

# UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/25/12

Dated: 31.07.2025

## NOTIFICATION

Sub: Amendment to Ordinance V

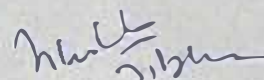
(ECR 07-18/ dated 23.05.2025)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

The syllabi of Semester VII and VIII of the following Departments under the Faculty of Social Sciences based on Undergraduate Curriculum Framework 2022, is notified herewith for the information of all concerned:

| Department        | Syllabi                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------|
| History           | B.A. (Hons.) History Semester-VII and B.A. (Prog.) History Semester VII ( <b>Annexure-1</b> ) |
| Political Science | B.A. (Hons.) Political Science Semester-VII and VIII ( <b>Annexure-2</b> )                    |



**REGISTRAR**

UGCF- 2022  
SEMESTER- VII  
DEPARTMENT OF HISTORY  
CATEGORY I  
B.A. HONOURS HISTORY

**DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                                                                | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                                                    |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Reading Sources in Indian History: An Introduction to Literary Traditions I</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>0</b>            |                      |                                      |

**Learning Objectives**

- This paper initiates students into an early interface with 'primary' sources - from times far removed from our own.
- It is also intended to apprise the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past.
- To appreciate the need for and legitimacy of more than one way of reading the same source.

**Learning outcomes**

On successful completion of this course, the students shall be able to

- Contextualize the source in its own time, space, and genre
- Understand the issues that arise in the process of using a source for the reconstruction of history

**Syllabus**

**Unit I: Vedic to Puranic Source:** *Rgveda* (10th Mandala); *Yajnavalkya Smriti* (section on Vyavhara); *Matsyapurana* (ch.11)

**Unit II: Buddhist text:** *Vajrasuchi* of Asvaghosa

**Unit III: Tamil Sangam text (Akam poetry)**

**Unit IV: Medieval Sources:** *Lekhapaddhati*; Palam Baoli Sanskrit Inscriptions of 13 century; *Kānhaḍade Prabandh*; Description of India in Amir Khusrau Nuh Siphir

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit I: Vedic to Puranic** (teaching time: approx. 12 hours)

- *Rgveda*, ed. Satvalekar, Paradi, 1985
- J. Gonda, *Vedic Literature*, Leiden, 1975
- *A Treatise on Yajnavalkya*, by Patrick Olivelle, Murty Collection, 2019. .
- Derrett, JDM, *Dharmashastra and Juridical Literature: A History of Indian Literature*, vol 1, Delhi: Manohar, 2019
- Taluqdar Of Oudh (trans.), *The Matsya Puranam*, Munshiram Manoharlal Publishers (repnt.), Delhi
- Jaya Tyagi, *Contestation and Compliance: Retrieving Women's 'Agency' from Puranic Traditions*, OUP, 2014.
- R. C. Hazra, *Studies in the Puranic Records on Hindu Rites and Customs*, Motilal Banarsidass (new edn.), Delhi, 1988.

**Unit II: Buddhist text: Vajrasuchi** (teaching time: (approx. 6 hours)

- Sujitkumar, Mukhopadhyaya, ed & tr, *The Vajrasuchi of Asvaghosa*, Shantiniketan, 1960
- Ramesh, Bhardwaj, *Vajrasuchi of Asvaghosa and the concept of varna jati*, Delhi, 2007
- Law, B.C, *Asvaghosa*, Calcutta, 1946

**Unit III: Tamil Sangam poems (Akam)** (teaching time: approx. 6 hours)

- K. Ramanujam (trans.), *The Interior Landscape: Love Poems from a Classical Tamil Anthology*, OUP, Delhi, 1994. (Published online by Cambridge University Press on 23 March, 2011)
- George Hart (trans.), *The Poems of Ancient Tamil: Their Milieu and Their Sanskrit Counterparts*, OUP India, 2000.
- V. Palampal, *Studies in the History of the Sangam Age*, Kalinga Publications, Tamil Nadu, 1998.

**Unit IV: Medieval Sources:** teaching time: approx. 12 hours)

This unit is meant to familiarise students with a variety of sources of the medieval period and how they have been interpreted by historians.

- *Lekhapaddhati: Documents of State and Everyday Life from Ancient and Early Medieval Gujarat*, Aligarh Historians' Society Series, translated by Pushpa Prasad, New Delhi: Oxford University Press, 2007.

- L.D. Barnett, 'Review of *Lekhapaddhati*, *Journal of the Royal Asiatic Society of Great Britain, and Ireland*, 1926-10-01 (4), pp. 771-773.
- Pushpa Prasad, ed. and trans., *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. New Delhi: Oxford University Press, 1990.
- Padmanabha, *Kānhaḍade Prabandh*, translated by V.S.Bhatnagar, New Delhi: Aditya Prakashan, 1991.
- Ramya Sreenivasan, 'Allauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives', *Studies in History*, vol. 18 (2002), no. 2, pp. 275-96.
- Ramya Sreenivasan, 'The 'Marriage' of 'Hindu' and 'Turak': Medieval Rajput Histories of Jalor', *Medieval History Journal*, vol. 7 (2004), no. 1, pp. 87-108.
- Mohammad Wahid Mirza, *Nuh Siphir of Amir Khusrau*, Oxford University Press, 1949, Introduction (pp. xvii-xxxviii).
- Sunil Sharma, *Amir Khusraw: The Poet of Sultans and Sufis*, Oneworld Publications, May 2005, Introduction, pp. 37-92 & Chapter-4.
- Ansari, Zoe (ed.). *Life, Times & Works of Amir Khusrau Dehlavi*. New Delhi: National Amir Khusrau Society, pp. 74-82, 200-214, 241-322.

#### **Suggested Readings:**

- Irfan Habib, 'Persian Book Writing and Book Use in the pre printing age', *Proceedings of the Indian History Congress*, Vol. 66 (2005-2006), pp. 514-537.
- R.S Sharma, *Material Culture and Social Formation in Ancient India*, Macmillan, 1983
- V. Nath, *The Puranic World: Environment, Gender, Ritual, and Myth*, Manohar, Delhi, 2009.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Sources and the Practice of History – I

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                     | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                                         |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Sources and the Practice of History – I | 4       | 3                                 | 1        | 0                    |                      |                                      |

### Learning Objectives

- It consists of primary texts of different genres from Indian history. Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, religion, social categorization, caste, and history.
- Students will learn to evaluate sources in conjunction with each other to develop their analytical abilities and the use of evidence so as to gain a richer historical understanding.
- They will also be introduced to the distinctiveness of British colonialism, its modes of exploitation and governance as well as a diversity of critical perspectives from India on fundamental subjects such as that of the state, nation, religion, caste and gender

### Learning outcomes

- Students will be exposed to nuanced readings of important texts produced during the early modern and colonial period.
- The student will be study in depth a range of ideas including that of the nation, state, society, development, religion, the critique of caste and patriarchy.
- The different strands of nationalism which encompass multiple and connected ideas of India.

### Syllabus

**Unit I:** 1. James Mill : History of British India 2. M.K Gandhi : Hind Swaraj

**Unit II:** 1. Jyotirao Phule Gulamgiri 2. Dr. BR Ambedkar :Annihilation of Caste 3. Tarabai Shinde : Stri Purush Tulana.

**Unit III:** 1. JL Nehru : Discovery of India 2. V D Savarkar : Essentials of Hindutva (1923)

**Unit IV:** 1. The Forest Act of 1878. 2. Royal Commission on Labour in India, 1931 3. Constituent Assembly Debates : Fundamental Rights and Duties

**Practical component (if any) - NIL**

**Essential/recommended readings:**

**Unit 1 (12 Lectures )**

- \* James Mill, History of British India, 3 vols. London: Baldwin, Cradock, and Joy, 1826.
- \* MK Gandhi, Hind Swaraj in A. Parel Ed. Hind Swaraj and other writings Cambridge; New York: Cambridge University Press, 2009.
- \* Rhetoric of Reform', Modern Asian Studies, Vol. 24, No. 2, (May 1990), pp. 209-224.
- \* Mehta, Uday. (1999) Liberalism and Empire, Chicago: University of Chicago Press (chapter 3)
- \* Hardiman, David. (2003). Gandhi in his time and ours. New Delhi: Permanent Black.
- \* Guha, Ramachandra. (2018.). Gandhi: the years that changed the world, 1914-1948. Gurugram: Penguin Random House India.
- \* Gandhi, M.K. (1997). Hind Swaraj and other writings, (ed.), Anthony J. Parel, Cambridge: Cambridge University Press

**Unit 2 (12 Lectures)**

- \* Jyotirao Phule Gulamgiri in G.P. Deshpande (2012) Ed. Selected Writings of Jotirao Phule New Delhi: Leftword Books.
- \* Dr. BR Ambedkar, Annihilation of Caste in Valerian Rodrigues Ed. The essential writings of B.R. Ambedkar Delhi; Oxford: Oxford University Press, 2004.
- \* Tarabai Shinde, Stri Purush Tulana., Translation: O'Hanlon, Rosalind. (1994). A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. Madras: Oxford University Press
- \* O'Hanlon, Roslind. (1985). Caste, Conflict and Ideology Cambridge: Cambridge University Press
- \* Zelliot, Eleanor. (2010). From Untouchable to Dalit: Essays on Ambedkar Movements, New Delhi: Manohar.
- \* Nagaraj, D.R. (2010). The Flaming Feet and Other Essays: The Dalit Movement in India, ed. Prithvi Datta and Chandra Shobhi, Ranikhet: Permanent Black.
- \* Banyopadhyay, Shekhar (Ed.). (2009). Nationalist Movement in India, A Reader. New Delhi: Oxford University Press.

**Unit 3 ( 12 )Lectures**

- \* JL Nehru, Discovery of India. New Delhi: Jawaharlal Nehru Memorial Fund : Distributed by Oxford University Press, [1981] (1994 printing)
- \* V D Savarkar, Essentials of Hindutva, Hindi Sahitya Sadan (1923)
- \* Chatterjee, Partha. (1999). The Partha Chatterjee Omnibus. New Delhi: Oxford University Press.
- \* Khilnani, Sunil. (2004, rpt.). The Idea of India. New Delhi: Penguin. \* Parekh, Bhiku. (1991) "Nehru and the National Philosophy of India", Economic and Political Weekly Vol. 26, No. 1/2 (Jan. 5-12, 1991), pp. 35-48.

- \* Bhargava, Rajeev. (2017). "Nehru against Nehruvians: on religion and secularism". *Economic and Political Weekly*. 52(8), pp. 34 – 40
- \* Bakhle, Janaki. (2010). "Savarkar (1883-1966), Sedition, and Surveillance: the rule of law in a colonial situation," in *Social History*. vol. 35, no. 1.
- \* Bakhle, Janaki. (2010) "Country First? Vinayak Damodar Savarkar ( 1883-1966) and the Writing of Essentials of Hindutva," *Public Culture* 22:1.
- \* Chaturvedi, Vinayak. (2010). "Rethinking Knowledge with Action: V.D. Savarkar, the Bhagavad Gita, and Histories of Warfare" *Modern Intellectual History*, 7, 2, 417-35.

