian Past *Economic and Political Weekly* August 24, 2019 vol LIV no 34, pp. 41-48.

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-----, *Financing a Handmade Revolution*, Mumbai, 2023.

Unit IV: The impact of Development on society: paradigms and policy implications

Damodaran, H. India's New Business Class: Caste, Business and Industry in a Modern Nation, Ranikhet: Permanent Black, 2008. Introduction

Deshpande, S. Caste and Castelessness Towards a Biography of the 'General Category' *Economic & Political Weekly* April 13, 2013 vol XLVIII no 15 pp. 32-39.

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Suggested Readings

Kumarappa, J.C. *Economy of Permanence; A Quest for social order based on non-violence*. Sarva Seva Sangh Prakashan, 1945

Adam Przeworski, et. al. *Democracy and development: Political Institutions and Well-being in the World 1950-1990* Cambridge, 2000, pages 1-12.

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Shiva, Vandana. *The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics*, Zed Books, 1993.

McCartney, M. *Political Economy, Growth and Liberalisation in India, 1991-2008*, Routledge, London,

2009, pp. 1-58 (Chapters 1 and 2).

Munshi, K. Community Networks and the Process of Development *Journal of Economic Perspectives* Volume 28, Number 4, 2014, Pages 49–76.

Milanovic, B. *Global Inequality A New Approach for the Age of Globalization* Harvard University Press, Cambridge, Massachusetts, 2016

John, M. Gender and Development in India, 1970s-1990s Some Reflections on the Constitutive Role of Contexts *Economic and Political Weekly* November 23, 1996 pp.3071-3077.

Krishnaraj, M. How Gender Figures in Economic Theorising and Philosophy *Economic and Political Weekly* April 28, 2001 pp.1425-1434.

Fernandes, L. *India's New Middle Class: Democratic Politics in an Era of Economic Reform* New Delhi: Oxford University Press, 2006.

Sinha, A., India's Unlikely Democracy: Economic Growth and Political Accommodation, *Journal of Democracy* 18, no. 2 (2007): 41–54.

Ruparelia, S., Reddy, S., Harris, J. & Corbridge, S. eds. *Understanding India's New Political Economy: A Great Transformation?* London: Routledge, 2011.

Mukerji, R. & Debroy, B. eds. *India: The Political Economy of Reforms*, Bookwell, 2004. [SEP] A. E. S. *India Alternative Economic Survey, India: Two Decades of Neoliberalism* New Delhi, Daanish books, 2012.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will help students apply conceptual and analytical insights on development to the Indian context through interactive and practice-based learning. Activities may include:

- guided discussions on key readings and theoretical debates on development
- short analytical notes on policy shifts and development paradigms in India
- case-based analysis of planning, liberalisation, and sectoral policies
- exercises identifying development challenges, stakeholders, and policy outcomes
- brief presentations on agriculture, industry, informal sector, and social impacts
- introductory exercises in evaluating development indicators and policy effectiveness
- Students will be assessed through written assignments, presentations, and active participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 50: Indian Constitutionalism

Credits: 4

Duration: 60 hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 50: Indian Constitutionalism	4	3	1	Bachelor's degree in any course	None

Course Outline

This course provides a comprehensive exploration of the Indian Constitution as a distinct conceptual and historical innovation. It locates India's constitutional experiment within a global discourse, highlighting its unique theoretical foundations and its evolution from the national movement toward a vision of social reconstruction and nation-building. The curriculum is structured into four primary units: Conceptual Foundations, which examines plural visions and constitutional values; Making of the Constitution, focusing on the Constituent Assembly debates and the tension between justiciability and supremacy; Constitutional Change, which analyzes the Basic Structure doctrine and the impact of major amendments during the Emergency period ; and India's Living Constitution in the Twenty-First Century, which addresses modern challenges like transformative constitutionalism for marginalized groups and the emergence of digital constitutionalism regarding AI and social media. Ultimately, the course utilizes primary law texts and scholarly works to help students distinguish between constitutions and constitutionalism while understanding the norms that govern India's political and social life.

Course objectives

This course offers a detailed study of Indian constitutionalism as a distinct conceptual terrain and historical innovation. The course locates Indian constitutionalism in the global discourse of constitutionalism. It begins by foregrounding the uniqueness of Indian constitutionalism through an examination of its theoretical foundations and the historical contexts within which the constitutional vision took shape through conversations with diverse constitutional imaginations. It traces the historical evolution of the constitution, the deliberative mode in which the constitutional text took form and the modalities through which it sought to bring about social change commensurate with the constitutional vision. It proposes that India's constitutional experiment was distinct and sensitive to universal normative constitutional ideas and socio-political context of India. It traces the constitutional moment to the national movement and explores its relationship with nation-building and ideas of social service and social reconstruction. The centrality of the objectives resolution and the Preamble of the Constitution in addressing these objectives, along with India's standing in the world, will be foregrounded. The course

introduces students to concepts that are integral to constitutional theory and practice, such as, constitutional morality, constitutional durability/entrenchment and constitutional identity. It deploys these conceptual lenses to trace and comprehend the debates on constitutional change, basic structure of the constitution and the idea of people's constitution. The course uses both primary sources (law, text of constitutional amendments, constituent assembly debates) and scholarly works that have made exemplary contributions to the study of constitutionalism in India.

Course Learning outcomes

After completing this course, students will be able to:

- (a) Understand recent debates on constitutionalism in India with reference to its historical trajectory, especially the national movement and the fervour for making a nation based on equality and sovereignty
- (b) Comprehend how constitutionalism is about norms, values, political, social and economic lives of the people
- (c) Familiarise themselves with the ways of reading and interpreting the constitutional text and constituent assembly debates
- (d) Make a distinction between constitutions and constitutionalism and the relationship between constitutionalism, constitutional morality and constitutional entrenchment
- (e) Understand the distinctiveness of Indian constitutionalism

Course Content

Unit I: Conceptual Foundations (12 Hours)

- (a) What is constitutionalism?
- (b) Plural visions
- (c) Indian distinctiveness
- (d) The Preamble and constitutional values

Unit II: Making of the Constitution (11 Hours)

- (a) Constitutional antecedents
- (b) Constituent Assembly: representation, sovereignty and constituent power
- (c) Debating Justiciability: fundamental rights and directive principles
- (d) Constitutional Supremacy

Unit III: Constitutional Change (11 Hours)

- (a) The first amendment: equality, property and political freedoms
- (b) Constitutional morality, public conscience, and nation-building
- (c) Basic structure doctrine
- (d) Emergency constitutionalism: forty second and forty fourth amendments

Unit IV: India's living constitution in the twenty first century (11 Hours)

- (a) The Citizen: Constitutional Identity
- (b) Federalism: Temporary and Transitional arrangements: Cooperative and Competitive frameworks
- (c) Transformative constitutionalism: women, tribals, dalits, minorities and social change
- (d) Digital constitutionalism: Internet, social media platforms, AI and content governance dilemmas.

Essential Readings

Unit I: Conceptual Foundations

Ambedkar, B. R. (2010), 'Basic Features of the Indian Constitution', Valerian Rodrigues ed. The Essential Writings of B. R. Ambedkar, Oxford: Oxford University Press.

Ambedkar, B. R. (1948), Speech in the Constituent Assembly, 4 November 1948, <https://www.constitutionofindia.net/debates/04-nov-1948/>, line 7.48.189 onwards.

Austin, Granville (1966), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press. [Chapter 13: Conclusion: Comments on a Successful Constitution]

Baxi, Upendra (2008), 'Outline of a 'Theory of Practice' of Indian Constitutionalism', in Rajeev Bhargava (ed.), *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.

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Roy, M. N. (1945), *Constitution of Free India: A Draft*. Delhi: V.B. Karnik.
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Unit II: Making of the Constitution

Austin, Granville (1966), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press [Chapter 1: The Constituent Assembly – Microcosm in Action; Chapter 2: Which Road to Social Revolution; Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I; Chapter 4: Fundamental Rights – II]

Bhatia, Gautam (2018), ‘How to Read the Constituent Assembly Debates – I’, Constitutional Law and Philosophy (blog), June 27, 2018. <https://indconlawphil.wordpress.com/2018/06/27/how-to-read-the-constituent-assembly-debates-i/>

Chetan, Achyut (2022), *Founding Mothers of the Indian Republic*, Cambridge: Cambridge University Press.

De, Rohit (2016), ‘Constitutional Antecedents’, in Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta eds., *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press.

De, Rohit, and Ornit Shani (2024), ‘Assembling India’s Constitution: Towards a New History’, *Past & Present*, 263 (1), 205–248. <https://doi.org/10.1093/pastj/gtad009>.

Jaiswal, K. P. (2023), *Hindu Polity: A Constitutional History of India in Hindu Times*, Delhi: Jyoti Enterprises. Fourth Edition. [Chapter 10: Technical Hindu Constitutions (from c. 1000 B.C.)]

Khaitan, Tarunabh (2018), ‘Directive Principles and the Expressive Accommodation of Ideological Dissenters’, *International Journal of Constitutional Law*, 16 (2), 470–493.

Khosla, Madhav (2020), *India’s Founding Moment: The Constitution of a Most Surprising Democracy*, Cambridge, MA: Harvard University Press. [Chapter 1: The Grammar of Constitutionalism]

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Prakash, Gyan (2013), 'Anxious Constitution-Making' in Gyan Prakash, Nikhil Menon, and Michael Laffan eds., *The Postcolonial Moment in South and Southeast Asia*, London: Bloomsbury Academic.

Shani, Ornit (2022), 'The People and the Making of India's Constitution', *The Historical Journal*, 65, 1102-1123.

Thiruvengadam, Arun (2018), 'Origin and Crafting of the Constitution', in *The Constitution of India: A Contextual Analysis*, Oxford: Hart Publishing.

Unit III: Constitutional Change

Austin, Granville, (1999), *Working a Democratic Constitution*, New Delhi: Oxford University Press. [Chapter 3: The Social Revolution and the First Amendment; Chapter 17: The Forty-Second Amendment: Sacrificing Democracy to Power]

Burra, Arudra (2018), Freedom of Speech in the Early Constitution: A Study of the Constitution (First Amendment) Bill, In Udit Bhatia (ed.) *The Indian Constituent Assembly: Deliberations on Democracy*, Routledge.

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Mehta, Pratap Bhanu (2010), 'What is Constitutional Morality?', *Seminar*, 615, 17–22.

Suresh, Sabarish (2025), 'Constitutional *Imagi*Nations: On the Imaginal Foundations of the Indian Constitution, *International Journal of Law in Context*, 21, 327-345.

The Constitution (First Amendment) Act (1950) <https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-first-amendment-act-1951>

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The Constitution (Forty-fourth Amendment) Act (1978) <https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-forty-fourth-amendment-act-1978>

Unit IV: India's living constitution in the twenty first century

Atrey, Shreya (2020), 'Feminist Constitutionalism: Mapping a Discourse in Constitution', *International Journal of Constitutional Law*, 20(2), 611-641.

Austin, Granville (1966), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press. [Chapter 8: Federalism: The Amicable Union – I, pp. 186-216]

Awasthi, P., S. Ganapati, & K. T. Tai (2024), 'Digital Transformation in a Large Democracy: The Case of India', *Asia Pacific Journal of Public Administration*, 46(4), 326–359. <https://doi.org/10.1080/23276665.2024.2339874>

Bajpai, Rochona (2000), 'Constituent Assembly Debates and Minority Rights', *Economic and Political Weekly*, 35(21/22).