**Unit 4 ( 12 Lectures)** \*The Forest Act of 1878. \* Royal Commission on Labour in India, 1931 (several vols.).

- \* Gadgil, Madhav, and Ramchandra Guha. (2000). *The Use and Abuse of Nature, This Fissured Land- An Ecological History of India*. New Delhi: Oxford University Press.
- \* Guha, Ramachandra. (1991). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. New Delhi: Oxford University Press.
- \* Grove, Richard H. (1998). *Ecology, Climate and Empire, The Indian Legacy in Global Environmental History, 1400-1940*. New Delhi: Oxford University Press.
- \* Kumar, Dharma and Meghand Desai, (Eds.). (1984). *Cambridge Economic History of India, Vol II, 1657-1970*. Hyderabad: Orient Longman Ltd
- \* Constituent Assembly Debates on fundamental rights, language, separation of power, judicial review, etc. \* Constituent Assembly Debates
- \* Vol.III: 28-4-1947 to 2-5-1947 (Fundamental Rights)[https://eparlib.nic.in/bitstream/123456789/762962/1/cad\\_29-04-1947.pdf](https://eparlib.nic.in/bitstream/123456789/762962/1/cad_29-04-1947.pdf)
- \* Vol.VII: 4-11-1948 to 8-1-1949 (Directive Principles of State Policy) [https://eparlib.nic.in/bitstream/123456789/763029/1/cad\\_19-11-1948.pdf](https://eparlib.nic.in/bitstream/123456789/763029/1/cad_19-11-1948.pdf).
- \* Austin, Granville. (1999). *Working a Democratic Constitution: the Indian Experience*. Delhi: Oxford University Press.
- \* Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin.

**Suggested Readings:**

- \* Gokhale, Balkrishna Govind. (1978). 'Nehru and History' *History and Theory*, Vol. 17, No. 3 (Oct., 1978), pp. 311-322.
- \* Pandey, Gyanendra (1993). "Which of us are Hindus" in Gyanendra Pandey, Ed. *Hindus and Others: The Question of Identity in India Today* (New Delhi: Viking, 1993)
- \* Kumar, Ravi, V.M. (2010). 'Green Colonialism and Forest Policies in South India, 1800-1900', *Global Environment*, Vol. 3, No. 5, pp. 100-125.
- \* Nigam, Aditya. (2004). 'A Text without Author: Locating Constituent Assembly as Event', *Economic and Political Weekly*, Vol. 39, No. 21 (May 22-28, 2004), pp. 2107-2113.
- \* Omvedt, Gail. (2013). *Dalits and the Democratic Revolution: Dr.Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications.
- \* Panesar, Amerdeep, Stoddart, Amy, Turner, James, Ward, Paul and Wells, Sarah. (2017) J.H. Whitley and the Royal Commission on Labour in India 1929–31. In: *Liberal Reform and Industrial Relations: J.H. Whitley (1866–1935), Halifax Radical and Speaker of the House of Commons*. Routledge Studies in Modern British History, Routledge, London, pp. 129-142.
- \* Tucker, Richard P. (1982). 'The Forests of the Western Himalayas: The Legacy of British Colonial Administration' *Journal of Forest History*, Vol. 26, No. 3 (Jul., 1982), pp. 112-123.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch**

**DISCIPLINE SPECIFIC ELECTIVE (DSE): Practice of History – I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code     | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                         |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Practice of History – I | 4       | 3                                 | 1        | 0                    |                      |                                      |

**Learning Objectives**

- This course aims to familiarize, and at the same time re-emphasize the concepts and methods used in the practice of history, pertaining to the pre-colonial past.
- For a holistic understanding of the past, a multi-pronged approach needs to be applied in the scrutiny of sources and the study of history.

**Learning outcomes**

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

- Understand how the study of history has evolved and developed as a discipline and practice.
- Explain the significance of archaeology in the study of the past – its tools, methods and the mutual reliance of the two domains to better understand times gone by.
- Discuss the historiographical traditions in different chronological and cultural contexts, and be able to contextualize the study of history.
- Develop an awareness of the field of art history and its dynamics, and better appreciate the iconography and symbolism which become culture and civilizational markers.
- Delineate how record keeping, documentation and the writing of annals fed into coeval processes and, over time become vital tools for a historian's craft.

## Syllabus

**Unit I:** The Practice of History: An overview of concepts, tools, sources and the accompanying historiographical methods.

**Unit II:** Relationship between Archaeology and History: Definitions and Features; Academic trends, Research tools and methods; Exploration, survey, excavations and site typologies; Documentation, Analysis and Publication

**Unit III:** Pre-modern Historical Traditions: History and Historical Writings; Memory and Recording – Mythology, Hagiography, Biography and History; Greco-Roman historiographical traditions; Chinese, Arab and Persian writings on history; Indian historical genres; the colonial interlude.

**Unit IV:** Conjunction of Art and History: Beginnings and Development; Evolution of iconography and symbolism across mediums; genres and styles – rock art, terracotta art, sculpture, and painting; Discourses of art history

**Practical component (if any) - NIL**

### Essential/recommended readings

**Unit I:** This unit will introduce the paper, and in sync with the overview nature of the course, spell out the core themes and their concerns and working templates. A stimulating discussion on the nature and purpose of history, the historiography that has been meticulously produced, and operating principles of tools, sources etc. can initiate students into this course. **(Teaching Tim: 9 hours)**

- Carr, E.H. 2008. *What is History* (also available in Hindi), London: Penguin Books
- Bloch, M. 2004. *The Historian's Craft*, with an Introduction by Peter Burke, Manchester: Manchester University Press
- Collingwood, R.G. 1994. *The Idea of History*. New York: Oxford University Press
- Philips, C.H. ed. 1967. *Historians of India, Pakistan and Ceylon*. London: Oxford University Press

**Unit II:** This unit seeks to address a very vital question: Is archaeology the hand-maiden of history? There is no escaping the filial relationship of the two primary disciplines that seek to investigate the past, and no denying the symbiotic relationship between the two. Accordingly, this rubric will familiarize students with the aims, concepts, and survey and excavation methods that lead to the formation of the archaeological knowledge corpus, and its intertwined relationship with history. (Teaching Time: 9 hours).

- Bahn, P. 1996. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Renfrew, C and P. Bahn. 2016. *Archaeology: Theories, Methods, and Practice*. London: Thames & Hudson.
- Wheeler, R.E.M. 1954. *Archaeology from the Earth*. London: Oxford University Press
- Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press

- Singh, U. 2005. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chapters 1-2, Chapter 4, Chapters 9-10).
- ओझा, राम प्रकाश .1978. पुरातत्व विज्ञान, लखनऊ, प्रकाशन केंद्र I
- पाण्डेय, जयनारायण (2015. पुरातत्व विमर्श, इलाहाबाद, प्राच्य विद्या संस्थान I
- व्हीलर, सर मार्टिन 1954, पृथ्वी से पुरातत्व, पटना, बिहार हिंदी ग्रन्थ अकादमी I
- एलिटिंग, एम., एफ. फोल्सम (. 2008. पुरातत्व विज्ञान की कहानी, दिल्ली, भारतीय विज्ञान समिति I

**Unit III: Pre-modern Historical Traditions** The study of the past is recorded across societies and cultures. Human beings are keepers of memories that have spawned different commemorative rituals and learning traditions, besides vast fields of knowledge in the form of texts, inscriptions, and sacred geographies. This unit will acquaint the students with pre-modern history writing traditions, and other forms in which the past lies encoded. **(Teaching Time: 8 hours)**

- Kelley, D.R. 1991. *Versions of History from Antiquity to the Enlightenment*. New Haven: Yale University Press
- Marincola, J. 1997. *Authority and Traditions in Ancient Historiography*, Cambridge: University Press, pp. 3-19 ('Introduction' 'Myth and History')
- Pulleybank, E.G. and Beasley, W.G. eds. 1961. *Historians of China and Japan*. London: Oxford University Press
- Warder, A.K. 1972. *An Introduction to Indian Historiography*. Bombay: Popular Prakashan

**Unit IV: Conjunction of Art and History** The creation of art and artistic expression across medium is an important signifier of a culture and its development. Art history forms a vital part of cultural history and in employing its methods, historians can better gauge the socio-cultural ethos and the economic processes and transactions that allowed for its creation. Thus, the value addition of art history refines our understanding of past processes of production, patronage, belief, and practice. (Teaching time: 8 hours)

- Huntington, Susan L. 2016. *The Art Of Ancient India: Buddhist, Hindu, Jain*, Delhi: Motilal Banarsidass
- Neumayer, E. 2010. *Rock Art Of India*, New Delhi: Oxford University Press.
- Ray, N.R, 1974. *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau
- Agrawala, V.S. 2022. *Indian Art*. Varanasi: Prithvi Prakashan
- Agrawala, V.S. 2010. *Bharatiya Kala*. Varanasi: Prithvi Prakashan
- Coomaraswamy, A.K. Rpt. 2010. *Introduction To Indian Art*. Kessinger Legacy Reprints
- Tomory, E. 1989. *History Of Fine Arts in India and The West*. New Delhi: Orient Blackswan

**Suggested Reading:**

- Puri, B.N. 1994. *Ancient Indian Historiography*. Delhi and Lucknow: Atma Ram & Sons
- Lahiri, N. 2011. *Finding Forgotten Cities: How the Indus Civilization was Discovered*. New Delhi: Hachette India
- Avikunthak, A. 2021. *Bureaucratic Archaeology: State, Science, and Past in Postcolonial India*. Cambridge: Cambridge University Press
- Kumar, S. 2014. *Domestication of Animals in Harappan Civilization*. New Delhi: Research India Press.
- Stern, F. ed. 1973. *Varieties of History: From Voltaire to the Present*. New York: Vintage (Introduction)
- Haskell, F. 1993. *History and Its Images: Art and the Interpretation of the Past*. New Haven and London: Yale University Press
- Adams, L, S. 1996. *The Methodologies of Art: An Introduction*. New York: Harper Collins.
- Preziosi, D. 2009. *The Art of Art History: A Critical Anthology*. Oxford: Oxford University Press
- Ginzburg, C. and John Tedeschi, Anne C. Tedeschi. 1993, 'Micro history: Two or Three things that I know about it', *Critical Inquiry*, The University of Chicago Press, 20, 1, pp. 10–35.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

## Discipline Specific Elective (DSE): Archaeology: Theory and Practice

### Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code              | Credits | Credit distribution of the course |          |                     | Eligibility criteria  | Pre-requisite of the course (if any) |
|----------------------------------|---------|-----------------------------------|----------|---------------------|-----------------------|--------------------------------------|
|                                  |         | Lecture                           | Tutorial | Practical/ Practice |                       |                                      |
| Archaeology: Theory and Practice | 4       | 3                                 | 1        | 0                   | 12 <sup>th</sup> Pass |                                      |

### Learning Objectives

- The objective of this course is to explore different varieties of archaeology and examine the theories, methods and techniques used by archaeologists to retrieve the material culture of the human past.
- To provide a basic introduction to different aspects of archaeology, its development as a distinct discipline and understanding of the latest methodologies in this field.
- It introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidences.
- This course includes training in field methods including visits to archaeological sites or museums or both.

### Learning outcomes

Upon completion of this course the student shall be able to:

- Develop a foundation on the understanding of the nature, development, and value of archaeology as a discipline.
- Understand the characteristics and chronology of cultural deposition; and significance of pottery and other artifacts.
- Be able to identify and differentiate between the artifacts of different time periods

## SYLLABUS OF DSC- 2

### Unit I: Introduction to Archaeology

- a) Definition aims and scope
- b) Archaeological findings and their significance

### Unit II: Field Methods

- a) Development of Field Archaeology in India
- b) Exploration Techniques (Practical aspect: Exploration kit, Site form, Survey data sheet, label/labelling of antiquity and pottery)
- c) Excavation Techniques: vertical and horizontal (Practical aspect: Stratigraphy, Site

- d) Notebook, 3D Recording, Trench Layout, Elevation and Plan, Drawings- section, structure, pottery, antiquity; photography, label of antiquity)

### **Unit III: Analysis of Archaeological Evidences**

- a) Classification of objects/findings (Practical aspect: identification of artifacts, features and Ecofacts)  
b) Characteristic features of Pottery: from Neolithic to Mughal Period (Practical aspect: Identification and drawing of potteries)

### **Unit IV: Field Tour**

- a) Explorations, ongoing excavations, visit of archaeological site and historical monuments  
b) Identification of archaeological material through the visit of museums (National Museum, Delhi; Art and Archaeological Museum, Department of History, DU; Archaeological Museum, Old Fort Museum, Delhi; Indraprastha Museum, The Indian Archaeological society, Delhi)

### **Practical component (if any) - NIL**

### **Essential/recommended readings**

#### **Unit I: Introduction to Archaeology**

This unit introduces archaeology as a scientific study of past human cultures through material remains. It defines archaeology, explores its aims—such as understanding human evolution, culture, and societal development—and outlines its interdisciplinary scope involving history, anthropology, and science. The unit emphasizes the importance of archaeological findings, including tools, pottery, and structures, in reconstructing past lifeways. These artifacts provide vital clues to economic, social, and religious aspects of ancient civilizations, contributing significantly to our understanding of human history and cultural heritage. (Teaching Time: 9 hours Approx.)

- Childe, V.G. 1960. *A Short Introduction to Archaeology*. New York: Collier
- Childe, V. Gordon. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge & Kegan Paul.
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi), *Prachya Vidya Sansthan*, Allahabad
- Sharer, R. J. & Ashmore, W. 1979, *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, California.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- शर्मा, जी. आर. 2006. पुरातत्व का परिचय. वाराणसी: बाणारस हिंदू यूनिवर्सिटी प्रकाशन।

#### **Unit II: Field Methods**

This unit covers the evolution of field archaeology in India, highlighting pioneers and key excavations. It teaches exploration techniques, including the use of kits, site forms, and survey data sheets, along with the proper labelling of antiquities. Excavation methods such as vertical (for chronological layering) and horizontal (for spatial understanding) are discussed. Practical components include maintaining site notebooks, creating trench layouts, stratigraphic analysis, and 3D recording. It also involves elevation and plan drawing, artifact photography, and systematic labelling—essential for recording and interpreting archaeological data. (Teaching Time: 18 hours)

- Chakrabarty, D.K., 1990, *India An Archaeological History*, Oxford: OUP.
- Rajan, K. 2016. *Understanding Archaeology: Field Methods, Theories and Practices*. Thanjavoor: Manoo Pathippakam.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Schiffer, M.B. 1991. 'Archaeological Method and Theory', *Journal of Field Archaeology* 18(4), pp. 523-526
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad.
- त्रिपाठी, वी. 2012. भारतीय पुरातत्व: सिद्धांत और प्रक्रिया. दिल्ली: अभिलाषी प्रकाशना

### Unit III: Analysis of Archaeological Evidences

This unit focuses on the classification and analysis of archaeological materials. It distinguishes between artifacts (human-made objects), features (immovable elements like walls), and ecofacts (natural remains). Students learn identification skills and methods for interpreting these finds. A major focus is the study of pottery, a key chronological and cultural indicator. Practical exercises include recognizing stylistic and functional characteristics of pottery from the Neolithic to the Mughal period and documenting them through detailed drawings, aiding in the reconstruction of ancient technologies and societal practices. (Teaching Time: 18 hours Approx.)

- Dhavalikar, M.K., 1999, *Historical Archaeology of India*, New Delhi: Books and Books
- Jain, V.K., 2017, *Prehistory and Protohistory of India: An Appraisal*, Delhi: DK Print World (Also available in Hindi)
- Paddaya, K., 2011, 'Stone age technology in India', *Ancient India, New Series, No. 1*
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad.
- Sankalia, H.D., 1982, *Stone age tools: Their techniques, names and probable functions*, Pune: Deccan College.
- Sinha, B.P. (ed). 1969, *Potteries in Ancient India*, Patna: Patna University Press
- Renfrew, Colin, and Paul Bahn. 1991. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson.
- मिश्र, टी. एन. 2005. भारतीय पुरातत्व में सामग्री संस्कृति का विश्लेषण. लखनऊ: भारतीय विद्या संस्थान

### Unit IV: Field Tour

The field tour provides hands-on exposure to archaeological practices and materials. Students participate in site explorations, visit ongoing excavations, and study historical monuments to understand contextual archaeology. Visits to major museums such as the National Museum and Archaeological Museum at Old Fort allow students to observe and identify authentic artifacts, gaining insight into typology, material culture, and preservation techniques. These experiences enhance practical understanding of archaeological processes, bridging classroom knowledge with real-world application and fostering appreciation for cultural heritage and archaeological research. (Teaching Time: 3 – 5 days Approx.)

- Balme, J, and Alistair Paterson (eds). 2014, *Archaeology in Practice*, Willey Blackwell, UK
- Drewett, Peter, 1999, *Field Archaeology: An Introduction*, UCL press, London
- Verma, R.K., 2000, *Kshetriya Puratatva*, Paramajyoti Prakashan, Allahbad
- Atkinson, R. J. C. 1953. *Field Archaeology*. London: Methuen.
- शर्मा, आर. एस. 1990. भारत की पुरातात्विक धरोहर. पटना: बिहार राष्ट्रभाषा परिषद्।

#### **Suggestive readings (if any)**

- Anthony Agrawal, D.P. 1982. *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies.
- Allchin, B and F.R. Allchin 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Select Book Service Syndicate.
- Atkinson, RJC. 1953. *Field Archaeology*. Methunen, London.
- Brothwell, D.R. and A.M. Pollard (eds). 2001. *Handbook of Archaeological Sciences*. John Wiley and Sons: New York.
- Chakrabarthy, D.K. 1988. *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal.
- Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London: Academic Press.
- Kenyon, K.M. 1961. *Beginnings in Archaeology*, London
- Linda, Ellis. (ed). 2000. *Archaeological Method and Theory: An Encyclopedia*, Garland Publishing, Inc, New York & London
- Mathew and Co. Basker, P. 1982. *Techniques of Archaeological Excavation, London, Batsford*
- Renfrew, Colin and Paul G. Bahn. 2000. *Archaeology: Theories, Methods and Practice (3<sup>rd</sup> Edition)*. London: Thames and Hudson.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch from time to time.

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Research Methodology

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                           | Credits  | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------------|----------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                                               |          | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| <b>Fundamentals of Historical Methodology</b> | <b>4</b> | <b>3</b>                          | <b>0</b> | <b>1</b>             |                      |                                      |

### Learning Objectives

- To prepare the students with elementary techniques of conducting historical research within the larger social science framework.
- To equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

### Learning outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

### Syllabus

**Unit I:** Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

**Unit II:** Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing
4. History writing and relations of power

### **Unit III: Sources and interpretation**

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

### **Unit IV: Conducting historical research**

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

### **Practical component (if any) - NIL**

### **Essential/recommended readings:**

**Unit I:** This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory, and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). **(Teaching Time: 9 hours)**

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”). 212

**Unit-II:** This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. **(Teaching Time: 12 hours)**

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).
- Marwick, Arthur (1989). The Nature of History. Third edition, Hampshire and London: MacMillan. (Ch.6, “The Historian at Work: The Writing of History,” pp. 242-254).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.7, “Causation in History”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.3, “The Critical Philosophy of History-Part I” and Ch.4, “The Critical Philosophy of History-Part II”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, “The Historian and His Work,” and Ch.4, “Explanation and History”).
- Michel-Rolph Trouillot (1995), Silencing the Past: Power and the Production of History. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.10, “Partisanship”).

**Unit-III:** This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). **(Teaching Time: 12 hours)**

- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch.2, “Mapping the Discipline of History”, Ch.4, “The Status of Historical Knowledge”, and Ch.7, “Historians’ Skills”).
- Brundage. Anthony (2018). Going to the Sources: A Guide to Historical Research and Writing, Sixth edition, Wiley Blackwell. (Ch. 2, “The Nature and Variety of Historical Sources”, Ch.5, “Beyond Textual Sources”, and Ch.7, “Engaging with Primary Sources”).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, “The Raw Materials” and Ch.5, “Using the Sources”).
- Black, J., MacRaild, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, “Approaches to History: Sources, Methods and Historians”).
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, “Technical Analysis of Sources,” Ch.3, “Historical Interpretation: The Traditional Basics,” and Ch.4, “New Interpretative Approaches”).

**Unit IV:** This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. **(Teaching Time: 12 hours)**

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. The Craft of Research: From Planning to Reporting. University of Chicago Press.

- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, “Finding Your Sources”, Ch.4, “Getting the Most out of History Books”, Ch.6, “Exploring Changing Interpretations” and Ch.7, “Engaging with Primary Sources”).
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), “Plagiarism and Social Sciences,” *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

### **Suggested Readings:**

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”). • Elton, G.R., *The Practice of History*, London: Fontana Press, 1987. • Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” 214 – the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Diseases and Epidemics

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| History of Diseases and Epidemics | 4       | 3                                 | 1        | 0                   |                      |                                      |

### Learning Objectives

- To trace the history of diseases and epidemics from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space.
- With reference to some of the diseases and pandemics like cholera, plague, influenza, malaria, smallpox, and covid-19, the issues of public health, medicines, vaccination, local healers, local responses will be discussed.
- This course also proposes to familiarize the learners with community spread and circulations of diseases and epidemics in the public spaces and role played by jails, ships and railways.
- To understand the how diseases were perceived, treated, and imagined in terms of cultural taboos, state intervention and rise of public health systems.
- Through art, literature and cinema students will be able to understand representation of disease and therapeutic cultures. **Learning outcomes**

After completing this course, the students will be able:

- To develop critical thinking about human experiences of diseases and epidemics.
- To enhance their analytical facility about diseases and epidemics in historical and contemporary time.

- To discuss and debate social, scientific, economic and political nuances of such phenomenon.
- To be equipped to conduct further research in the emerging area of history of diseases and epidemics.

## Syllabus

### UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context

1. Healthcare system and healers in Ancient India: *Charak* and *Sushruta*
2. Health and medicinal system in Medieval India

### UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals

1. Empire and the Spread of Diseases: Railways, Ships, Jails, Pilgrim sites and Quarantine Stations (any one site) with reference to any disease (Cholera/Plague/Influenza/Malaria or any other disease).
2. Therapeutic rituals: quacks, quackery and local healers
3. The rise of the alternatives medical traditions: *Ayurveda*, *Unani*, Homeopathy, *Siddha*, Naturopathy (any two)

### UNIT III: Consequences, Challenges and Learning:

1. State Intervention and emergence of Public Health (WHO)
2. New Threats and Challenges in the 21<sup>st</sup> century

### UNIT IV: Popular Representation and Responses: Art, cinema and literature

#### Practical component (if any) - NIL

#### Essential/recommended readings

UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context (Teaching Time: 9 hours approx.)