Bhaskar, Anurag (2021), '“Ambedkar's Constitution”: A Radical Phenomenon in Anti-Caste Discourse?', *CASTE: A Global Journal on Social Exclusion*, 2(10), 109-131.

Bhatia, Gautam (2025), *The Indian Constitution: A Conversation with Power*, Gurugram: Harper Collins. [Chapter 1: Power Decentralised: Federalism, pp.1-36]

Bhatia, G. (2017), 'The Supreme Court's Right to Privacy Judgment'. *Economic and Political Weekly*, 52(44), 22–25.

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Dam, Shubhankar (2006), 'Legal Studies and Cultural Rights: A Rights Based Approach to Traditional Legal Systems', *Indiana International and Comparative Law Review*, 16(2), 295-335.

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Jha, Shefali (2003), 'Rights vs. Representation: Defending Minority Rights in the Constituent Assembly', *Economic and Political Weekly*, 38(16).

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responsibility, regulation and content moderation on the global technological commons (pp. 60–84), Cambridge University Press, <https://www.cambridge.org/core/books/defeating-disinformation/safe-harbor-and-content-moderation-regulation-in-india/F3CFF38410DE759B338D1ED6C519A559>

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Raj, Harsh (2024), 'Digital Age and Constitutional Challenges in India: Adapting to New Technologies', *Manupatra Articles*, August 26.

Roy, Anupama (2025), 'Citizenship Regimes and Constitutional Identity: 'Citizenship Moments' in India', *Citizenship, Belonging and Exclusion, Oxford Intersections: Borders* (ed.) Nasreen Chowdhory, Oxford: Oxford University Press.

Saxena, Rekha (2021), 'The Working of Co-operative and Collaborative Federalism in India: Understanding Intergovernmental Relations', *Indian Journal of Public Administration*, Sage, 67(2), 153-164.

Singh, M. P. (2021), *Federalism in India*, New Delhi: Sage.

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Tiwari, Sagar (2022), 'Framing the Fifth Schedule: Tribal Agency and the Making of the Indian Constitution (1937-1950)', *Modern Asian Studies*, 56(5), 1556-1594.

Suggested Readings

Austin, Granville (1966), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press.

Austin, Granville (1999), *Working a Democratic Constitution: A History of the Indian Experience*, Delhi: Oxford University Press.

Austin, Granville (2017), *Bharatiya Samvidhan: Rashtra ki Adharshila* (translated by Naresh Goswami), Delhi: Vani Prakashan.

Ambedkar, Dr. B.R. (1949), Speech in the Constituent Assembly, CAD, 25 November 1949, Vol.X-XII, Book 5, Delhi: Lok Sabha Secretariat, Delhi, 2003.

Baxi, Upendra (2013), 'Preliminary Notes on Transformative Constitutionalism' in Oscar Vilhena, Upendra Baxi and Fans Viljoen (eds.), *Transformative Constitutionalism: Comparing the Apex Courts of Brazil, India and South Africa*, Pretoria: Pretoria University Law Press.

Baxi, Upendra (2007), 'The Rule of Law in India,' Sao Paulo: *SUR – International Journal On Human Rights*, Vol.3.

Bhargava, Rajeev (ed.) (2008), *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.

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Bhatia, Gautam (2025), *The Indian Constitution: A Conversation with Power*, Gurugram: Harper Collins.

Bhatia, G. (2017), 'The Supreme Court's Right to Privacy Judgment'. *Economic and Political Weekly*, 52(44), 22–25.

Chapalgaonkar, Narendra (2021), *Mahatma Gandhi and the Indian Constitution* (translated by Subhash chandra Wagholkar), London & New York: Routledge.

Chaube, S. K. (2009), *The Making and Working of the Indian Constitution*, New Delhi: The National Book Trust of India.

Chaube, S.K. (1973), *Constituent Assembly of India: Springboard of Revolution*, New Delhi: PPH, (reprinted 2000 Delhi: Manohar).

Choudhry, Sujit, Madhav Khosla and Pratap Bhanu Mehta (eds.) (2016), *The Oxford Handbook of the Indian Constitution*, Delhi: Oxford University Press.

Dasgupta, Sandipto (2024), *Legalising the Revolution: India and the Constitution of the Postcolony*, Cambridge University Press.

deSouza, Peter Ronald (2025), *50 Years of the Indian Emergency: Lessons for Democracy*, Orient Blackswan.

De, Rohit (2018), *A People's Constitution: The Everyday Life of Law in the Indian Republic*, Princeton: Princeton University Press.

De, Rohit and Ornit Shani (2025), *Assembling India's Constitution: A New Democratic History*. Gurugram: Penguin/Random House.

Gupta, A., & A. Nair (2023, July), 'Unpacking digital public infrastructure: Navigating conceptual ambiguities (T20 Policy Brief)', *The-Twenty (20) India*, https://t20ind.org/wp-content/uploads/2023/07/T20_PB_TF2_256_UnpackingDPI.pdf

Justice Chandrachud, D. Y. (2025), *Why the Constitution Matters*. Gurugram: Penguin/Vintage.

Kashyap, Subhash C., D. D. Khanna & Gert W. Kueck (2000), *Reviewing the Constitution*, Allahabad: Shipra.

Khosla, Madhav (2020), *India's Founding Moment: The Constitution of a Most Surprising Democracy*, Cambridge: Harvard University Press.

Mukherjee, Mithi (2010), *India in the Shadows of Empire: A Legal and Political History 1774-1950*, Oxford: Oxford University Press.

Rao, B. Shiva (1968), *The Framing of India's Constitution, A Study and Select Documents*, Bombay: Tripathi.

Sen, Sarbani (2007), *Popular Sovereignty and Democratic Transformations: The Constitution of India*. Oxford: Oxford University Press.

Singh, Ujjwal Kumar and Anupama Roy (2018), 'B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy', *Summerhill – IIAS Review*, Summerhill IIAS Review Vol. XXIII, No. 2, Winter, pp. 3-11.

Singh, M.P. and S. K. Chaube (1997), *Indian Constitution: A Review*, New Delhi: Har-Anand Publications.

Thiruvengadam, Arun K. (2017), *The Constitution of India: A Contextual Analysis*. Oxford and Portland: Hart Publishing.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will focus on applying conceptual lenses like constitutional morality and durability to the historical and contemporary landscape of India. Activities will include:

- In-depth analysis of primary sources, such as Ambedkar's speeches or the Constituent Assembly Debates, to understand the "deliberative mode" of the Constitution.

- Drafting concise reflections on the distinction between a constitution as a text and constitutionalism as a set of evolving norms.
- Investigating specific legal milestones, such as the Basic Structure doctrine or the First Amendment, to see how they shaped the "constitutional vision".
- Analyzing current dilemmas in federalism or digital governance, such as content moderation on social media, to identify relevant stakeholders and legal instruments.
- Presenting on transformative constitutionalism and its impact on the social change of marginalized groups, including women, Dalits, and minorities.
- Evaluating how 21st-century frameworks like "Digital Constitutionalism" respond to emerging technological challenges and AI governance.

Students will be assessed on the basis of written assignments, individual or group presentations, and active participation in these tutorial discussions.

Master of Arts in Political Science
PS-DSE 51: Global Justice and the South

Credits: 4

Duration: 60 Hours (45hrs Lecture + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial		
PS-DSE 51: Global Justice and the South	4	3	1	Bachelor's degree in any course	None

Course Outline

This course examines contemporary debates on global justice through the distinct lens of the Global South, re-evaluating normative theories using localized perspectives and indigenous voices. Students will explore the structural divide between the North and South, analyzing themes of global distributive justice, the right to subsistence, and multidimensional poverty. The curriculum further interrogates the politics of international aid, trade, migration, and the shared but differentiated responsibilities of climate change. By critiquing the democratic deficit within global institutions, the course aims to equip students with the analytical tools to understand global governance challenges and evaluate the prospects for a more equitable and democratized global order.

Course Objective

This course will study debates surrounding global justice from the perspective of the global south. A distinctive aspect of the course will involve using the voices of the global south as vital inputs toward a revaluation of contemporary debates in global justice. The course will probe themes of global distributive justice, human rights, migration, climate change, the politics of aid and trade, and global institutions against the backdrop of increasing global inequality and current efforts underway to democratize institutions of global governance.

Course Learning Outcome

After completing the course, students will be able to:

- develop perspectives of the global south on various issue which impact our society, trade, and politics
- interrogate the norms and practices of global institutions
- understand the meaning and implication of global justice from a localised context

Contents

Unit I: Justice in a Globalized World (10 Hrs.)

- (a) Globalization and the North-South Divide
- (b) Justice: Domestic and Global
- (c) Cosmopolitanism: Moral and Institutional

Unit II: Global Inequality and Poverty (12 Hrs.)

- (a) Structural Imbalances between the North and South
- (b) Right to Subsistence as a Human Right
- (c) Multidimensional Poverty and the Capability Approach

Unit III: Migration, Climate Change and the Politics of Aid and Trade (12 Hrs.)

- (a) Global Approach to Transnational Migration
- (b) Climate Change and Global Responsibility
- (c) Patterns and Politics of International Aid and Trade; Illicit Financial Flows

Unit IV: Prospects of Global Democracy (11 Hrs.)

- (a) Global Governance and its Challenges
- (b) Global Institutions and their Democratic Deficit
- (c) Global Democracy: Conceptual and Empirical Assessments

Essential Readings

Unit I: Justice in a Globalized World

Brown, Garrett Wallace, "Globalization is What We Make of It: Contemporary Globalization Theory and the Future Construction of Global Interconnection," *Political Studies Review*, Vol 6 (2008): 42–53

Peter Singer, "Famine, Affluence, & Morality," *Philosophy and Public Affairs* 1/3 (1972).

Charles Beitz, "Does Global Inequality Matter?," *Metaphilosophy* 32 (2001).

David Miller, 'Justice and Boundaries', *Politics, Philosophy, & Economics* 8 (2009): 291-309.

Thomas Nagel, "The Problem of Global Justice," *Philosophy and Public Affairs* 33/2 (2005).

Pogge, 'Do Rawls's Two Theories of Justice Fit Together?', in Martin and Reidy

(eds.), *Rawls's Law of Peoples*.

Andrew Robinson and Simon Tormey.(2009)‘Resisting ‘global justice’: disrupting the colonial ‘emancipatory’ logic of the West.’ *Third World Quarterly* 30(8):1395–1409.

Lindsay Te Ata Tu MacDonald and Paul Muldoon, ‘Globalisation, neo-liberalism and the struggle for Indigenous citizenship.’ *Australian Journal of Political Science* 41(2):209–223.

Brock, Gillian, “Global Justice and Cosmopolitanism,” in *Global Justice: A Cosmopolitan Account* (Oxford UP 2009).

Tan, Kok-Chor, “Liberalism and Cosmopolitan Justice,” in *Justice Without Borders: Cosmopolitanism, Nationalism, and Patriotism* (Cambridge UP 2004).

Scheffler, Samuel ‘Conceptions of Cosmopolitanism’, in Scheffler, *Boundaries and Allegiances*

Pogge, Thomas, *World Poverty and Human Rights*, 2nd edition, 2008, chapters 1 and 8.

Unit II: Global Inequality and Poverty

Onora O’Neill, “Transnational Economic Justice,” in *Bounds of Justice* (Cambridge UP 2000).

Iris Young, “Responsibility, Social Connection, and Global Labour Justice,” in *Global Challenges* (Polity Press, 2006).

Jones, Charles, “The Human Right to Subsistence,” *Journal of Applied Philosophy*, Vol. 30, No. 1, 2013.

Thomas Pogge, “The Health Impact Fund and its Justification by Appeal to Human Rights,” *Journal of Social Philosophy*, 40 (2009): 542-569.

Pogge, Thomas, “Are We Violating the Human Rights of the World’s Poor?” *Yale Human Rights & Development Law Journal*, (2012) 14: 2.

Mathias Risse, “Do We Owe the Poor Assistance or Rectification?,” *Ethics and International Affairs*, 19, 1 (2005) 9-18.

Monshipouri, Mahmood, “Promoting Universal Human Rights: Dilemmas of Integrating Developing Countries,” *Yale Human Rights & Development Law Journal*.

Saladin Meckled-Garcia, “Do transnational economic effects violate human rights?,” *Ethics and Global Politics*, (2009)

Karen Bakker, “The “commons” versus the “commodity”: Alter-globalization, anti-privatization and the human right to water in the global south.” *Antipode* 39(3): 430–455.

David Crocker, “Hunger, Capability, and Agency-Oriented Development,” in *Ethics of Global Development: Agency, Capability, and Deliberative Democracy* (Cambridge UP 2008).

Unit III: Migration, Climate Change and the Politics of Aid and Trade

Joseph Carens, “Aliens and Citizens: The Case for Open Borders,” *The Review of Politics* 49 (1987): 251-273.

David Miller, “The Case for Limits,” *Contemporary Debates in Applied Ethics*

Chandran Kukathas, “The Case for Open Immigration,” *Contemporary Debates in Applied Ethics*

Thomas Pogge, “Migration and Poverty,” in Veit Bader, ed., *Citizenship and Exclusion* (Macmillan 1997), reprinted in Robert Goodin and Philip Pettit, eds., *Contemporary Political Philosophy: An Anthology* (Blackwell 2005).

Christian van den Anker, “Contemporary slavery, global justice and globalization” in *The Political Economy of New Slavery*, Christian van den Anker(ed.). Palgrave: New York. (2004)

Simon Caney, “Cosmopolitan Justice, Responsibility, and Global Climate Change,” *Leiden Journal of International Law* (2005).

Joseph Aldy, Scott Barrett, and Robert Stavins, “Thirteen Plus One: A Comparison of Global Climate Policy Architectures,” *Climate Policy* (2003): 373-397.

Peter Singer, *One World* (London: Yale University Press, 2002), 14-50.

Derek Bell, “Justice and the Politics of Climate Change,” Constance Lever-Tracy, ed., *Routledge Handbook of Climate Change and Society* (New York: Routledge, 2010), 423-441.

David Schlosberg, “Reconceiving environmental justice: Global movements and political theories.” *Environmental Politics* 13(3):517–540.

Badhwar, ‘International Aid: When Giving Becomes a Vice’, *Social Philosophy and Policy* 23 (2006): 69-101.

Richard B Day, “Globalization, Markets and Ethics”

Darrel Moellendorf, "World Trade Organization and Egalitarian Justice," *Metaphilosophy* 36, (2005): 145-162.

Nicole Hassoun, "Free Trade, Poverty, and Inequality," *Journal of Moral Philosophy*, 8 (2011): 5–44.

Action Aid, *SAB Miller Report*

Unit IV: Prospects of Global Democracy

Cabrera, Luis, "Diversity and Cosmopolitan Democracy: Avoiding Global Democratic Relativism," *Global Constitutionalism* 4(1): 18-48.

Thomas Pogge, "Cosmopolitanism and Sovereignty," *Ethics*, 103 (1992): 48-75.

Simon Caney, "Cosmopolitanism, Democracy and Distributive Justice," *Canadian Journal of Philosophy*, Supplementary Vol 31.

Baogang He and Hannah Murphy, "Global Social Justice at the WTO? The Role of NGOs in Constructing Global Social Contracts," *International Affairs* 83 (2007), 707–727.

Thomas-Slayter, Barbara P, *Southern Exposure: International Development and the Global South in the Twenty-First Century*, Sterling: Kumarian Press, 2003.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

The tutorial activities of the course will include:

- Students will be encouraged to familiarise themselves with the basic conceptions of justice
- Guided discussion sessions on selected units and readings will be held.
- Short analytical notes will be provided for topics which students might find difficult to understand.
- Participation of students will be made mandatory in tutorial classes to identify the problems of those students needing extra help.

Master of Arts in Political Science

PS-DSE 52: Political Parties and Party System in India

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial		
PS-DSE 52: Political Parties and Party System in India	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to the evolution and functioning of the party system in India as a critical dimension of democratic governance. It familiarises students with the conceptual frameworks for classifying party systems through political, sociological, and economic lenses, while examining the organizational structures and roles of parties in government formation, opposition, and coalition-making. The course also situates these discussions within the contemporary context of Indian politics, analyzing the transition from dominant systems to federal and regionalized structures at both state and national levels. It aims to enable students to evaluate the ideological foundations, leadership patterns, and electoral performances of political parties to understand their impact on democratic accountability, social representation, and the Indian polity.

Course Objectives

This course aims to achieve the following objectives:

- To understand the evolution and functioning of the party system in India
- To examine different types of political parties in India
- To evaluate the contribution of political parties to Indian democracy
- To analyse the factors and forces leading to coalition politics in India
- To understand the structure and ideology of national and regional political parties.

Course Learning Outcomes

At the end of the course, students are expected to develop an understanding of the evolution of the Indian party system. They will be able to apply the socio-economic and political analytical framework to examine the behaviour of political parties. Students are expected to evaluate the factors and forces that led to the emergence of coalition politics and its impact on the Indian polity. Students will also be expected to understand the changing nature of the party system at the state and national levels in India.

Course Content

Unit I: Party Systems: Conceptual Framework Duration (11 Hours)

- a. Classification of Party Systems
- b. A Political, Sociological, and Economic Analysis.

Unit II: Parties in Government and Parties in Opposition (11 Hours)

- a. Role of Political Parties in the Modern Political System
- b. Parties and Government Formation
- c. Parties in Opposition
- d. Party Structure and Organisation
- e. Parties and Coalition Making

Unit III: Party Politics in Contemporary India (11 Hours)

- a. National and State party systems
- b. Federalism, Regionalism and Political Parties
- c. Party System in Transition.

Unit IV: National and State Political Parties Duration (12 Hours)

- a. Ideology and Party Evolution
- b. Social, Geographical Bases and Leadership Patterns.
- c. Electoral Performance

Essential Readings

Unit I: Party Systems: Conceptual Framework Duration

Chhibber, Pradeep K. and Verma, Rahul. (2018). *Ideology and Identity: The Changing Party Systems of India*. Oxford University Press.

Kitschelt H. (2007). Party Systems. In C. Boix and S. Stokes (Eds). *The Oxford Handbook of Comparative Politics*. Oxford. Oxford University Press, (pp. 522-554).

Norris (Eds). (2012). *Comparing Democracies 2: New challenges in the study of elections and voting*, London: Sage. (pp. 88-107).

Palmobara J.L. and Weiner M. (2006). The Origin and Development of Political Parties. S. Katz and W. Crotty (Eds.) *Handbook of Party Politics*. London: Sage, (pp. 51-62).

Palmobara J.L. and Weiner M. (Eds). (1972). *Political Parties and Political Development*. Princeton. Princeton University

Riker, W. H. and Mair, P. (2002). Comparing party systems. In R.S.Katz and W.Crotty (eds), *Handbook of Party Politics*. London. Sage, (pp. 63-73).

Riker, W. H. (1982). *The Two-Party System and Duverger's Law: An Essay on the History of Political Science*. American Political Science Review. Vol.76, No.4. (pp.753-766).

Sartori, G. (2005). *Parties and Party Systems: A Framework for Analysis*. ECPR Press.

Yadav, Y. and Palshikar, S. (2003). 'From Hegemony to Convergence: Party System and Electoral Politics in the Indian States, 1952-2002', *Journal of Indian School of Political Economy*, 15 (1/2), (pp.5-44)

Unit II: Parties in Government and Parties in Opposition

Katz, R. S., & Crotty, W. J. (2011). *Handbook of Party Politics*. Sage.

Kothari, Rajani. (1970). *Politics in India*. Orient BlackSwan.

----- (1964). The Congress System. *Asian Survey*, 4, (12), 1161-1173.

Krouwel, A. (2005). Party Models. In W. Crotty (Ed.), *Handbook of Party Politics*. Sage.

Mair, P., & Mudde, C. (1998). The Party Family and Its Study. *Annual Review of Political Science*, 1(1), 211–229. <https://doi.org/10.1146/annurev.polisci.1.1.211>

Mehra, A. K., Khanna, D. D., & Kueck, G. W. (2003). *Political parties and party systems*. Sage.

Mitra, S. K., & Singh, V. B. (1999). *Democracy and Social Change in India*. Sage.

Unit III: Party Politics in Contemporary India

Budge, I., & Laver, M. (1986). Office seeking and policy pursuit in coalition theory. *Legislative Studies Quarterly*, 11(4), 485. <https://doi.org/10.2307/439930>

Kitschelt, H. (2000). Linkages between Citizens and Politicians in Democratic Politics. *Comparative Political Studies*, 33(6–7), 845–879. <https://doi.org/10.1177/001041400003300607>

Kohli, A. (1994). Centralization and powerlessness: India's democracy in a comparative perspective. In J. S. Migdal, A. Kohli, & V. Shue (Eds.), *State Power and Social Forces: Domination and Transformation in the Third World* (pp. 89–107). chapter, Cambridge: Cambridge University Press.

Singh, M. P., and Rekha Saxena. *Indian National Congress: From Dominance to Decline or Hibernation?* 1st ed., Routledge India, 2024

Sridharan, E. (2012). Why are multi-party minority governments viable in India? Theory and comparison. *Commonwealth and Comparative Politics*, 50(3), 314–343. <https://doi.org/10.1080/14662043.2012.692925>

Singh, M. P. (1992). The Dilemma of the New Indian Party System: To Govern or Not to Govern? *Asian Survey*, 32(4), 303–317. <https://doi.org/10.2307/2645148>

Vora, R., & Palshikar, S. (2005). Indian democracy: meanings and practices. *Choice Reviews Online*, 42(10), 42–6112. <https://doi.org/10.5860/choice.42-6112>

Unit IV: National and State Political Parties Duration

Bhattacharya, H. (2015). Political Parties and Democracy in South Asia: The CPI(M) in India's Liberal Democracy. In S. Wolf et. al. (Eds.), *Politics in South Asia*. Springer. <https://doi.org/10.1007/978-3-319-12334-4>

deSouza, P.R., & Sridharan, E. (Eds.). (2006). *India's Political Parties*. Sage Publications.

Mitra, S. K., Saxena, R., & Mukherjee, P. (2022). *The 2019 Parliamentary Elections in India*. Taylor & Francis.

Saxena, R. (2018). The Indian National Congress Coping With Challenges of Deepening Democracy, Federalism and Neo-Liberal Capitalism. In A. Kumar (Ed.), *Electoral Politics in Indian States: 2014 Elections and After*. Orient Black Swan.

Schakel, A.H., & Sweden, W. (2016). Rethinking Party System Nationalization in India. (1952-2014). *Government and Opposition*, 51(3), 460-482. <https://doi.org/10.1017/gov.2015.42>

Singh, M.P., & Saxena, R. (2003). *India at the Polls: Parliamentary Elections in the Federal Phase*. Orient Longman.