This unit will help to understand the emerging writings on disease and epidemics. Various perceptions and debates about diseases and therapeutic rituals performed in various culture.

- Basham, A. L. (1976). "The practice of medicine in Ancient and Medieval India", *Asian medical systems: A comparative study*, 18-43.
- Subbarayappa, B. V. (2001). "The roots of ancient medicine: an historical outline", *Journal of Biosciences-Bangalore*-, 26(2), 135-143.
- Muthu, C. (1913). "A Short Review of the History of Ancient Hindu Medicin", *Proceedings of the Royal Society of Medicine*, 6(Sect\_Hist\_Med), 177-190.

- Hayes, J.N. (2005). *Epidemics and Pandemics: Their Impacts on Human History*. ABC-CLIO.
- Watts S., *Epidemics and History: Disease, Power, and Imperialism*, Yale University Press, New Haven, USA, 1997.
- राय, सौरव कुमार (15 मई 2020), 'महामारी: आर्थिक, राजनीतिक एवं सामाजिक दृष्टिकोण', समालोचन: साहित्य, विचार और कलाओं की वेब-पत्रिका.

**UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals (Teaching Time: 9 hours approx.)**

This Unit will help students to understand people's faith and trust associated with disease, state intervention to control epidemic outbreak and emergence of public health systems. It will also help students to understand the eruption and spreading of diseases from one place to other. Various sites such as pilgrim centres, jails etc become a breeding ground and diseases were transported from these places to others through fluctuating population via trains and ships.

- Kerr, I. J. (1995). *Building the Railways of the Raj, 1850-1900* (p. 180). New Delhi: Oxford University Press.
- Arnold, David (1986). 'Cholera and Colonialism in British India'. *Past and Present*, 113, 118-151.
- Harrison, Mark. "Quarantine, Pilgrimage and Colonial Trade: India 1866-1900", *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (CUP, 1994) pp. 117-38.
- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. (Introduction).
- आर्नल्ड, डेविड 'देह पर दस्तदराजी: भारतीय प्लेग के परिप्रेक्ष्य, (1896-1900)', शाहिद अमीन, ज्ञानेंद्र पांडेय (सं), निम्न वर्गीय प्रसंग, खंड 2, राजकमल प्रकाशन, दिल्ली.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. Introduction & Chapter 3
- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Ralph Nicholas, 'The Goddess Sitala and the Epidemic Smallpox in Bengal', *Journal of Asian Studies*, 41 (1) (1981), pp. 21-44.
- Samanta, Arabinda (2017). *Living with Pandemics in Colonial Bengal, 1818-1945*. Delhi: Manohar.

**UNIT III: Consequences, Challenges and Learning: (Teaching Time: 9 hours approx.)**

In this unit, students will explore the pivotal role of the state in disease control and the evolution of public health systems in India. Additionally, they will examine emerging health threats and challenges of the 21st century.

- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Sivaramakrishnan, Kavita. Constructing Boundaries, Contesting Identities: The Politics of Ayurved in Punjab (1930–40) *Studies in History* 2006; 22; 253.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Alavi, Seema. (2008). *Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900*. New Delhi: Permanent Black **(Introduction)**.
- Singh, Madhu (2022). *Outbreaks: An Indian Pandemic Reader*. Delhi: Pencraft International.

**UNIT IV: Popular Representation and Responses: Art, cinema and literature (Teaching Time: 9 hours approx.)**

This unit will help students to know about how diseases and epidemics were represented in art, literature and cinema. Feminization of diseases such as *sitalamata*, plague ki *churail* etc.

- Hanson, M., Small, L.’ Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today’, *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, ‘Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,” in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- शुक्ल, श्रीप्रकाश (2021). महामारी और कविता, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

### Suggestive Reading

- Arnold, David (1987). 'Touching the Body: Perspectives on the Indian Plague, 1896-1900'. In R. Guha (Ed.) *Subaltern Studies V: Writings on South Asian History and Society* (pp. 55-90). New Delhi: Oxford University Press.
- Guha, Sumit, 'Nutrition, Sanitation, Hygiene, and the Likelihood of Deaths: The British Army in India c. 1870-1920', *Population Studies*, vol. 47, no. 3, 1993, pp. 385–401.
- Khan, Enayatullah (2013). 'Visitations of Plague in Mughal India'. *Proceedings of Indian History Congress*, Vol. 74, 305-12.
- Klein, Ira (1994). 'Imperialism, Ecology and Disease: Cholera in India, 1850-1950'. *Indian Economic and Social History Review*, 31 (4), 491-518.
- Madhuri Sharma- Indigenous and Western Medicine in colonial India, Foundation Books-CUP, 2011.
- Mills, I.D. (1986). 'The 1918-1919 Influenza Pandemic: The Indian Experience'. *Indian Economic and Social History Review*, 23(1), 1–40.
- Singh, Madhu (2021). 'Bombay Fever/Spanish Flu: Public health and native press in Colonial Bombay, 1918–19'. *South Asia Research*, 41(1).
- Singh, A. (2000). The Bias against India In Western Literature On History Of Medicine-With Special Emphasis On Public Health. *Journal of Indian Medical Heritage*, 30(1), 41-58.
- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.
- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Prasad, H., & Bujari, M. Public Health in Ancient India: A Historical Review.
- Vedam, R., & Ayyagari, S. (2022). On Hygiene Practices in Ancient India & its Relation to Ritual Purity. In *WAVES Conference, New Delhi*.
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.

#### **A visual history of pandemics:**

- <https://www.weforum.org/agenda/2020/03/a-visual-history-of-pandemics>
- <https://www.medievalists.net/tag/disease/page/2/>

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Reading Social Relations through Texts and Visuals—I

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                                  | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                                                      |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Reading Social Relations through Texts and Visuals—I | 4       | 3                                 | 0        | 1                    |                      |                                      |

### Learning Objectives

- This course enables students to critically analyze the intersection of texts and visual representations in shaping social history.
- By examining classical literary works—drama, epics, folktales, and Sufi literature — students will explore themes of politics, power and tradition.
- Through comparative analysis and field research, students will apply theoretical concepts to real-world heritage studies, developing strong analytical and research skills for interpreting historical and cultural narratives.

### Learning Outcomes:

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

- Understanding the Interplay Between Texts and Visuals in Social History. Develop a conceptual framework for studying social history through literary and visual sources. Analyze how texts and visual forms shape and reflect historical and cultural narratives.
- Examine the Relationship Between Political Acumen, Power, and Tradition in Classical Works. Critically engage with drama, epics, folktales, and Malfūzāt to explore themes of

authority, morality, and social structures. Compare and contrast different literary traditions and their influence on societal norms.

- Analyze Architectural and Artistic Expressions in Indian Cultural History. Study the symbolism, function, and evolution of architectural forms such as *stupas*, temples, minarets, and *baolis*. Explore how stone art and monuments convey religious, political, and social meanings across time.
  - Develop Analytical and Research Skills Through Field Study. Conduct a heritage or cultural site analysis, applying theoretical knowledge to real-world observations. Synthesize findings into a structured analytical report, demonstrating critical thinking and research skills.
- These Learning Objectives and Outcomes ensure that the course develops students' analytical, comparative, and research skills while deepening their understanding of social history through texts and visuals.

### **Unit I: Concepts and Ideas**

Conceptualizing Social History in Texts

Ideating Social History through Visual Representations

### **Unit II: Wisdom, Power, and Tradition: A Study of Any Two Classical Works**

Drama: *Mricchakatikam*

Epics: *Sabha Parva*

Folktales: *Jatakas*

*Malfūzāt: Fawaid al Fawad*

### **Unit III: Stone, Symbolism, and Structure: Focus on Two Visual Forms**

*Stupa*: Bharhut/ Sanchi

Art on stone: Elephanta Caves/ Mahabalipuram

Temple: Konark Temple / Virupaksha Temple

Minarets and *Baolis*: Qutub Minar/ Agrsen Ki Baoli/ Rani ki Vav

### **Unit IV: Practical Component:**

This component involves a field-based analytical study, requiring students to engage directly with a designated heritage or cultural site. Students must produce a critically reflective report that documents their observations, interpretations, and contextual insights. All submissions must be substantiated with geo-tagged photographs to verify on-site engagement and experiential learning.

The student may choose to study and write a report on any of the centrally protected monuments listed by the government of India given in the link below.

[https://www.nma.gov.in/showfile.php?lang=1&level=1&ls\\_id=965&lid=1276&nma\\_type=0](https://www.nma.gov.in/showfile.php?lang=1&level=1&ls_id=965&lid=1276&nma_type=0)

### **Readings for Unit I:**

#### **In Reference to the Text Section**

1. Thapar, Romila, *Ancient Indian social history: Some interpretations*, New Delhi: Orient Longman, 1978, pp. 211-239.
2. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Introduction).

### **In Reference to the Visual Section:**

1. Hauser, Arnold, *The Social History of Art*, vol.1, United Kingdom: Routledge, 3<sup>rd</sup> edition, 1999. (Introduction).
2. Bawa, Seema, “Seeing Hierarchies and Difference in Early Indian Art”, *Proceedings Indian History Congress Warangal*, 2023. pp 983-1012.
3. Devangana Desai, ‘Social Dimensions of Art in Early India’, *Social Scientist*, Vol. 18, No. 3, 1990), pp. 3-32.
4. Miller, Barbara Stoller (ed). *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.1-18.

### **Readings for Unit II**

1. Kale, M. R., (tr) *Sudraka: The Mrichchhakatika: A Study*, Prakash Book Depot, 2020. (Introduction). [Available in Hindi]
2. Shah, Shalini, ‘The Socio- Sexual World of Vesavasa and Antahpura: A Study in Contrast ’in D.N Jha (ed) *The Complex Heritage of Early India: Essays in Honour of R.S Sharma*, Delhi: Manohar, 2014, pp. 429-445.
3. Buitenen, J.A.B.van (ed). *Mahabharata Book 2. The Book of the Assembly Hall, (Sabha Parvan)* London: The University of Chicago, 1975.
4. Kisari Mohan Ganguli, tr., *The Mahabharata, Book 2: Sabha Parva*, 1883-1896.
5. Chakravarti, Uma, ‘Who Speaks for Whom? The Queen, the Dāsī and Sexual Politics in the *Sabhāparvan* ’, *Mahabharata Now, Narration, Aesthetics, Ethics*, (ed) Arindam Chakrabarti, Sibaji Bandyopadhyay, London: Routledge India, 2014, pp.132-152.
6. Sahgal, Smita, ‘The Mahabharata Conundrum: Querying Draupadi’s Rights and Responsibilities’, in *NIU*, vol.8, 2021, pp.18-31.
7. Fausboll, V. (ed.), *The Jatakas together with its Commentary*. London: Trubner & Co., 6 vols., 1877-96, (nos. 240, 420, 520, 546).
8. Gopesh Kumar Ojha, *Jatakaparijata* (2 volumes), Delhi: Motilal Banarsidass Publishing House.
9. Wagle, N.K., ‘Kinship Groups in the Jātakas’, in (ed.) Thomas R. Trautmann, *Kinship and History in South Asia: Four Lectures*, The University of Michigan: Center for South and Southeast Asian Studies, 1974, pp.105-157.
10. Roy, Kumkum, ‘Justice in the Jatakas ’in *The Gender of Power and the Power of Gender: Explorations in Early Indian History*, Delhi: OUP, 2010, pp.290-310.
11. Chakravarti, Uma, ‘Women, Men and Beasts: The Jatakas as Popular Tradition ’in *Everyday Lives, Everyday Histories: Beyond Kings and Brahmins of Ancient India*, New Delhi: Tulika Books, 2006, pp.198-221.
12. Bruce, Lawrence, tr., *Nizam ad Din Awliya, Morals for the Heart*, Paulist Press, New York, 1992.