Wilkinson, S.I. (2005). Elections in India: Behind the Congress Comeback. *Journal of Democracy*, 16(1), 153-167. <https://doi.org/10.1353/jod.2005.0011>

Ziegfeld, A. (2016). *Why Regional Parties? Clientelism, Elites, and the Indian Party System*. Cambridge University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in public policy to contemporary governance issues. Activities may include:

- To conduct workshops to develop students' analytical ability to analyse political parties' manifestos, promote interactions between students and political leaders, and enable students to understand how political parties function in India.
- To facilitate students' visits to the parliament and state legislatures.
- To encourage students to conduct field visits to understand how and why people think about political parties.
- To encourage students to carry out case studies based on the performance of political parties at the state and national levels.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science

PS-DSE 53: Politics of Knowledge: An Introduction

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS- DSE 53: Politics of Knowledge: An Introduction	4	3	1	Bachelor's degree in any course	None

Course Outline

This course examines the social context and power dynamics embedded in knowledge claims, moving from the traditional philosophy of science to contemporary Indian critiques. The curriculum is structured into four thematic areas: Philosophy of Science, which interrogates the claims of scientific objectivity and the "demarcation" between science and non-science; Post-Kuhnian Perspectives, exploring the social construction of technology and the "strong programme" in the sociology of knowledge; Indian Critiques, focusing on "Swaraj in ideas" and traditional knowledge movements; and Modern Interventions, which analyzes the democratization of science and the role of knowledge in development. By evaluating both theoretical formulations and grassroots practices, the course aims to expand the definition of the "political" and provide a foundation for research in political theory and development.

Course Objectives

This course is meant to introduce the students to a range of debates on knowledge so as to appreciate the social context and power dynamics embedded in knowledge claims. Beginning with understanding the claims of scientific knowledge, the course reviews various critiques of these claims and alternative formulations by theorists and practitioners, especially in India.

Course Learning Outcomes

The course aims to:

1. Deepen the understanding of political theory by expanding their sense of the 'political'
2. Exposing the students to some of the most exciting contemporary debates in the field of politics of knowledge.
3. Raise the awareness of students about the many science and traditional knowledge movements undertaken by people all over the country, that have influenced fresh thinking about knowledge in contemporary India.
4. This course can serve as foundation for students who wish to pursue research in political theory and politics of development, besides sensitizing all students to interrogating knowledge claims in any other field.

Course Contents

Unit I. Debates in the Philosophy of Science in the Indian and European traditions

(10 Hours)

- a) Foundational perspectives, Nyaya and Samkhya traditions
- b) Enlightenment perspectives, Logical positivism, Post-positivism

Unit II. 'Science, Technology and Society Studies' and their relevance for contemporary politics of knowledge:

(15 hours)

- a) Feminist Epistemology
- b) Science, policy and politics
- c) Social Construction of Science

Unit III. Philosophy of knowledge in the Global South, foundational and contemporary debates

(15 hours)

- a) Science, Knowledge and Swaraj
- b) Hegemonic Science and Violence
- c) Cognitive Justice and Epistemologies of the Global South

Unit IV. Interventions in the knowledge question by organisations and movements

(5 hours)

- a) Kerala Sastra Sahitya Parishad
- b) Swadeshi Jagran Manch
- c) Lokvidya Sammelan

Essential Readings

Unit I: Debates in the Philosophy of Science in the Indian and European traditions

Okasha, S. Philosophy of Science: A Very Short Introduction, Oxford University Press, 2002.

Chalmers, A F. 1999. What is This Thing Called Science? Third Edition, Hackett Publishing Company.

Curd, M. & Cover, J.A. 2012. Philosophy of Science: The Central Issues, 2nd Edition, W.W. Norton & Company (2nd edition).

Jasanoff, Sheila et al. (eds.). 1995. Handbook of Science and Technology Studies. Thousand Oaks, CA: Sage Publications.

Feyerabend, Paul 2010. Against Method. Fourth Edition, Verso, London.

Kuhn, Thomas 1970. The Structure of Scientific Revolutions, University of Chicago Press.

Popper, Karl 1959. The Logic of Scientific Discovery, New York.

Popper, Karl 2002. *Conjectures and Refutations: The Growth of Scientific Knowledge*, Routledge.

Harrison, Peter 2007. *The Fall of Man and the Foundations of Science*. Cambridge: Cambridge University Press.

Raghuramaraju, A. *Debates in Indian Philosophy: Classical, Colonial and Contemporary* New Delhi, Oxford University Press, 1998.

Bhattacharyya, K.C. (1936), “The Concept of Philosophy”, in Gopinath Bhattacharya (ed.) *Studies in Philosophy by Krishnachandra Bhattacharyya*, Volume II, Calcutta: Progressive Publishers, 1956.

Ganeri, Jonardon, “The study of Indian epistemology: questions of method,” *Philosophy East and West*. 60 (4): 541–550, 2010.

Raghuramaraju, A. *Debates in Indian Philosophy: Classical, Colonial and Contemporary* New Delhi, Oxford University Press, 1998.

Jobin M. Kanjirakkat, Gordon Mcouat, Sundar Sarukkai *Science And Narratives Of Nature: East And West* Routledge/ Manohar, New Delhi, 2016.

Sarukkai, S. *Indian philosophy and philosophy of science Project of History of Indian Science, Philosophy and Culture*, Centre for Studies in Civilizations, 2005.

Chattopadhyaya, D. *Science and Society in Ancient India* Calcutta: KP Bagchi and Co., 1977.

Unit II: ‘Science, Technology and Society Studies’ and their relevance for contemporary politics of knowledge:

Stanford Encyclopaedia of Philosophy, Feminist Social Epistemology
<https://plato.stanford.edu/entries/feminist-social-epistemology/>

Jain, D. *Women’s Participation in the History of ideas and the Reconstruction of Knowledge in The Journey of a Southern Feminist*, New Delhi, Sage and Yoda Press, New Delhi, 2018.

Alcoff, Linda and Elizabeth Potter, 1993. “Introduction: When Feminisms Intersect Epistemology,” *Feminist Epistemologies*, Linda Alcoff and Elizabeth Potter (eds.), New York: Routledge, 1–14.

Pinch, T. & W. Bijker “New Introduction to the Social Construction of Technological Systems”, in Anniversary edition of the *Social Construction of Technological Systems*, edited by Wiebe Bijker, Thomas, P. Hughes and Trevor J. Pinch. Cambridge, MA: MIT Press, 2012.

Jasanoff, S. *Designs on Nature: Science and Democracy in Europe and the United States*, Princeton University Press, 2005, (Chapter 1: Why Compare? pp. 13-41).

Jasanoff, S. and Sang Hyun Kim *Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power* Chicago: University of Chicago Press, 2015. (Chapter 1: Future Imperfect: Science, Technology, and the Imaginations of Modernity).

Unit III: Philosophy of knowledge in the Global South, foundational and contemporary debates

Bhattacharya, K.C. Swaraj in *Towards a New Paradigm in Higher Education* ed. Ashok Celly Kalpaz Publications, Delhi, 2008.

Uberoi, J.P.S. *The European Modernity: Science, Truth and Method* New Delhi, Oxford University Press, 2002.

Uberoi, J.P.S. Science and Swaraj in *Towards a New Paradigm in Higher Education* ed. Ashok Celly Kalpaz Publications, Delhi, 2008.

De Sousa Santos, B. *Another Knowledge Is Possible* Verso Press, London, 2007. Introduction.

Goonatilake, S. *Aborted Discovery: Science and Creativity in the Third World* London, Zed Press, 1984.

Goonatilake, S. *Toward a Global Science: Mining Civilisational Knowledge* Bloomington, Indiana University Press, 1998. (Introduction, Chapter 2: The Trajectories of Civilizational Knowledge)

Visvanathan, S. *A Carnival for Science* Delhi: Oxford University Press, 1997, Ch. 2 (“On the Annals of the Laboratory State”), pp. 15-47.

Nanda, M. *Prophets Facing Backward: Postmodernism, Science and Hindu Nationalism* Permanent Black, New Delhi, 2004.

Banerjee, Prathama, Aditya Nigam and Rakesh Pandey, “Thinking across Traditions: The Work of Theory”, *Economic and Political Weekly*, 51 (37), September 10 2016, pp.42-50.

Unit IV: Interventions in the knowledge question by organisations and movements

Rajan, R. *Science, State and Violence: An Indian Critique Reconsidered Science as Culture* Vol. 14, No. 3, 1–17, September 2005.

Parmatam Parkash Arya, B. B. Tandon *Multinationals Versus Swadeshi Today: A Policy Framework for Economic Nationalism*, New Delhi, Deep and Deep Publications, 1999.

Mohammed Hussain, P.A. *Role of Kerala Shastra Sahitya Parishad in Science Education of Kerala* Azim Premji University Case Study, Bangalore, 2016.

Mathai Zachariah, R. *Sooryamoorthy Science for social revolution: achievements and dilemmas of a development movement – the Kerala Sastra Sahitya Parishad* Zed books, London, 1994. CED Kerala Sastra Sahitya Parishad, http://el.doccentre.info/eldoc1/q70_/KSSP.pdf

Lakha, S. *From Swadeshi to Globalisation: The Bharatiya Janata Party's Shifting Economic Agenda*, *South Asian Studies*, Vol.25, No. 3 December 2002, p. 88.

Padma M. Sarangapani *Indigenising Curriculum: Questions posed by Baiga Vidya*, *Comparative Education*, Volume 39, Issue 2, 2003, pp. 199-209.

Thengadi, Dattopant B. "Global Economic System: A Hindu View." 2019.
<https://indianlabourarchives.org/bitstream/20.500.14121/1489/1/Global%20Economic%20System%20-%20A%20Hindu%20View.pdf>

Sundar, N. Indigenise, nationalise and spiritualise? A New agenda for Education International Social Science Journal, 16 December 2002.

Basole. A. ed. Lokvidya Perspectives: A Philosophy Of Political Imagination For The Knowledge Age Aakar Publications, New Delhi, 2015.

Additional Readings:

Jasanoff, S. *Designs on Nature: Science and Democracy in Europe and the United States* Princeton, Princeton University Press, 2007.

Jasanoff, S. *States of Knowledge : The Co-production of Science and the Social Order* New York, Routledge, 2018.

Dharampal, *Indian Science and Technology in the Eighteenth Century* Hyderabad, Academy of Gandhian Studies, 1983.

Uberoi, J.P.S. *Science as Culture* Hyderabad, Orient Longman, 1979.

Kumar, D. *Science and the Raj: 1857-1905* New Delhi, Oxford University Press, 1997.

Kumar, D. *Disease and Medicine in India: A historical Context* New Delhi, Tulika, 2012.

Latour, B. *Pandora's Hope: Essays on the Reality of Science Studies* Cambridge, Harvard University Press, 1999.

Sahasrabudhey, S. *Science and Politics: Essays in Gandhian Perspective* New Delhi, Ashish Publishing House, 1991.

Narayan, S. (2025). Swadeshi globalization: Dattopant Thengadi's Hindu Nationalist path for globalization in late twentieth-century India. *Globalizations*, 1–22.

SINGH, ANU, HIMANKI DABRAL, and RAMESH KUMAR SINGH. "The Urge to Establish Science-Based Swadeshi Industries: Struggle and Contribution." *Journal of Scientific Temper (JST)* 12.2 (2024): 44-62.

Giri, A. K. (2004). Rethinking the Politics and Ethics of Consumption: Dialogues with the Swadeshi Movements and Gandhi. *Journal of Human Values*, 10(1), 41-51.

शर्मा, अम्बिकादत्त. (2020) भारतीय मानस का वि-औपनिवेशीकरण : प्रामाणिक संस्कृतात्मा के प्रत्याभिज्ञान की कार्ययोजना . नोएडा: सेतु प्रकाशन।

Sharma, Ambikadatt. *Bhāratīya mānas ka vi-aupniveśikaraṇ: prāmāṇik saṃskṛtātma ke pratyabhijñāna kī kāryayojanā*. Noida: Setu Prakashan Pvt. Ltd., 2020.

निगम, आदित्य (2023) आसमान और भी हैं: वैचारिक स्वराज के तक्राजे नोएडा, सेतु प्रकाशन।

ठाकुर, मनींद्र नाथ (2022) ज्ञान की राजनीति: समाज अध्ययन और भारतीय चिंतन, नोएडा, सेतु प्रकाशन।

Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective", *Feminist Studies* 14: 575-609, 1988.

Harding, Sandra. "Rethinking Standpoint Epistemology: "What is Strong Objectivity?" in Alcott, Linda, and Elizabeth Potter (eds). *Feminist Epistemologies*, New York: Routledge, pp. 49-82, 1993

Leach, M., & Scoones, I. (2006). *The slow race: Making science and technology work for the poor*. London: Demos

Bijker, W. *The Social Construction of Bakelite: Toward a Theory of Invention* in Wiebe Bijker, Thomas P. Hughes and Trevor J. Pinch eds. *The Social Construction of Technological Systems*, edited by Cambridge, MA: MIT Press,.

Dhar, A. Swaraj in Ideas: From 'Third World' to 'World of the Third';
<https://www.researchgate.net/publication/279481924>

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

The tutorial sessions for this course are designed to foster active learning and bridge the gap between theoretical knowledge and practical application. These activities integrate communication, research, and public engagement skills through the following methods:

- **Regular Class Presentations and Group Discussions:** These sessions focus on evaluating and enhancing students' communication and analytical skills. Students will engage in structured debates and present their insights on key course readings to their peers.
- **Term Papers and Fieldwork :** Students will undertake research on knowledge systems practiced by different communities on the ground. This activity provides training in future research skills and encourages engagement with the non-governmental sector and community development programs. By connecting theory with real-world practice, students test their academic understanding against lived experiences.
- **Poster Presentations :** As a capstone to their research, students will design and display their work in the department's public spaces. This task helps students develop the ability to explain complex ideas to faculty and other students in an attractive and accessible format, a skill increasingly required in professional academic conferences.

Through these integrated activities, students are assessed not only on their mastery of the syllabus but also on their ability to perform independent research and communicate their findings to a broader audience.

Master of Arts in Political Science

PS-DSE 54: Collaborative Governance: Transforming Engagements in Public Management

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 54: Collaborative Governance: Transforming Engagements in Public Management	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces collaborative governance as a key approach in contemporary public management. It examines how state and non-state actors work together in policy design, service delivery, and public problem-solving. The course focuses on concepts, processes, institutional models, and Indian experiences of collaboration, with attention to power, trust, conflict, accountability, capacity, and democratic legitimacy.

Course Objectives

The course aims to:

- Introduce the concept, evolution, and significance of collaborative governance in public management.
- Examine the shift from government to governance through multi-actor and cross-sector collaboration.
- Analyse the processes, institutions, and power relations that shape collaborative arrangements.
- Study key models such as network governance, public–private partnerships, citizen participation, and co-production.
- Assess Indian experiences of collaborative governance and their administrative and democratic challenges.

Course Learning Outcomes

After completing this course, students will be able to:

- Explain the meaning, evolution, and rationale of collaborative governance.
- Analyse the role of actors, institutions, trust, conflict, leadership, and coordination in collaboration.
- Evaluate major models of collaborative governance, including networks, PPPs, participation, and co-production.
- Apply collaborative governance frameworks to selected Indian cases.
- Critically assess issues of accountability, capacity, power, and democratic legitimacy in collaborative governance.

Course Content

Unit I: Collaborative Governance – Core Concepts

- a) Meaning and evolution of collaborative governance
- b) From government to governance
- c) Outcomes and limits of collaboration

Unit II: Collaboration as Process and Politics

- a) Actors, institutions, and incentives in collaboration
- b) Power, politics, trust, and conflict in collaborative arrangements
- c) Leadership and coordination in collaborative settings
- d) Managing conflict and sustaining cooperation

Unit III: Institutional Design and Models of Collaboration

- a) Collaborative governance and policy design principles
- b) Network governance and state–non-state collaboration
- c) Public–Private Partnerships as collaborative governance
- d) Citizen collaboration, co-production, and participation

Unit IV: Indian Experiences and Contemporary Challenges

- a) Collaborative governance in India: selected sectors
- b) Institutional constraints and enabling conditions
- c) Accountability, capacity, and democratic legitimacy

Essential Readings

Unit I: Collaborative Governance – Core Concepts

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571.

Donahue, J. D., & Nye, J. S., Jr. (Eds.). (2001). *Governance amid bigger, better markets*. Brookings Institution Press.

Emerson, K., Nabatchi, T., & Balogh, S. B. (2012). An integrative framework for collaborative governance. *Journal of Public Administration Research and Theory*, 22(1), 1–29.

Freeman, J. (1997). Collaborative governance in the administrative state. *UCLA Law Review*, 45(1), 1–98.

Unit II: Collaboration as Process and Politics

Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The design and implementation of cross-sector collaborations: Propositions from the literature. *Public Administration Review*, 66(S1), 44–55.

Donahue, J. D., & Zeckhauser, R. J. (2011). *Collaborative governance: Private roles for public goals in turbulent times*. Princeton University Press.

Harriss, J. (2010). Participation and contestation in the governance of Indian cities. *Simons Papers in Security and Development*, 3, 1–20.

McGuire, M. (2006). Collaborative public management: Assessing what we know and how we know it. *Public Administration Review*, 66(S1), 33–43.

Purdy, J. M. (2012). A framework for assessing power in collaborative governance processes. *Public Administration Review*, 72(3), 409–417.

Thomson, A. M., & Perry, J. L. (2006). Collaboration processes: Inside the black box. *Public Administration Review*, 66(S1), 20–32.

Unit III: Institutional Design and Models of Collaboration

Bovaird, T. (2007). Beyond engagement and participation: User and community co-production of public services. *Public Administration Review*, 67(5), 846–860.

Karlsson, M. (2012). Democratic legitimacy and recruitment strategies in e-participation projects. In Y. Charalabidis & S. Koussouris (Eds.), *Empowering open and collaborative governance: Technologies and methods for online citizen engagement in public policy making* (pp. 23–38). Springer.

Osborne, S. P. (Ed.). (2000). *Public–private partnerships: Theory and practice in international perspective*. Routledge.

Provan, K. G., & Kenis, P. (2008). Modes of network governance: Structure, management, and effectiveness. *Journal of Public Administration Research and Theory*, 18(2), 229–252.

Sirianni, C. (2006). Investing in democracy: Engaging citizens in collaborative governance. *Corporate Governance: An International Review*, 14(3), 159–171.

Wang, H., Xiong, W., Wu, G., & Zhu, D. (2018). Public–private partnership in public administration: A literature review. *Public Management Review*, 20(2), 293–316.

Unit IV: Indian Experiences and Contemporary Challenges

Chakrabarty, B. (2010). Participatory governance in India: The field experience. *ICSSR Journal of Abstracts and Reviews*, 36(1), 1–12.

Mahavadi, D., Srivastava, S. K., & Biswas, I. (2024). Determinants of public–private partnership governance structures: Evidence from India. *Public Management Review*

Pillai, S. et.al. (2025). Coping with conflicts in the co-production of solid waste management services: Evidence from a real-world laboratory in India. *Ecology and Society*, 30(3).

Vij, N. (2011). Collaborative governance: Analysing social audits in MGNREGA in India. *IDS Bulletin*, 42(6), 28–34.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

- Text-based discussion on core concepts and frameworks of collaborative governance.
- Analysis of actors, institutions, incentives, trust, conflict, and power in collaborative arrangements.
- Case-based discussion on network governance, public–private partnerships, citizen participation, and co-production.
- Review of selected Indian examples to understand institutional constraints, enabling conditions, and implementation challenges.
- Group presentations on collaborative governance models and their relevance to public management.
- Short written exercises applying course concepts to Indian policy and administrative contexts.
- Structured debates on accountability, administrative capacity, and democratic legitimacy in collaborative governance.

Master of Arts in Political Science
PS-DSE 55: Gendering Public Policy

Credits: 4

Duration: 60hrs (45 hrs Lecture+15hrs tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 55: Gendering Public Policy	4	3	1	Bachelor's degree in any course	None

Course Outline

A course on Gender and Public Policy analyzes how gender inequalities are produced and addresses them through policy, covering topics like gender-responsive budgeting, intersectionality, policy analysis, and mainstreaming gender into economics, health, and labor sectors. It focuses on enabling students to apply critical gender analysis to public policy

Course Objectives

- The course introduces students to the intersection of gender and public policy, exploring how gender perspectives influence policy-making, governance, and social outcomes.
- It seeks to critically analyze the role of the state, international organizations, and civil society in promoting gender equality through policies and reforms.
- The course will also provide comparative global case studies to illustrate successes and challenges in gender-inclusive policy-making.

Course Learning Outcomes

After completing this course, students will be able to:

- Understand key concepts of gender in the context of public policy and governance.
- Critically evaluate how gender affects policy design, implementation, and outcomes.
- Analyze the historical evolution of gender policy in India, from welfare approaches to empowerment frameworks.
- Assess the role of international bodies, women's movements, and civil society organizations in shaping gender-sensitive policies.
- Examine and compare global case studies of gender-inclusive policies, identifying best practices and persistent challenges.
- Develop informed perspectives on improving gender equity through public policy interventions at both the grassroots and national levels.

Course Content

Unit 1: Understanding Gender in Policy

(10 hours)

- a) How Gender Affects Public Policy
- b) From Public Policy to Gender Equality- Women In development (WID) Women And Development (WAD) Gender and Development (GAD) Women led Development (WLD)

- c) Role of the State in Promoting Gender Equality- Bureaucracy and International Organisations

Unit 2: Gendering Public Policy in India

(10 hours)

- a) History of Gender Policy in India: From Welfare to Empowerment
- b) Major Gender-Focused Schemes: Beti Bachao, Ujjwala Yojana, Nirbhaya Fund, Political Participation, Equal pay for equal work
- c) Role of Women's Movements and Civil Society in Policy Reforms

Unit 3: Case Studies and Global Perspectives

(14 hours)

- a) Social- Sweden (Parental Leave Policies)
- b) Economic –India (cooperative movement in India), Canada (Gender Budgeting)
- c) Political - South Africa (Gender quotas); Rwanda

Unit 4: Global Challenges in Gender Policy Implementation

(11 hours)

- a) How the policy implements- Grassroots vs. National empowerment
- b) Factors influencing Policy making- Globalisation, Institutions, Civil Society.
- c) Impact assessment
- d) Future Agendas

Essential Readings

Unit 1

Benería, L., & Sen, G. (1981). Accumulation, reproduction, and women's role in economic development: Boserup revisited. *Signs*, 7(2), 279–298.

Chakraborty, L. (2019). Development will not cure gender inequality: Economic Survey of India. *Economic and Political Weekly Engage*.

Chakraborty, L. (2022). Towards a feminist fiscal policy in a post-pandemic economy. *Economic and Political Weekly*, 57(36), 23–29.

Charlesworth, H., & Wood, M. (2002). *Mainstreaming gender, democratizing the state? Institutional mechanisms for the advancement of women*. United Nations Research Institute for Social Development.

Dolan, J. (2002). Representative bureaucracy in the executive branch: Women appointees and the management of federal agencies. *Journal of Public Administration Research and Theory*, 12(3), 353–375. <https://doi.org/10.1093/oxfordjournals.jpart.a003539>

Esquivel, V., & Sweetman, C. (2016). Introduction: Gender and the sustainable development goals. *Gender & Development*, 24(1), 1–8.