13. Ernst, Carl W., *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Center*, New York: State Univ of New York Press, 1992.
14. Kugle, Scott, 'Sufi Attitudes Towards Homosexuality: Chishti Perspectives from South Asia', Raziuddin Aquil and David L. Curley (ed.), *Literary and Religious Practices in Medieval and Early Modern India*. New Delhi: Manohar, 2016, pp. 31-59.

### **Readings for Unit III**

1. Bhatt, Purnima Mehta, *Her Space, Her Story: Exploring the Stepwells of Gujarat*, New Delhi: Zubaan, 2014.
2. Carmel Berkson, *Elephanta: The Cave of Shiva*, Delhi: Motilal Banarsidass Publishing House, 1999.
3. Dehejia, Vidya, *Discourse in Early Buddhist Art: Visual Narrative in India*, Delhi: Munshiram Manoharlal Publishers, 2002, pp.75-134.
4. Jain-Neubauer Jutta, *The Stepwells of Delhi*, INTACH Delhi Chapter lecture, October 2011.
5. Kumar, Sunil, Qutb and Modern Memory, *The Present in Delhi 's Pasts*, New Delhi: Three Essays, 2002, pp.1-61.
6. Nagaswamy, R., *Mahabalipuram (Monumental Legacy Series)*, Delhi: Oxford University Press, 2008.
7. Singh, Snigdha, *Inscribing Identities: Proclaiming Piety: Exploring Recording Practices in Early Historic India*, Delhi: Primus Books, 2022, pp.88-191.

### **Recommended Readings:**

1. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Chapter 4).
2. Desai, Devangana, *Art and Icon: Essays on Early Indian Art*, Delhi, 2013. (Chapter 1& 3).
3. Dehejia, Vidya, 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250 'in (ed). Miller, Barbara Stoller, *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.35-45.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

## Discipline Specific Elective (DSE): Environmental History of the World

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                       | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                           |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Environmental History of the World</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>0</b>            |                      |                                      |

### Learning Objectives

- Students will learn about pre-modern ideas about nature, economic and urban development, the effects of epidemics and environmental changes, and the impact of industrialization.
- It will critically analyse how colonialism and imperialism have shaped human-environment relationships around the world.
- This course will also help students develop a historical perspective on today's environmental challenges such as global warming and climate change.

### Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between non-human environment and human societies.

- Examine case studies from around the world to illustrate the impact of environmental changes on human civilizations and vice versa.
- Explain how colonialism, capitalism, and ecological imperialism have shaped environmental and ecological changes.
- Explore historical case studies of climate change and environmental crises.
- Critically engage with the concept of environmentalism.
- Connect historical environmental changes to contemporary global issues.

## Syllabus

### Unit 1: Living with Nature

1. Methods and Sources in Environmental History
2. Human-Nature Interactions in Pre-Modern Societies; Beginning of Agriculture
3. Urban Societies and Idea of States- Case study of Maya
4. Imperial Cities- Case study of Athens and Constantinople

### Unit 2: Divorce with Nature: Colonialism and Ecological Imperialism

1. The Concept of Ecological Imperialism; Syphilis
2. Plantation Economies and Environmental Degradation; Deforestation, Tea plantation
3. Resource Extraction and Colonialism, Green Imperialism

### Unit 3: Human Societies in the Face of Climate Change

1. Climate and Civilization: A Historical Overview
2. The Little Ice Age and the General Crisis of the 17<sup>th</sup> Century
3. Industrialization and Carbon Economies; London as a case study
4. Global Warming and Climate Change; The Great Acceleration

### Unit 4: Science, Conservation and Environmentalism

1. Aswan dam, Bali's Green Revolution- Case study of Any one
2. Socialism and Environmentalism in the 20<sup>th</sup> Century; Soviet Russia
3. Environmentalism in Global North and South; IPCC

**Practical component (if any) - NIL**

### Essential / Recommended Readings

**Unit 1:** This module examines the evolution of human societies from early agricultural settlements to the rise of urban centers and imperial cities. (Teaching time: 9 hrs. approx.)

- J. Donald Hughes, *What is Environmental History?* (2016), Ch. 1

- J.Donald Hughes, “An Ecological Paradigm of the Ancient City,” in Richard J.Borden, ed., *Human Ecology: A Gathering of Perspectives*, Baltimore: The Society for Human Ecology, 1986, 214–20.
- J.Eric S.Thompson, *The Rise and Fall of Maya Civilization*, Norman: Oklahoma University Press, 1954
- J.Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001; Ch.4. (Imperial Cities)
- Jelena, Bogdanović, “The Relational Spiritual Geopolitics of Constantinople, the Capital of the Byzantine Empire.” In *Political Landscapes of Capital Cities*, edited by Jelena Bogdanović, Jessica Joyce Christie, and Eulogio Guzmán, University Press of Colorado, 2016, 97–154.

**Unit 2:** This module explores key themes such as **ecological imperialism, plantation economies and colonial resource extraction**. It examines how colonialism reshaped landscapes, disrupted ecosystems, and transformed human-environment relationships. (Teaching time: 9 hrs. approx.)

- Alfred W. Crosby, “Ecological Imperialism: The Overseas Migration of Western Europeans as Biological Phenomenon”, in *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster, Cambridge: Cambridge University Press, 1988, 103-117.
- Alfred Crosby, “The Early History of Syphilis: A Reappraisal”, *American Anthropologist* 71, no. 2 (1969): 218–27.
- Richard Grove, *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism* (1995), Introduction, Ch. 3 & 4
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992; Ch.4 & 5. Also available in Hindi [माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018; अध्याय 4 एवं 5]
- Arnab Dey, *Tea Environments and Plantation Culture: Imperial Disarray in Eastern India*. Cambridge: Cambridge University Press, 2018.

**Unit 3:** This module explores historical climate change and its impact on human societies, examining how civilizations were shaped by environmental shifts. (Teaching time: 9 hrs. approx.)

- Geoffrey Parker, *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century*, New Haven: Yale University Press, 2013, Ch. 1
- John L. Brooke, *Climate change and the course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.
- Peter Brimblecombe, *The Big Smoke: A History of Air Pollution in London Since Medieval Times*, London: Methuen, 1987.
- John McNeill & Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, Harvard: Belknap Press, 2016, Ch.1

**Unit 4: This module** explores how scientific knowledge, conservation efforts, and political ideologies shape environmental policies and practices. (Teaching time: 9 hrs. approx.)

- Hussein M. Fahim, *Dams, People and Development: The Aswan High Dam Case*, New York: Pergamon Press, 1981.
- J. Stephen Lansing, *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*, Princeton: Princeton University Press, 1991.
- Stephen Brain, *Song of the Forest: Russian Forestry and Stalinist Environmentalism*, Pittsburgh: University of Pittsburgh Press, 2011, 140-167. Ch.6.
- “The Intergovernmental Panel on Climate Change: Challenges and Opportunities” by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- Ramachandra Guha, *Environmentalism: A Global History*, Delhi: Allen lane, 2014, Ch. 7 and 8.

**Additional Readings:**

- Brian M. Fagan, *People of the Earth*, Delhi: Pearson, 2014.
- Donald Worster ed., *Ends of the Earth*, Cambridge: Cambridge University Press, 1988.
- Ramachandra Guha, *Environmentalism, A Global History*, OUP, 2000.
- John McNeill, *Something New Under the Sun*, Penguin, Allen Lane, 2000.
- J. Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet*, New York: Columbia University Press, 2016.
- माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018.
- वि. सिंह, पर्यावरण पर मानव पदचिह्न, दिल्ली: ट्रिनिटी प्रेस, 2015.
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

**DISSERTATION : Dissertation Writing**  
**Dissertation Writing Track of Research Methods-I**  
**(The department has opted for Dissertation)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                              | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                  |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Dissertation Writing Track of Research Methods-I | 6       |                                   |          |                     |                      |                                      |

**Learning Objectives**

- This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research.
- To identify primary and secondary sources towards that end, as well as to observe patterns in collected data.
- To forge complex and novel arguments on the basis of demonstrable patterns in available information.

**Learning outcomes**

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

**I. Outcomes expected of Dissertation writing track in the 4<sup>th</sup> Year of UG Programmes**

**Semester VII**

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

- i. Research Problem identification
- ii. Review of literature

iii. Research design formulation

iv. Commencement of fieldwork/similar tasks: exploring primary sources from Museum, historical sites, Archives etc.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.**

**UGCF- 2022**  
**CATEGORY II**  
**BA (MULTIDISCIPLINARY) with History as Major**

**DISCIPLINE SPECIFIC CORE (DSC): Contemporary India (1950 – 1990s)**

**SEMESTER – VII**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Contemporary India (1950 – 1990s) | 4       | 3                                 | 1        | 0                   |                      |                                      |

**Learning Objectives**

- This course seeks to familiarise students with the trajectory of significant changes in the Indian state, politics and economy during the 1950s to 1990s.
- Students will study the transformation of political organizations, and the emergence of new forms of political mobilization along the axes of caste, class, gender, region and community.
- The course also offers an overview of the new developments in education, cinema, art, literature and sports over this period.

**Learning outcomes**

On completion of this course the student shall be able to

- Draw a broad outline of the history of key debates that unfolded during the framing of the Constitution.
- Highlight key moments in the process of reorganization of provincial boundaries.
- Examine the trajectory of economic policies and nature of economic developments, particularly the problems of uneven development.
- Trace the significant developments with respect to party politics, electoral coalitions, regional aspirations and inequalities; caste and religion in politics
- Assess the shift from mixed economy to liberalization.
- Evaluate the history of important social movements around axes of class, caste, gender, and region.
- Familiarize the key developments in art, literature, cinema, science and education.

## Syllabus

### Unit-I Laying the Foundation of Independent India (9 hours)

1. Making of the Constitution: Key debates and amendments
2. Reorganization of states; regional inequalities and foreign Policy
3. Economic development: concept of planning; agriculture and industry; problems of uneven development

### Unit-II: Major Trends in Politics and Society (12)

1. Changing nature of party system: Congress, Jansangh-BJP, growth of regional parties; Left parties; coalition politics; Emergency
2. People's movements: Dalit, adivasi, labour and peasant movements
3. The Women's Movement and institutional changes: debating personal laws, women atrocities acts.

### Unit-III: Turning Points in the 1980s and 1990s (12 hours)

1. Changing forms of political mobilization
2. Liberalization of the Indian economy

### Unit-IV The New Public Sphere (9 hours)

1. Popular and parallel cinema
2. Art and literature
3. Science, Technology and Education

### Practical component (if any) - NIL

### Essential/recommended readings

Relevant chapters from:

- Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin
- बिपन चंद्र (2015), आज़ादी के बाद का भारत, दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
- Guha, Ramachandra. (2008). India After Gandhi. Delhi: Picador
- रामचंद्र गुहा. (2016). भारत गांधी के बाद, दिल्ली: पेंगुइन बुक्स

### Unit-I: Laying the Foundation of Independent India (Teaching time: 9 hours)

This unit outlines the history of key debates that unfolded during the framing of the Constitution. It deals with the history and politics of the early years of Independence. It also deals with the linguistic re-organisation of states and important milestones in foreign policy. It examines the trajectory of economic policies and nature of economic developments up to the 1990s, particularly the problems of uneven development.

- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP. Pp. 1-62, 384-411. Also available in Hindi ग्रैन्विल ऑस्टिन – भारतीय संविधान : राष्ट्र की आधारशिला, (अनुवाद: नरेश गोस्वामी) वाणी प्रकाशन, 2017
- Asha Sarangi, Sudha Pai. (2011). - Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India

- Abraham, Itti (2008), Foreign policy of India. Commonwealth & Comparative Politics Vol. 46, No. 2, April 2008 , pp195–219.
- Frankel, Francine R. (2005). India's Political Economy. New Delhi: OUP. Chapters 1,3,4
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part I: The 1980s". EPW, Vol. 41(13), April 1-7, 2006, pp 1251-1259
- Chadha, G.K. Khurana, M.R. (1989). Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab. EPW, Nov 25, 1989, pp. 2617 - 2623
- Roy, Tirthankar. Indian Economy after Independence: Economic History of India 1857-2010. [Chapter-13].
- Pai, Sudha and Asha Sarangi, Interrogating Reorganisation of State, Culture, identity and politics, chapter 1-Introduction, Forward by BG Vargese

**Unit II:** This unit deals with history of congress party and other political formations that emerge to challenge its hegemony, tracing the developments in party politics, electoral coalitions, regional aspirations and inequalities. The unit also seeks to highlight Dalit, adivasi, labour and peasant movements. It also examines history of social reform with reference to Women and Hindu Code Bill (Teaching time: 12 hours)

- Stanley, Kochanek. The Congress Party of India: The Dynamics of One-Party Democracy. Princeton: Princeton University Press. (1968).
- Chatterjee Partha (ed.). (1997). State and Politics in India. Delhi: Oxford University Press. Pp 92-124
- Hasan, Zoya. (2004). Parties and Party Politics in India. New Delhi: Oxford University Press. Chapters 9&10
- Kumar, Ashutosh (ed) (2016), Rethinking State Politics in India: Regions within Regions, New Delhi: Routledge India, pp. 35-111
- Kumar, Radha. (1993). The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990, New Delhi: Kali for Women.
- Sangeeta Dasgupta, Introduction: Reading the archive, reframing 'adivasi' histories. IESHR, 53, 1, 2016, pp 1-8
- Gadgil, Madhav and Ramachandra Guha (1994), Ecological Conflicts and the Environmental Movement in India, Development and Change. Vol 25, pp.101-136.
- Sen, Sukomal. (2010). Working Class of India : History of Emergence and Movement, 1830–1970. Calcutta: Prajashakti. [relevant chapters.]
- Banerjee, Sumanta. (1984). India's Simmering Revolution: The Naxalite Uprising. London: Zed Books. Chapters 3 and 4.

**Unit III:** This unit deals with the important turning points in the polity and economy of India from about 1990s. It traces the consolidation of caste and religion in politics in this period, and also marks the regional aspirations of new states like Uttarakhand/Jharkhand/Chhattisgarh. The unit also assesses the shift from mixed economy towards liberalization and its impact. (Teaching time: 12 hours)

- Kumar, Ashutosh (ed) (2016), *Rethinking State Politics in India: Regions within Regions*, New Delhi: Routledge India
- Christophe Jaffrelot, (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India. Part II Uneven emancipation of the Lower Castes...*
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press. Relevant Chapters
- Bruce Desmond Graham (1990), *Hindu Nationalism and Indian Politics\_ The Origins and Development of the Bharatiya Jana Sangh*. Cambridge University Press.
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond", *EPW*, Vol. 41, No. 14 (Apr. 8-14), pp. 1361-1370
- P Sainath. (1996). "Reforms that Weren't," *Asian Studies Review*.

**Unit IV:** This unit deals with the emergence of postcolonial public sphere, and its artistic, literary and cinematic manifestations. It also examines key developments in the field of science and education (Teaching time: 9 hours)

- Gayatri Sinha - (2009), *Art and visual culture in India, 1857-2007*. (Relevant Chapters)
- Zoya Hasan (ed.), (2019), *Forging Identities: Gender, Communities, And the State in India*, Routledge. (Relevant chapters).
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," *Sociological Bulletin*, Vol. 67 (2), August, pp. 204-219.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). *Education and Inequality: Historical and Contemporary Trajectories*. Orient Blackswan. (Relevant Chapters)
- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947-1958", in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. "Science Since Independence." *India International Centre Quarterly* 33, no. 3/4 (2006): 182–95. <http://www.jstor.org/stable/23006080>.
- Stanley, Kochanek and R.L. Hardgrave. (2007). *India: Government and Politics in a Developing Nation*. Cengage Learning.
- Sunil Khilnani - *The Idea of India*-Penguin Books India (2012), Also available in Hindi as *भारतनामा*, Rajkamal Prakashan , 2016
- Basu, Durga Das (2020). *Introduction to the Constitution of India*, Nagpur: Lexis Nexis Pp. 3-50 [MOVE TO SUGGESTED READINGS.]
- Kudaisya, Gyanesh. (2014). *Reorganisation of States in India: Text and Context*. Delhi: National Book Trust. Chapter on Introduction

- Damodaran, A.K (1987). Roots of Indian Foreign Policy. India International Centre Quarterly. Vol.14. No. 3., pp. 53-65. [MOVE TO SUGGESTED READINGS.]
- Dhavan, Rajeev. (2008). “Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution of India,” Indian Journal of Constitutional Law, Vol.8, pp.204-220.
- Sanjaya Baru, Economic Policy and the Development of Capitalism in India: the role of regional capitalists and political parties
- D. R. Nagaraj. 2010. The Flaming Feet and Other Essays (Permanent Black) Chapter 5: “The Cultural Politics of the Dalit Movement”
- Urvashi Butalia, “Women’s Movement in India: Action and Reflection.” (Originally published, Communique (Nos. 42-43, July-Aug 1997)
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). The Oxford Companion to Politics in India. Delhi: Oxford University Press.
- Prasad, Archana (2003). Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity. Preface: Ecological Romanticism and Environmental History.
- Bhattacharya, Sabyasachi and N.N. Vohra (eds.) (2002). Looking Back: India in the Twentieth Century. New Delhi: National Book Trust.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

**Discipline Specific Elective: Migration and Indian Diaspora: Social and Cultural Histories**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                                                 | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                                     |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Migration and Indian Diaspora: Social and Cultural Histories</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>0</b>            |                      |                                      |

### Learning Objectives

- This paper explores the historical patterns of Indian migration and the socio-cultural transformations within diasporic communities.
- It examines their political and economic contributions in host countries and India, highlighting their impact on global economies and policy frameworks.
- The study evaluates key theoretical approaches to migration, identity formation, and transnationalism, offering insights into cultural hybridity and diasporic belonging.
- Additionally, it assesses government policies and international frameworks related to diaspora engagement, dual nationality, and economic partnerships.
- It paper provides a comprehensive understanding of the Indian diaspora's evolving role in a globalized world.

### Learning outcomes

After completing this course, students will be able to:

- Critically engage with primary and secondary sources on migration and diaspora studies.
- Explain key historical events and their role in shaping Indian migration patterns.
- Analyze how migration influences identity, belonging, and cultural hybridity.
- Assess the impact of Indian diasporic communities on host countries and their connections to India.
- Develop independent research skills in migration and diaspora studies.

### Syllabus

#### Unit I: Understanding Migration and Diaspora: Theoretical and Historical Frameworks

- Concepts and theories of migration and diaspora
- Ancient, medieval, and early modern Indian migration patterns
- Colonial-era migration: Indentured labor and the global dispersal of Indian laborers
- Post-colonial migration: The Indian diaspora in North America, Europe, and the Middle East.

#### Unit II: Social and Cultural Histories of the Indian Diaspora

- Cultural adaptations, hybridity, and syncretism and social categories within the Indian diasporic communities.
- Indian cinema, literature, and popular culture in diasporic identity formation

#### Unit III : Political Economy and Contemporary Issues in the Indian Diaspora

1. Economic contributions and remittances to India

2. Diaspora engagement in Indian politics and foreign policy

#### **Unit IV: Challenges faced by Diasporic communities**

1. Citizenship, belonging, and challenges of multiculturalism in host nations
2. Contemporary issues faced by the diasporic communities: Xenophobia, racism, and identity politics

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings**

Unit I: This unit will enable students to develop a theoretical understanding of migration and diaspora studies while exploring historical migration patterns and their socio-political contexts. It will help them analyze the economic, political, and social factors that contributed to migration, particularly the impact of colonialism and indentured labor systems. Students will also examine post-colonial migration trends and their implications for Indian communities in North America, Europe, and the Middle East. (Teaching time: 15 lectures 15 hours)

1. Vertovec, Steven. (2009). *Transnationalism*. London: Routledge.
2. Cohen, Robin. (2008). *Global Diasporas: An Introduction*. London: Routledge.
3. Jayaram, N. (Ed.). (2004). *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage.
4. Tinker, Hugh. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford: Oxford University Press.
5. Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar.
6. Safran, William. Ajaya Sahoo, Ajaya & Brij V. Lal (Ed.). (2019). *Transnational Migrations The Indian Diaspora*. Routledge India.
7. Mishra, Vijay (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New Delhi: Routledge.

Unit II This unit will help students critically engage with how caste, class, and gender influence migration experiences, shaping the socio-cultural fabric of Indian diasporic communities. It will enhance their understanding of cultural adaptation, hybridity, and syncretism, exploring the role of religion, traditions, and social networks in maintaining diasporic identity. The unit will also introduce students to how Indian cinema, literature, and popular culture contribute to diasporic narratives, fostering a sense of belonging while negotiating identity within the host society. (Teaching time: 15 lectures 15 hours)

1. Lal, Brij V., Peter Reeves, and Rajesh Rai (Eds.). (2006). *The Encyclopedia of the Indian Diaspora*. Honolulu: University of Hawaii Press.
2. Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
3. Mishra, Vijay. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
4. Ghosh, Amitav. (2008). *Sea of Poppies*. London: Penguin.
5. Vertovec, Steven. 1997. "Three Meanings of Diaspora: Exemplified among South Asian Religions". *Diaspora*, Vol. 6 (3): 277-330.

Unit III: This unit will equip students with an understanding of the Indian diaspora's economic impact, particularly through remittances and investments in India. It will enable them to analyze how the diaspora engages in Indian politics and influences international relations. (Teaching time: 18 lectures 18 hours)

1. Khadria, Binod. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage.
2. Shain, Yossi, and Aharon Barth. (2003). "Diasporas and International Relations Theory." *International Organization*, 57(3), pp. 449–479.
3. Kapur, Devesh. (2014). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press
4. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge. [Introduction]

Unit 4: This unit will familiarize students with the challenges faced by diasporic communities. Students will critically examine issues of citizenship, multiculturalism, and identity politics in host nations while understanding contemporary challenges such as xenophobia, racism, and social exclusion. This unit will also provide insights into the policies shaping diaspora engagement and their implications for global migration governance.