Goetz, A. M. (1997). Getting institutions right for women in development. *IDS Bulletin*, 28(3), 35–44.

Htun, M., & Weldon, S. L. (2010). When do governments promote women's rights? A framework for the comparative analysis of sex equality policy. *Perspectives on Politics*, 8(1), 207–216.

- Jackson, C. (1996). Rescuing gender from the poverty trap. *World Development*, 24(3), 489–504. [https://doi.org/10.1016/0305-750X\(95\)00127-4](https://doi.org/10.1016/0305-750X(95)00127-4)
- Jütting, J. P., Morrisson, C., Dayton-Johnson, J., & Drechsler, D. (2008). *Poverty, gender, and public policies: A comparative perspective* (OECD Development Centre Working Paper No. 248). OECD Development Centre.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. *Gender & Development*, 13(1), 13–24.
- Kabeer, N. (2023). Equality versus empowerment: Addressing feminist dilemmas in public policy. *Economic and Political Weekly*, 58(19), 44–51.
- Kenney, S. J. (2002). Gender, the public policy enterprise, and case teaching. *Journal of Policy Analysis and Management*, 21(2), 283–291.
- Koehler, G. (2016). Tapping the sustainable development goals for progressive gender equity and equality policy? *Gender & Development*, 24(1), 53–68.
- Mazur, A. G. (2013). From law to politics: The path to gender equality. *Israel Studies*, 18(3), 5–24. <https://doi.org/10.2979/israelstudies.18.3.5>
- Nayyar, D. (2019). The power and gender of policy credibility. *Economic and Political Weekly*, 54(41), 16–18.
- Palriwala, R. (1999). Gender, ideology, and public policy. *Economic and Political Weekly*, 34(18), WS23–WS31.
- Parpart, J. L. (1995). Deconstructing the development “expert”: Gender, development, and the “vulnerable groups.” *Gender & Development*, 3(3), 26–32.
- Phadke, S. (2015, February 14). Familiar places and people: Gender, class, and women's safety in public spaces. *Economic and Political Weekly Engage*.
- Radhakrishnan, R., & Shobha, V. (2023). How gendered is the gender budget? *Economic and Political Weekly*, 58(16), 44–52.
- Ramasubramanian, S. (2025). Erasing gender: Anti-gender ideology and policy implications. *Economic and Political Weekly*, 60(14), 52–60.
- Rathgeber, E. M. (1990). WID, WAD, GAD: Trends in research and practice. *The Journal of Developing Areas*, 24(4), 489–502.
- Razavi, S., & Miller, C. (1995). *From WID to GAD: Conceptual shifts in the women and development discourse*. SAGE Publications/UNRISD.
- Sen, R. (2011). Introduction to race, gender, and class in public policy. *Race, Gender & Class*, 18(3/4), 4–7.
- Swiss, L., & Fallon, K. M. (2017). Gender gaps in policy making: Evidence from direct democracy in Switzerland. *Social Forces*, 96(2), 661–692. <https://doi.org/10.1093/sf/sow091>

Thomas, P. (2021, March 8). Seven kinds of deprivation that women face every day. *Economic and Political Weekly Engage*.

UN Women. (2018). *Turning promises into action: Gender equality in the 2030 agenda for sustainable development*. UN Women.

Walby, S. (2005). Gender mainstreaming: Productive tensions in theory and practice. *Social Politics: International Studies in Gender, State & Society*, 12(3), 321–343.
<https://doi.org/10.1093/sp/jxi014>

Waylen, G. (2007). Women, democratization, and public policy. *Development and Change*, 38(2), 333–354. <https://doi.org/10.1111/j.1467-7660.2007.00403.x>

Unit 2

Chaudhary, R. (2017). The dynamics of women's empowerment: A critical appraisal. *Sociological Bulletin*, 66(2), 179–199.

Desai, B. H., & Nitu, K. (2018). Quest for women's right to bodily integrity: Reflections on recent judicial inroads. *Economic and Political Weekly*, 53(51).
<https://www.epw.in/journal/2018/51/perspectives/quest-womens-right-bodily-integrity.html>

Desai, N. (2005). Women's studies and the women's movement in India: An overview. *Economic and Political Weekly*, 40(44/45), 4727–4735.

EPW Engage. (2018, October 19). MeToo is a crucial moment to revisit the history of Indian feminism. *Economic and Political Weekly*.

EPW Engage. (2019, March 8). Feminism in the last decade: An interactive timeline. *Economic and Political Weekly*.

EPW Engage. (2023, September 29). Women's Reservation Act of 2023: A symbolic gesture or a substantive reform? *Economic and Political Weekly*.

Kishwar, M., & Vanita, R. (Eds.). (1996). *In search of answers: Indian women's voices from Manushi*. Zed Books.

Kumar, R. (1989). Contemporary Indian feminism. *Feminist Review*, 33, 20–29.

Padia, C. (2011). *Theorizing feminism: A cross-cultural exploration*. Rawat Publications.

Sarkar, M. (2002). Women's movements and political fields: A comparison of two Indian states. *Gender & Society*, 16(4), 557–575.

Sarkar, T. (2000). The women's movement and the state: A conceptual framework. *Economic and Political Weekly*, 35(33), 2954–2959.

Sen, I. (2000). Organizing against violence: Strategies of the Indian women's movement. *Feminist Review*, 64, 105–120.

Unit 3

Haas, L., & Hwang, C. P. (2019). Policy is not enough: The influence of the gendered workplace on fathers' use of parental leave in Sweden. *Community, Work & Family*, 22(1), 58–76.

Hills, J. (2015). Addressing gender quotas in South Africa: Women employment and gender equality legislation. *Deakin Law Review*, 20(1), 73–94.

Höglund, F., & Flinkfeldt, M. (2024). The practical realization of the feminist welfare state: Equal sharing and gender equality in institutional interaction about parental leave in Sweden. *Feminist Theory*.

Le Monde. (2024, July 15). In Rwanda, women occupy high positions. *Le Monde*.

Olaitan, Z. M. (2023). *Gender quotas and the substantive representation of women in African politics: Case studies of Botswana and South Africa* [Master's thesis, University of Pretoria].

Parveen, S., & Hussain, M. I. (2024). Political participation and empowerment of women: A study on Panchayat Raj institutions in India from 1993 to 2024. *International Journal of Political Science and Governance*, 6(1), 342–345.

Priebe, J. (2017). Political reservation and female empowerment: Evidence from Maharashtra, India. *Oxford Development Studies*, 45(4), 499–521.

Stotsky, J. G. (2016). *Gender budgeting: Fiscal context and current outcomes* (IMF Working Paper). International Monetary Fund.

Unit 4

Cornwall, A., Harrison, E., & Whitehead, A. (2007). Gender myths and feminist fables: The struggle for interpretive power in gender and development. *Development and Change*, 38(1), 1–20.

EPW Editorial. (2023). Women's Reservation Act of 2023: A symbolic gesture or a substantive change? *Economic and Political Weekly*, 58(16), 5–7.

Meier, K., & Nicholson-Crotty, J. (2006). Gender, attitudes, and representative bureaucracy. *Public Administration Review*, 66(4), 588–598.

Mukhopadhyay, M. (2004). Mainstreaming gender or reconstituting the mainstream? Gender knowledge in development. *IDS Bulletin*, 35(4), 95–103.

UN Women. (2015). *Progress of the world's women 2015–2016: Transforming economies, realizing rights*. UN Women.

UN Women. (2025). *Gender impact assessment methodology*. UN Women.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes these include:

- The communication and analytical skills of students are evaluated through regular class
- Presentations and group discussions.
- Term papers / Case Study by preparing and designing public policy
- field work provide a training ground for students to test their theoretical knowledge and develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research.
- Reading Government and International Report.

Master of Arts in Political Science

PS-GE 01: Swami Vivekananda's *Advaitic* Vision: Society, Culture and the Nation

Credits: 4

Duration: 60 Hours (45hrs Lect. + 15hrs Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS- GE: Swami Vivekananda's <i>Advaitic</i> Vision: Society, Culture and the Nation	4	3	1	Bachelor's degree in any course	None

Course Outline

The course's objective is to introduce Advaitic philosophy as a foundation for Vivekananda's ideas. While rooted in Indian tradition, his ideas on nationhood, social equality, moral leadership, and the ideal society carry universal lessons on service, unity, and civic responsibility. The course encourages students from diverse disciplines to reflect on Vivekananda's vision critically and connect it to contemporary social and cultural challenges.

Course Objectives

The course aims to:

- To introduce students to the philosophical foundations of Vivekananda's thought, particularly Vedanta and the broader Indian civilizational ethos.
- To examine Vivekananda's reinterpretation of Advaita as "Practical Vedanta" and its implications for social action and cosmopolitanism.
- To analyze his conception of nationhood, with a focus on cultural nationalism, education, and social service as tools of national reconstruction.
- To explore Vivekananda's reimagining of socialism through a spiritual and ethical lens, and his vision of an ideal society based on equality, brotherhood, and selfless action.
- To critically engage with Vivekananda's dialogue with modernity, including science, reason, and religion, in shaping contemporary thought.
- To assess the continuing relevance of his ideas in present-day political, social, and cultural contexts.

Course Learning Outcomes

Through the study of this course, students will be able to

- Understand how Vivekananda reinterprets Advaita philosophy to make it socially relevant by balancing *pravritti* (active engagement) and *nivritti* (spiritual withdrawal).
- Analyze his ideas on cultural nationalism and social regeneration in relation to contemporary political and social contexts.
- Know his vision of nationhood and the ideal society from a nuanced perspective.
- Have an alternative perspective on socialism through Vivekananda's ethical and spiritual reinterpretation of social equality and service.

- Discuss and understand the relevance of Vivekananda's ideas in a world full of social and political challenges.

Course Content

Unit I: Vivekananda's Philosophical Framework (12 Hours)

- (a) Sources of Vivekananda's Thought: Vedanta and Indian Civilizational Ethos
- (b) What is 'Advait': Vivekananda's Concept of Practical Vedanta & Vedantic Cosmopolitanism

Unit II: Nationhood in Vivekananda (12 Hours)

- (a) Cultural Nationalism and the Idea of Indian Nationhood
- (b) Education and Social Service as Instruments of National Reconstruction

Unit III: Reimagining Socialism and the Ideal Society in Vivekananda (10 Hours)

- (a) Socialism of the Spirit
- (b) The Ideal Society: Equality, Brotherhood, and Selfless Action

Unit IV: Vivekananda in Modern and Contemporary Contexts (11 Hours)

- (a) Engagement with Modernity: Science, Reason, and Religion in Dialogue
- (b) Contemporary Relevance of Vivekananda's Thought about Politics, Society, and Culture

Essential Readings

Unit I: Vivekananda's Philosophical Framework

Balasubramanian, R. (Ed.). (1993). *Vivekananda: The living Vedanta*. Sahitya Akademi.

Devaraja, N. K. (1963). *Philosophy of Swami Vivekananda and contemporary Indian thought*. University of Mysore.

Nikhilananda, S. (1953). *Vivekananda: The yogas and other works*. Ramakrishna-Vivekananda Center.

Tapasyananda, S. (1985). *The eternal values for a changing society*. Ramakrishna Mission.

Medhananda, S. (2022). *Grounding religious cosmopolitanism: Three phases in the evolution of Vivekananda's doctrine of the harmony of religions* (pp. 91–138). In *Swami Vivekananda's Vedāntic Cosmopolitanism*. Oxford University Press.

Raghuramaraju, A. (2023). *Vivekananda: Cosmopolitan Vedantic Philosopher?* *Journal of World Philosophies*, 8(1), 157–161. <https://doi.org/10.2979/jourworlphil.8.1.10>

Unit II: Nationhood in Vivekananda

Dube, S. N. (1994). *Vivekananda's vision of the future India*. Ramakrishna Mission Institute of Culture.

Kishore, B. R. (1992). *Swami Vivekananda: Architect of modern Indian thought*. Ess Ess Publications.

Murty, K. S. (1970). *Philosophical foundations of Indian culture*. Bharatiya Vidya Bhavan.

Paranjape, M. (2005). *The Penguin Swami Vivekananda reader*. Penguin.

Vivekananda, S. (1963). *Lectures from Colombo to Almora*. Advaita Ashrama.

Unit III: Reimagining Socialism and the Ideal Society in Vivekananda

Avinashilingam, T. S. (1970). *Vivekananda's contribution to Indian politics*. Ramakrishna Mission Vidyalaya.

Chawla, A. (1990). *Vivekananda's political philosophy: A study in cultural nationalism*. Concept Publishing.

Dandekar, R. N. (1970). *Vivekananda and his philosophy of freedom*. University of Poona.

Ranganathananda, S. (1985). *The message of Swami Vivekananda*. Bharatiya Vidya Bhavan.

Unit IV: Vivekananda in Modern and Contemporary Contexts

Maitra, S. K. (1963). *The meeting of the East and the West in Swami Vivekananda*. Calcutta University.

Mishra, K. P. (2014). *Relevance of Swami Vivekananda in the contemporary world*. Concept Publishing.

Mukherjee, R. K. (1970). *The cultural heritage of India* (Vol. IV). Ramakrishna Mission Institute of Culture.

Ranganathananda, S. (1980). *Vivekananda: His call to the nation*. Bharatiya Vidya Bhavan.

Saksena, S. K. (1996). *The political philosophy of Swami Vivekananda*. Ramakrishna Mission Institute of Culture.

Additional Readings

Coomaraswamy, A. (1999). *Spiritual authority and temporal power in the Indian theory of government*. Munshiram Manoharlal.

Ganesh, R. & Ravikumar, H. (2023) *The Essential Sanātana Dharma*. Preksha Pratishthan

Gupta, R. K. (2000). *Swami Vivekananda and Indian nationalism*. Atlantic Publishers.

Pandit, M. P. (1995). *Vivekananda: His contribution to India and the world*. Sri Aurobindo Ashram Press.

Pradhan, R. (2012). *Indian philosophy and the pursuit of freedom*. Indian Council of Philosophical Research.

Radhakrishnan, K. S. (2006). *Indian philosophy and culture: A reflection on Swami Vivekananda's vision*. Ramakrishna Mission Institute of Culture.

Vivekananda, S. (1989). *Complete works of Swami Vivekananda* (Vols. 1–9). Advaita Ashrama.

Vivekananda, S. (1993). *My India: The India eternal*. Advaita Ashrama.

Vivekananda, S. (1964). *Practical Vedanta*. Advaita Ashrama.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

- Bilingual (Hindi–English) explanations of core ideas and texts for better comprehension
- Recap sessions and shared notes/recordings to help absentees stay aligned with the course
- Peer-assisted learning through group discussions and mentoring support
- Flexible submission formats (written/oral) to accommodate different learning abilities

Students will be assessed based on written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science

PS-SBC 04: Elections and Electoral Systems: A Comparative Perspective

Credits: 2

Duration: 3 Hours/ Week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS- SBC 04: Elections and Electoral Systems: A Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline

The course seeks to combine a theoretical and empirical understanding of elections, electoral processes and electoral dynamics in democracies. It attempts to familiarize the students with different types of elections and electoral systems and their implications in affecting government formation and governance from Global North to Global South. As elections are considered the key drivers of democracies that help in forming the governments and shaping the governance, the course makes students understand the efficacy of elections and electoral systems in terms of their varying typologies and psephological forms. The course also enables students to identify new dynamics transforming democracies across the world in terms of electors, elected, and electoral alignments.

Course Objectives

The Course aims to:

- Familiarize the students with the salience of elections and electoral systems across globe by addressing existing concerns, changes and challenges.
- Enable students in understanding the formation of governments and running the governance.
- Expose students towards highlighting new transformations in terms of electors, elected, and electoral alignments.
- Recapitulate new trends in elections and electoral systems by examining it from the changing perspectives of global electoral realities.

Course Learning Outcomes

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

- Identify the core issues and concerns of elections and electoral systems.
- Explain the changing nature of voters in terms of their electoral preferences and priorities.
- Undertake the electoral perfections through field-oriented engagement and experimentation through opinion and exit polls.
- Examine the working of governments in terms of accomplishing election manifestos into policy programs.

Course Contents

Unit I: Explaining Elections and Electoral Systems

Hands on Exercise:

- a. Election Studies – Opinion and Exit Polls
- b. Electoral Rolls, Election Campaigns and Artificial Intelligence in Elections
- c. Comparing Elections and Electoral Systems across Countries and Continents – Global North and Global South

Unit II: Exploring Vote, Voters and Voting

Hands on Exercise:

- a. Electoral Experimentation - Case Studies of Nations highlighting Changing Demography and Democracy
- b. Electoral Integration - Technological Innovations and Digital Media Platforms, Interacting with the Electors and the Elected
- c. Electoral Engagement - Engaging the Electoral Institutions and Officials

Essential Readings

Unit I: Explaining Elections and Electoral Systems

Choudhary, S. K. (2018). *The changing face of parties and party systems: A study of Israel and India*. Springer Nature/Palgrave Macmillan.

Herron, E. S., Pekkanen, R. J., & Shugart, M. S. (Eds.). (2018). *The Oxford handbook of electoral systems*. Oxford University Press.

Lipset, S. M., & Rokkan, S. (Eds.). (1967). *Party systems and voter alignments: Cross-national perspectives*. Free Press.

Norris, P. (2017). *Strengthening electoral integrity*. Cambridge University Press.

Unit II: Exploring Vote, Voters and Voting

Atal, Y. (2014). Bazaru sodh ban gayi hai psephology [in Hindi]. *Pratiman*, 2(1), 37–46.

Banerjee, M. (2017). *Why India votes?* Taylor & Francis.

Bruter, M., & Harrison, S. (2020). *Inside the mind of a voter: A new approach to electoral psychology*. Princeton University Press.

Choudhary, S. K. (2024). *India@75: A changing electoral democracy*. Aakar Books.

Kumar, S., & Rai, P. (2013). *Measuring voting behaviour in India*. SAGE Publications.

Facilitating the achievement of Course Learning Outcomes:

The course will deploy multiple methods to evaluate the program outcomes.

- The teachers will use varied pedagogical techniques including term papers and class presentations to create a participative learning environment in the classes.
- The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

Master of Arts in Political Science
PS-SBC 05: Hermeneutics and Interpretation of Texts

Credits: 2

Duration: 3 Hours/ Week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Practical		
PS-SBC 08: Hermeneutics and Interpretation of Texts	2	1	1	Bachelor's degree in any course	None

Course Outline

The course covers the conceptual foundations of hermeneutics, major debates on text, meaning and context, and selected interpretive methods from Western and Indian traditions. It includes close engagement with classical and contemporary texts and incorporates practical exercises in textual analysis.

Course Objectives

This course introduces students to the major traditions, concepts, and methods of textual interpretation. It examines hermeneutics as a critical skill for reading political, philosophical, and intellectual texts in relation to meaning, context, language, tradition, and interpretive practice. The course familiarises students with selected Western and Indian approaches to interpretation and enables them to apply these approaches to classical and contemporary texts. As a skill-based course, it aims to develop the ability to read texts critically, identify interpretive problems, and construct reasoned interpretations.

Course Learning Outcomes

After completing this course, students will be able to:

1. Explain the basic concepts and concerns of hermeneutics and textual interpretation.
2. Distinguish between major Western and Indian approaches to interpreting texts.
3. Analyse the relationship between text, context, meaning, language, tradition, and interpretation.
4. Apply selected interpretive methods to classical and contemporary texts.
5. Develop critical and comparative skills for reading political and philosophical texts.
6. Prepare short interpretive exercises based on selected Western and Indian texts.

Course Content

Unit I: Understanding Hermeneutics

Unit II: Texts on Interpretation

- (a) Western tradition: Meaning, Text and Context

(b) Indian Tradition: Shashtra paddhati, Shabd, Sarvabhaum Siddhant, Sangati, Paribhasha, Laukika Nyaya, Vyakarana, Nirvachan

Hands-On Exercise:

- a) The students will be asked to proceed with selection of texts for interpretation of one western classic and one contemporary Western text.
- b) The students will be asked to proceed with selection of texts for interpretation of one Indian classic and one contemporary Indian text.

Essential Readings

Unit I: Understanding Hermeneutics

Ball, T. (2004). History and the Interpretation of Texts. In Gaus, G. F. and Kukathas, C. (Eds.) *Handbook of Political Theory* (pp.. 18-23). Sage.

Leslie, M. (1970). In Defence of Anachronism. *Political Studies*, 18(4). 433-447.

Harari, J. V. (Ed.) (1979). *Textual Strategies: Perspectives in Post-Structuralist Criticism*. Cornell University Press. [Selected chapters by Josue V. Harari, Roland Barthes, Jacques Derrida, Paul de Man, Michel Foucault, and Edward W. Said].

Unit II (a): Texts on Interpretation: Western Tradition

Strauss, L. (1941). Persecution and the Art of Writing. *Social Research*, 8(4). 488–504.

Skinner, Q. (1969). Meaning and Understanding in the History of Ideas. *History and Theory*, 8(1). 3-53.

Skinner, Q. (2002). *Visions of Politics - Volume 1: Regarding Method*. University of Cambridge Press.

Gadamer, H-G. (2004). *Truth and Method* (Weinsheimer, J. and Marshall, D. G. Trans.). Second revised edition. Continuum.

Heidegger, M. (1996). *Being and Time: A Translation of Sein und Zeit* (Stambaugh, J., Trans.). State University of New York Press.

Ricoeur, P. (1974). *The Conflict of Interpretations: Essays in Hermeneutics*. Northwestern University Press.

Ricoeur, P. (1975). Phenomenology and Hermeneutics. *Noûs*, 9(1): 85-102.

Derrida, J. (1981). *Positions*. (Bass, A., Trans.) University of Chicago Press.

Derrida, J. (1992). Section II (29-49). Force of Law: The Mystical Foundation of Authority. In Cornel, D., et. al. (Eds.) *Deconstruction and The Possibility of Justice*. Routledge.

Ward, I. (2009). Helping the Dead Speak: Leo Strauss, Quentin Skinner and the Arts of Interpretation in Political Thought. *Polity*, 41(2). 235-255.

Unit II (a): Texts on Interpretation: Indian Tradition

Gillon, B. S. (2007). Panini's Ashtadhyayi and Linguistic Theory. *Journal of Indian Philosophy*, 35 (5/6): 445-468.

Datta, D. M. (1997). *The Six Ways of Knowing: A Critical Study of the Advaita Theory of Knowledge*. Calcutta University Press.

Kapoor, K. (2005). *Text and Interpretation: The Indian Tradition*. D.K. Printworld Pvt. Ltd.

Ramanujan, A. K. (1989). Is There an Indian Way of Thinking? An Informal Essay. *Contributions to Indian Sociology*, Vol. 23, No.1, pp. 41-58.