5. Raj, Dhooлека Sarhadi. (2003). *Where Are You From?: Middle-Class Migrants in the Modern World*. Berkeley: University of California Press.
6. Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations*. Oxford: Oxford University Press.
6. Clarke, C et al. (1990). *South Asians Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Histories of Regional Literature

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code              | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                  |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Histories of Regional Literature | 4       | 3                                 | 1        | 0                   |                      |                                      |

### Learning Objectives

- In the Indian subcontinent, to see a similar evolution of different languages in different parts of the country.
- Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars.
- Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

### Learning outcomes

- This paper would help the student perceive the historical development of different regions and their particular languages
- Conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations.
- How language plays a big role in constituting identity – of the self and of imagined communities.

### Syllabus

**Unit 1:** Histories of regions, language, and its significance

1. Historiographical debates.

**Unit 2:** Language, Culture, and the History of the Region from the South

1. Tamilakam
2. Kannada and state patronage

**Unit 3:** Language and Region in Early Modern India

1. Marathas and Marathi
2. Hindavi: Awadhi/Braj and the Vernacular debate

**Unit 4:** The Colonial State, the Language question, and the region

1. Language policy and perspectives
2. Language Movements and Identities: Tamil and Telugu; Odia/ North East (Kuki or Assamese)
3. Vernacular to National: Tamil; Hindi and Urdu; standardisation of language

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit 1:** Histories of regions, language, and its significance: This unit will familiarise students with India's regional histories and situate its meaningfulness through their languages. (Teaching Hours: 9 hours)

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "En/ Gendering Language: The Poetics of Tamil Identity" *Comparative Studies in Society and History*, Vol. 35, No. 4 Oct., 1993.
- Zutshi, Chitralekha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India," *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

**Unit 2:** Language, Culture, and the History of Southern India: In the context of Indian History, the notion of the making of the regions, the concept of South India, the making of the Tamil region, as in the sources, is integral to understanding our distinct and yet interconnected cultural pasts. The connections between Sanskrit and the rise of early Kannada scholarship as understood by some scholars would be useful for students to engage with for understanding the Kannadiga region. (Teaching time: 9 hours)

- Gurukkal, Rajan, "Characterisizing Ancient Society: The Case of South India" *Proceedings of the Indian History Congress*, 1998, Vol. 59, 1998, pp. 30-57.
- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151–195, 2009.
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891–1970*, University of California Press, 1997.

**Unit 3:** This unit will help the student engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 9 hours)

- Busch, Allison, “Hidden in Plain View: Brajbhasha Poets at the Mughal Court”, *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, “Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha”, in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, “India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500,” *Daedalus*, Vol. 127, No. 3, Early Modernities, 1998, pp. 41-74.

**Unit 4:** The period of the nineteenth and the twentieth centuries was when the mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became part of public discourse and political action. The period became a site of contestation in the making of the region and the nation. (Teaching Time: 15 hours)

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, “Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India”, *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, “Memory and Forgetting in Postcolonial North-East India”, *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803–1956*, Cambridge University Press, 2020.
- Misra, Salil, ‘Transition from the Syncretic to the Plural: the World of Hindi and Urdu’, Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.
- Venkatachalapathy, A. R. “Dravidian Movement and Saivites: 1927-1944”, *Economic & Political Weekly*, Vol. 30, No. 14, Apr. 8, 1995, pp. 761-768.
- Venkatachalapathy, A. R., “The 'Classical' Language Issue”, *Economic & Political Weekly*, Vol. 44, No. 2, Jan., 10-16, 2009, pp. 13-15

#### **Suggested Readings:**

- Borek, Piotr, “Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji’s Visit to Agra (1666) in Brajbhāṣā Verse”, *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1–17.

- Mantena, Rama Sundari, “Vernacular Publics and Political Modernity: Language and Progress in Colonial South India”, *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S.S., “Towards National-Popular: Notes on Self-Respecters' Tamil”, *Economic & Political Weekly*, Vol. 31, No. 51, Dec. 21, 1996, pp. 3323-3329.
- Pandian, M.S.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.
- Thakur, Gautam Basu, “Vernacular Objects | Indian Mutiny | Imperial Panic”, *Victorian Literature and Culture*, Vol. 44, No. 3, 2016, pp. 557-576.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.**

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Research Methodology

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                           | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                               |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Fundamentals of Historical Methodology</b> | <b>4</b> | <b>3</b>                          | <b>0</b> | <b>1</b>            |                      |                                      |

### Learning Objectives

- This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework.
- To equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

### Learning outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

### Syllabus

#### Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

#### Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing

4. History writing and relations of power

### **Unit III: Sources and interpretation**

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

### **Unit IV: Conducting historical research**

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

### **Essential/recommended readings:**

**Unit I:** This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). **(Teaching Time: 9 hours)**

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20). 176
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”).

**Unit-II:** This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. **(Teaching Time: 12 hours)**

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).

- Marwick, Arthur (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan. (Ch.6, “The Historian at Work: The Writing of History,” pp. 242-254).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.7, “Causation in History”).
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.3, “The Critical Philosophy of History-Part I” and Ch.4, “The Critical Philosophy of History-Part II”).
- Stephens, Lester D. (1977), *Probing the Past: A Guide to the Study and Teaching of History*, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, “The Historian and His Work,” and Ch.4, “Explanation and History”).
- Michel-Rolph Trouillot (1995), *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.10, “Partisanship”).

**Unit-III:** This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). **(Teaching Time: 12 hours)**

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch.2, “Mapping the Discipline of History”, Ch.4, “The Status of Historical Knowledge”, and Ch.7, “Historians’ Skills”).
- Brundage. Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*, Sixth edition, Wiley Blackwell. (Ch. 2, “The Nature and Variety of Historical Sources”, Ch.5, “Beyond Textual Sources”, and Ch.7, “Engaging with Primary Sources”).
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, “The Raw Materials” and Ch.5, “Using the Sources”).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.4, “Approaches to History: Sources, Methods and Historians”).
- Howell, Martha and Walter Prevenier (2001). *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press. (Ch.2, “Technical Analysis of Sources,” Ch.3, “Historical Interpretation: The Traditional Basics,” and Ch.4, “New Interpretative Approaches”).

**Unit IV:** This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. **(Teaching Time: 12 hours)**

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.

- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, “Finding Your Sources”, Ch.4, “Getting the Most out of History Books”, Ch.6, “Exploring Changing Interpretations” and Ch.7, “Engaging with Primary Sources”).
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), “Plagiarism and Social Sciences,” *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

### Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”).
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” – the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Cultural Transactions between India and the World

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                                      | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                          |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Cultural Transactions between India and the World</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>0</b>            |                      |                                      |

### Learning Objectives

- The paper explores in historical context the varied forms of cultural interactions that had taken place between India and the Greco- Roman world, the areas of East Asia and Tibet in early times.
- Within this ambit, the paper focuses on the trading networks, which moving along land and maritime spheres linked these areas closely to each other. This was reflected in cultural diversities that manifested as a result.
- Demographic dynamics, language, literature, art forms, were a few of the areas that bore remarkable evidence of the transaction that ensued.

### Learning outcomes

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

- Understand in detail the various perspectives that have evolved among historians regarding the various aspects of cultural transactions between early India on the one hand and the eastern countries, Tibet on the other.
- Comprehend the complexities of the trading linkages that developed over time
- Get familiarised with the significant role and contribution of specific people and localities in these interactions

### Syllabus

**Unit I:** Historical Background for early India's contact with Greco- Roman world, East and South east Asia and Tibet

**Unit II:** Trade Networks between India and the World: Maritime and Land routes

**Unit III:** Cross cultural impact of trade and commerce

**Unit IV:** Agents of trade and cultural Transactions: People and localities

**Practical component (if any) - NIL**

### Essential/recommended readings

**Unit I:** This Unit will introduce students, within spatial and chronological framework to early India's contact with Greco- Roman world, Tibet, East and South East Asia

**(Teaching Time: 9 hours approx.)**

- Radha Madhav Bharadwaj, 'Tibet' in Sarao, KTS and Long, Jeffrey D. (eds), Buddhism and Jainism, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 1252-1260 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
- Xinru Liu, The Silk Road in World History (The New Oxford World History), OUP 2010.
- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Miksic, John N. and Geok Yian Goh. (2017). Ancient Southeast Asia, London: Routledge
- Kenneth R. Hall, (2011). A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, New Delhi: Manohar.

**Unit II:** This unit will familiarise with the trade networks that were in use between India and the World: Maritime and Land routes **(Teaching Time: 12 hours approx.)**

- E. H. Warmington, Commerce between the Roman Empire and India, Curzon Press, 1974.
- J. Thorley, 'The Silk Trade between China and the Roman empire at its Height, CIRCA A.D 90- 130', *Greece and Rome*, vol. 18, No. 1, pp. 71-80.
- Jason Emmanuel Neelis 'Old Roads in the Northwestern Borderlands' in *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, Brill, 2011. (chapter 4)
- Marilyn Martin Rhie (2002): Early Buddhist Art of China and Central Asia. Volume II: The Eastern Chin and Sixteen Kingdoms Period in China and Tumshuk, Kucha and Karashar in Central Asia, Leiden: Brill, pp. 388-399.
- Mortimer Wheeler, *Rome Beyond the Imperial Frontiers*, London, G. Bell and Sons, Ltd, 1954.
- Philip D Curtin, Cross-Cultural Trade in World History, CUP 1985.
- Raheshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 24-31.
- Xinru Liu, 'Silk and Religions in South Asia c. AD 600-1200', *Journal of World History*, Vol. 6, no. 1 (spring 1995).

**Unit III:** The unit familiarises the student with various aspects of the Cross cultural impacts of trade and commerce **(Teaching Time: 12 hours approx.)**

- Bonnie Cheng. 'THE SPACE BETWEEN: Locating "Culture" in Artistic Exchange', *Ars Orientalis*, Vol. 8, pp. 81 – 120.
- Dieter Schlingloff, 'The Oldest Extant Parvan list of the Mahabharat', *Journal of the American Oriental Society*, Vol. 89. No.2 (April-June 1969), pp.334-338.
- E. Errington et al, eds, *The Crossroads of Asia. Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan*, Ancient India and Iran Trust, 1992.
- Luce Boulnois, *Silk Road: Monks, Warriors and Merchants*, Hong Kong: Odyssey books, (2015 reprint).
- Marshak B and Rospopova Wall Paintings from a House with a Granary, Panjikent The Silk Road Key Papers, Part 1: The Pre-Islamic Period, Ed. Valerie Hansen, Global Oriental, 2012.

**Unit IV:** This unit introduces the learners to the various people and localities that emerged as significant in the area and period of the study **(Teaching Time: 15 hours approx.)**

- Doney, Lewis. 'Padmasambhava in Tibetan Buddhism' in Silk, Jonathan A. et al. Brill's Encyclopedia of Buddhism, pp. 1197-1212. BRILL, Leiden, Boston.
- Ines Konczak-Nagel, Monika Zin, *Essays and Studies in the Art of Kucha*, Dev Publishers & Distributors, 2020. (Introduction).
- Kurt Behrendt, *Tibet and India: Buddhist Traditions and Transformations*, The Metropolitan Museum of Art; Distributed by Harry N. Abrams; 1<sup>st</sup> edition, 2014.
- Lokesh Chandra and Nirmala Sharma, *Buddhist Paintings of Tun-Huang*, Niyogi Books, 2012.
- Radha Madhav Bharadwaj, 'Atisa' in Sarao, KTS and Long, Jeffrey D. (eds), *Buddhism and Jainism*, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 195-197 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
- Rajeshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 8-23 and 106-115.
- Translation of Kumarajiva's biography as it is told in the Gaoseng zhuan compiled by Hui Jiao of the Liang Dynasty (502-551 CE).