Kapoor, K. and Singh, A. K. (Eds.) (2005) *Indian Knowledge Systems Volume -1 and II*, IIAS and DK Printworld [selected essays]

Radhakrishnan, S. (1997). *Eastern Religions and Western Thought*. Oxford University Press.

Chatterjee, S. C. (1939). *The Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic And Metaphysics*. University of Calcutta.

Sharma, C. (2016). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.

Facilitating the achievement of Course Learning Outcomes:

The course will deploy multiple methods to evaluate the program outcomes.

- The teachers will use varied pedagogical techniques including term papers and class presentations to create a participative learning environment in the classes.
- The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

COURSES ON RESEARCH METHODOLOGY

Master of Arts in Political Science

PS- RM 01: Advanced Research Methodology

Credits: 2

Duration: 3 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course, if any
		Lecture	Tutorial		
PS- RM 01: Advanced Research Methodology	2	1	1	-----	None

Course Outline

This course introduces advanced research methodology through key debates in the philosophy of science and hermeneutic interpretation. It examines major approaches to scientific explanation, positivism, falsification, paradigms, research programmes, and methodological pluralism. It also focuses on interpretive methods in political theory, especially meaning, context, tradition, and textual interpretation.

Course Objectives

The course seeks to introduce major philosophies of science shaping social inquiry. It examines hermeneutic traditions and interpretive methodologies and seeks to help develop critical skills for textual interpretation in political theory.

Course Learning Outcomes:

After completion of the course, students will be able to:

- Make sense of competing philosophies of social science
- Assess positivist and interpretivist research traditions
- Reflect on positionality, power, and meaning in research

Course Content

Unit I. Scientific Explanation and Philosophy of Science Debate

Comte; Nagel Popper; Kuhn; Lakatos; Feyerabend;

Unit II. Hermeneutics and Interpreting Texts

Strauss; Skinner; Gadamer; Ball

Essential Readings

Unit I

Comte, A. (1983). *Comte and Positivism : The Essential Writings*. University of Chicago Press.

Elman, C. and Elman, M. F. (2003). Lessons from Lakatos. In Elman, C. and Elman, M. F. (Eds.) *Progress in International Relations Theory: Appraising the Field*. MIT Press.

Feyerabend, P. (2002). Explanation, Reduction, and Empiricism. In Balashov, Y. and Rosenberg, A. (eds.) *Philosophy of Science: Contemporary Readings* (pp. 141-162). Routledge.

Kuhn, T. (2002). Objectivity, Value Judgment, and Theory Choice. In Balashov, Y. and Rosenberg, A. (eds.) *Philosophy of Science: Contemporary Readings* (pp. 421-437) Routledge.

Lakatos, I. (1968). Criticism and the Methodology of Scientific Research Programmes. *Proceedings of the Aristotelian Society, New Series*, 69: 149-186.

Popper, K. (2002). Science: Conjectures and Refutations. In Balashov, Y. and Rosenberg, A. (eds.) *Philosophy of Science: Contemporary Readings* (pp. 294-301). Routledge.

Hempel, C. G. (1965). *Aspects of Scientific Explanation*. Free Press.

Nagel, E. (1961). *The Structure of Science*. Routledge.

Brady, H. E., & Collier, D. (Eds.). (2010). *Rethinking Social Inquiry*. Rowman & Littlefield.

Unit II

Ball, T. (2004). History and The Interpretation of Texts: Terence Ball. In Kukathas. C. and Gaus, G. (Eds.) *Handbook of Political Theory* (pp. 18-30).

Gadamer, H-G. (2004). *Truth and Method* (J. Weinsheimer and D. G. Marshall, Trans.). Second revised edition. Continuum.

Strauss, L. (1941). Persecution and the Art of Writing. *Social Research*, 8(4): 488–504.

Skinner, Q. (1969). Meaning and Understanding in the History of Ideas. *History and Theory*, 8(1). 3-53.

Skinner, Q. (2002). *Visions of Politics - Volume 1: Regarding Method*. University of Cambridge Press.

Ward, I. (2009). Helping the Dead Speak: Leo Strauss, Quentin Skinner and the Arts of Interpretation in Political Thought. *Polity*, 41(2): 235-255.

Suggested Readings

Fay, B. (1996). *Contemporary Philosophy of Social Science*. Blackwell.

Durant, W. (1926). *The Story of Philosophy*. Simon and Schuster.

Giddens, A. (1984). *The Constitution of Society*. Polity Press.

Taylor, C. (1971). Interpretation and the sciences of man. *Review of Metaphysics*.

Bernstein, R. J. (1983). *Beyond Objectivism and Relativism*. University of Pennsylvania Press.

Mahajan, G. (2011). *Explanation and Understanding in the Human Sciences*. Oxford India Paperbacks.

Marsh, D., & Stoker, G. (Eds.). (2010). *Theory and Methods in Political Science*. Palgrave.

Hay, C. (2002). *Political Analysis*. Palgrave.

Gadamer, H.-G. (2004). *Truth and Method*. Continuum.

Ricoeur, P. (1981). *Hermeneutics and the Human Sciences*. Cambridge University Press.

Regan, P. (2012). Hans-Georg Gadamer's philosophical hermeneutics: Concepts of reading, understanding and interpretation. *Meta: Research in Hermeneutics, Phenomenology, and Practical Philosophy*, 4 (2): 286-303.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. The teachers use varied pedagogical techniques including class projects (in individual and group mode), term papers, class presentations and field research to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

Master of Arts in Political Science
PS-RM 02: Tools for Research

Credits: 2

Duration: 3 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Practical		
PS- RM 2: Tools for Research	2	0	2		None

Course Outline

This course provides practical training in basic research tools used in political science. It focuses on handling quantitative and qualitative data, including descriptive statistics, data visualisation, cross-tabulation, correlation, interview guides, focus groups, transcription, coding, and ethical data management. The course is designed to build hands-on competence in organising, analysing, and interpreting empirical research material.

Course Objectives

This course introduces students to fundamental tools for handling and analysing quantitative and qualitative data in political science research. It aims to build basic competency in organising datasets, generating descriptive statistics, visualising information, and interpreting relationships, while also training students in qualitative tools such as designing interview guides, conducting focus groups, managing textual data, and initiating coding. Students will learn to apply methodological rigour and ethical practices while engaging with real research material.

Course Learning Outcomes

At the end of the course, students will be able to:

- Understand and handle different forms of quantitative and qualitative data.
- Perform basic descriptive statistical analysis and visualisation.
- Design interview and focus group tools for empirical research.
- Process, organise, and code textual qualitative data using foundational techniques.
- Demonstrate ethical awareness in data collection and handling.

Course Content

Unit I: Data Handling and Basic Analysis Tools

- a) Types of data and basic data structures
- b) Descriptive statistics – mean, median, mode, variance, standard deviation
- c) Data visualisation – tables, graphs, charts
- d) Cross-tabs and basic interpretation
- e) Recoding variables
- f) Correlation and coefficient analysis

Hands-on Exercise:

Students will be given a small dataset and will compute mean, median, standard deviation, create a frequency table, and generate one visual chart/graph using relevant software.

Unit II: Qualitative Research Tools

- a) Designing interview guides and survey questionnaires
- b) Conducting focus groups – steps and moderation basics
- c) Handling textual data – transcription & organization
- d) Introduction to qualitative coding
- e) NVivo-lite orientation
- f) Ethical considerations in qualitative research

Hands-on Exercise:

Students will conduct a FGD, prepare a transcript excerpt, and develop initial open-coding or using relevant software.

Essential Readings**Unit I**

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Unit II

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Facilitating the Achievement of Course Learning Outcomes:

Interactive lectures, guided demonstrations, practice datasets, qualitative simulation activities, sample coding sheets, lab-style statistical tasks, small group workshops, and feedback-based improvement cycles.

Master of Arts in Political Science
PS-RM 03: Techniques of Research Writing

Credits: 2

Duration: 3 hrs./week

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Practical		
PS-RM 03: Techniques of Research Writing	2	0	2		None

Course Outline

This course provides practical training in research writing for Political Science. It focuses on the structure and conventions of academic writing, including abstracts, introductions, problem statements, objectives, findings, discussion, citation, referencing, and ethical writing practices. The course also trains students to write literature reviews using narrative, systematic, and bibliometric approaches, and to produce a short review or research-based paper.

Course Objectives

The course aims to introduce students to the core principles and conventions of academic writing in Political Science, enabling them to structure research papers effectively and write key components such as the abstract, introduction, objectives, and discussion. It further seeks to develop competence in writing literature reviews using narrative, systematic, and bibliometric approaches, while instilling an understanding of citation styles, referencing techniques, and ethical writing practices.

Course Learning Outcomes

Students will be able to:

- Understand academic writing norms and structure.
- Write abstracts, introductions and discussion sections.
- Prepare literature reviews using narrative/systematic/bibliometric approaches.
- Use referencing styles correctly and follow ethical academic practices.
- Produce a short review or research-based paper.

Contents

Unit I: Foundations of Academic & Research Writing

1. Nature, purpose and features of academic writing
2. Structure of research papers/dissertations
3. Writing key components:
 - Abstract
 - Introduction: Problem statement, Rationale, Objectives
 - Findings & Discussion section
4. In-text citation and referencing styles (APA/Chicago)
5. Ethical practices in academic writing – plagiarism, paraphrasing, originality

Hands on Exercise: Students will choose a research topic and write a brief problem statement with 2–3 objectives, followed by a 150–200-word abstract based on the same topic.

Unit II: Literature Review Writing

A. Understanding Literature Review

- Purpose and elements of a literature review
- Techniques for connecting authors, synthesising arguments, constructing review paragraphs

B. Systematic Review

- Meaning and relevance of systematic reviews
- Understanding PRISMA concept and steps
- Writing findings in a descriptive, structured form

C. Bibliometric Review

- Introduction to bibliometric research
- Basic indicators: citations, co-authorship networks, keywords
- Reading and interpreting bibliometric visuals (co-citation maps, clusters etc.)
- Converting patterns into written insights and thematic clusters

Hands on Exercise: Students will conduct a literature review on a topic of their choice using a systematic or Bibliometric Approach.

Essential Readings

Unit I: Foundations of Academic & Research Writing

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Graff, G., & Birkenstein, C. (2018). *They say / I say: The moves that matter in academic writing* (4th ed.). W. W. Norton.

Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers* (9th ed.). University of Chicago Press.

Unit II: Literature Review Writing

A. Narrative / Thematic Literature Review

Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. Sage Publications.

Snyder, H. (2019). *Literature review as a research methodology: An overview and guidelines*. *Journal of Business Research*, Vol. 104, pp. 333–339.

B. Systematic Review

Petticrew, M., & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Wiley-Blackwell.

Moher, D. et al. (2009 / updated 2020). *PRISMA Statement – Preferred Reporting Items for Systematic Reviews and Meta-Analyses*.

Boland, A., Cherry, G., & Dickson, R. (2017). *Doing a Systematic Review: A Student's Guide*. Sage Publications.

C. Bibliometric Review

Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W.M. (2021). *How to conduct a bibliometric analysis: An overview and guidelines*. *Journal of Business Research*, 133, 285–296.

Zupic, I., & Čater, T. (2015). *Bibliometric methods in management and organization*. *Organizational Research Methods*, 18(3), 429–472.

Facilitating the achievement of Course Learning Outcomes

The Department employs multiple methods to evaluate program outcomes, in addition to the university's stipulated requirements, through internal assessments and end-of-semester exams.

These include:

- a) Practice-based assignments and peer review
- b) Guided literature review writing
- c) Reference management and ethical writing training
- d) Final written output (review/research paper)