#### **Suggested Readings:**

- Buddha Prakash, *Indian and the World*, Vishvesharanand Vedic Research Institute, 1964
- पी. वी. बापट, बौद्ध धर्म का 2500 वर्षों का इतिहास, पुब्लिकेशन्स डिवीज़न, गवर्नमेंट ऑफ़ इंडिया, 1956. (अध्याय V, VIII, IX और XI)
- P.V. Bapat, *2500 years of Buddhism*, The Publications Division, Government of India, 1965. (Chapters V, VIII, IX and XI)
- The Silk Roads: An ICOMOS Thematic Study by Tim Williams on behalf of ICOMOS 2014.

- Weblink-  
[https://www.icomos.org/images/mediatheque/ICOMOS\\_WHThematicStudy\\_SilkRoads\\_final\\_lv\\_201406.pdf](https://www.icomos.org/images/mediatheque/ICOMOS_WHThematicStudy_SilkRoads_final_lv_201406.pdf)
- Christopher I. Beckwith, Empires of the Silk Road: A History of Central Asia from the Bronze age to the Present, Princeton: Princeton University Press, 2009
- <https://en.unesco.org/silkroad/silk-road-themes/cities-silk-roads>

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.**



**DISSERTATION: Dissertation Writing**  
**Dissertation Writing Track of Research Methods-I**  
**(The department has opted for Dissertation)**

| Course title & Code                                     | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                         |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Dissertation Writing Track of Research Methods-I</b> | <b>6</b> |                                   |          |                     |                      |                                      |

### Learning Objectives

- This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research.
- To identify primary and secondary sources towards that end, as well as to observe patterns in collected data.
- They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

### Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

## II. Outcomes expected of Dissertation writing track in the 4<sup>th</sup> Year of UG Programmes

## **Semester VII**

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

- v.** Research Problem identification
- vi.** Review of literature
- vii.** Research design formulation
- viii.** Commencement of fieldwork, or similar tasks: exploring primary sources from Museum, historical sites, Archives etc.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.**

## **COMMON POOL OF GENERIC ELECTIVE (GE)**

### **GENERIC ELECTIVE (GE): History of Health and Medicine in India**

#### **Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                     | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                         |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| History of Health and Medicine in India | 4       | 3                                 | 1        | 0                   |                      |                                      |

#### **Learning Objectives**

- Tracing the history of health and medicine from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space.
- To analyse the diverse facets of health, healing systems and medicine. Beginning with historiography, this course will explore unique set of themes capturing the diverse population globally.
- To trace the development of knowledge about physical and psychological illness, diseases, diagnosis, cure and treatment of illness from the early period to modern times.
- Further, this paper will discuss about medical pluralism and institutionalization of health care system during colonial times such as hospitals, dispensaries, pharmacy, sanatoriums, lock hospitals and so on.
- The course will equip the students with adequate expertise to analyze the historical developments in this area taking place during the swadeshi and Indian national movement.

#### **Learning outcomes**

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

- Develop critical thinking towards understanding health and medicine.
- Discuss the new area of historical understanding and grasp significant aspects related to medicine, health and illness in historical perspective.
- Trace the processes of institutionalization of health.

- Describe the developments during the national movement.
- Through class discussions, students would also get equipped to conduct further research in the emerging area of history of health and medicine.

## Syllabus

### Unit 1: Socio-Cultural History of Health and Medicine: A Reflection

### Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching time: 12 hours)

- Quackery versus Degree: Honouring Designations and Professional titles
- Hospital, Public Health and Sanitary measures
- New Legal framework, New Medical Technology & Standardization of medicine

### Unit 3: Health, Medicine and Nationalist Rhetoric and new challenges (Teaching time: 12 hours)

- Medicine and Nationalism
- Policy making & Emergence of holistic wellbeing: State intervention and WHO

### Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (Teaching time: 12 hours)

### Practical component (if any) - NIL

### Essential/recommended readings

### Unit 1: Socio-Cultural History of Health and Medicine: A Reflection (Teaching Time: 12 hours approx.)

This unit will analyse the debates and discourses related to health, healing practices and medicine. Students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.

- Olivelle, P. (2017). The medical profession in ancient India: Its social, religious, and legal status. *eJournal of Indian Medicine*, 9(1), 1-21.
- Saini, A. (2016). Physicians of ancient India. *Journal of Family Medicine and Primary Care*, 5(2), 254-258.
- Alavi, Seema. (2008). *Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900*. New Delhi: Permanent Black **(Introduction)**.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.

- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998.(Introduction)
- Leslie, C. “The Ambiguities of Medical Revivalism in Modern India” in Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011(Introduction)

**Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching Time: 12 hours approx.)**

In this unit student will study the growth and development of modern medical institutions such as hospitals and sanatoriums. This unit will focus on the emergence of professionalization of medicine, development of entrepreneurship in medicine. Ayurveda/Unani/Homeopathy/Allopathy. Contestation between *Vaidyas*, *Hakims* and Doctors.

- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.
- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Kumar, Deepak and Raj Shekhar Basu, eds., *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013.(Introduction and pp 160-86)
- Sharma, Madhuri ‘Creating a Consumer: Exploring medical advertisements in colonial India’, in Mark Harrison and Biswamoy Pati (eds.), *The Social History of Health and Medicine in Colonial India*, Routledge, London& New York, 2009, pp. 213-28. ISBN10:0-415-46231-2(hbk).
- Sivaramakrishnan, K., *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*, New Delhi, Orient Longman, 2006.(Introduction)

**Unit 3: Health, Medicine and Nationalist Rhetoric and new challenges (Teaching Time: 12 hours approx.)**

This will help to develop an understanding about the nuances of social interaction and encounter with western medicine during colonial times and role played by medical practitioners in the ongoing *swadeshi* and national movement. This unit will help to understand the role of state in controlling diseases. It will further acquaint students with the emergence of the concept of holistic well being

- Quaiser Nishat, *Colonial Politics of Medicine and Popular Unani Resistance*, Indian Horizons, April-June 2000, pp. 29-41.
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.

- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.

#### Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (teaching time 12 hours)

This unit will help students to know about how Health and Healing practices were represented in art, literature and cinema. Feminization of health such as *sitala mata*, plague ki *churail* etc.

- Hanson, M., Small, L.' Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- शुक्ल, श्रीप्रकाश (2021). महामारी और कविता, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

#### Suggested Readings:

- Arnold, David, ed., *Imperial Medicine and Indigenous Societies*, Delhi: Oxford University Press, 1989.
- Bhattacharya, N., *Disparate Remedies: Making Medicines in Modern India*, McGill Queen's University Press, 2023, pp.3-20
- Chatterjee, S., *Western medicine and Colonial Society: Hospitals of Calcutta, c. 1757-1860*, Primus, 2017, pp. 1-28
- Foucault, Michel, 'The Politics of Health in the Eighteenth Century', in *Essential Works of Foucault, 1954–84, Vol. 3: Power*, ed. Michel Foucault, James D. Faubion, tr. Robert Hurley et al., New York: The New Press, 1994.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Kumar, S. & Jugal Kishore, *Public Healthcare in India: historical Background and Current Realities*, Century Publications, New Delhi, 2020, pp1-48

- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Levine, Philippa, *Prostitution, Race and Politics: Policing, Venereal Disease in the British Empire*, New York, London: Routledge, 2003.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. pp 1-30
- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, *Concise History of Science in India*, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.
- Mishra, Sabyasachi R., 'An Empire "De-Masculinized": The British Colonial State and the Problem of Syphilis in Nineteenth Century India', in *Diseases and Medicine in India: A Historical Overview*, ed. Deepak Kumar, New Delhi: Tulika Books, 2001, pp. 166–79.
- Mills, James H., *Madness, Cannabis and Colonialism: The 'Native Only' Lunatic Asylums of British India, 1857-1900*, Great Britain: Macmillan, 2000. (Introduction)
- Pati, Biswamoy and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009. (Introduction)
- Sharma, Madhuri 'Knowing Health and Medicine: A Case Study of Benares, c. 1900-1950', in Deepak Kumar & Raj Sekhar Basu (eds), *Medical Encounters in British India*, Oxford University Press, New Delhi, 2013, pp 160-86. ISBN: 13:978-0-19-808921-6 (hbk)
- Syed Ejaz Hussain & Mohit Saha (eds.), *India's Indigenous medical Systems: A cross Disciplinary Approach*, Primus, 2015, Introduction
- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. **(Introduction)**.
- Bala Poonam ed. *Contesting Colonial Authority Medicine and Indigenous Responses in Nineteenth and Twentieth Century India*, Primus Books, Delhi 2016.(Introduction)
- Harrison, Mark, 'Public Health and Medicine in British India: An Assessment of the British Contribution', based on a paper delivered to the Liverpool Medical Society on 5 March 1988; see <http://www.evolve360.co.uk/Data/10/Docs/10/10Harrison.pdf>.
- Gupta Charu, *Procreation and Pleasure: Writings of a Woman Ayurvedic Practitioner in Colonial North India*, *Studies in History*, Volume 21 No.1, 2005, pp. 17-44.

- S. Manasi & K.V.Raju, “Policy options for sustainable holistic health care intervention’, *Policy Brief*, May 2019

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

**GENERIC ELECTIVE (GE): Colonialism and Nationalism: Nineteenth to early twentieth century India**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                                                             | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                                                 |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Colonialism and Nationalism: Nineteenth to early twentieth century India</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>0</b>            |                      |                                      |

**Learning Objectives**

- This course will familiarize the students with the dynamics of colonial rule in India.
- It unfolds the process of nationalist agitation and nation-building.

**Learning outcomes**

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

- Trace the important features of colonial exploitation and governance and how these features evolved from the early colonial to later colonial period.
- Trace the origins and dynamics of nationalism in India.
- Highlight the relationship between mainstream nationalism and competing ideas of nationalist thought and nation-building.
- Highlight some of the complexities involved in the process of nation-building in the 1940s.

**Syllabus**

**Unit 1:** Facets of colonial rule in India: i) impacts on trade, agriculture, and manufacture; ii) colonial governance and changes in society (choose a case study:- colonial law or colonial education or surveys and census enumeration)

**Unit 2:** Emergence of nationalist thoughts and trends within Indian nationalism: i) social composition;  
ii) phases

**Unit 3:** Challenging dominance: many voices of a nation in making: i) tribal and peasant movements;

ii) labour and marginalized social groups; iii) the role of Indian industrialists in the national movement

**Unit 4:** Towards freedom: i) constitutional developments, 1930s-1950; ii) Partition

**Unit 1:** This Unit briefly traces the East India Company's trading practices and the impact of colonial rule on India's pattern of trade. It proceeds to highlight the impact of colonial rule on artisanal production, revenue policies, agrarian relations, land market, and its role in the creation of a factory labour force. The unit also briefly outlines the repercussions of colonial governance on society by drawing on a case study of evolving colonial law or the case of colonial education policy or the case of census enumeration.

- भट्टाचार्य, सब्यसाची (2015 edition), *आधुनिक भारत का आर्थिक इतिहास*, दिल्ली: राजकमल प्रकाशन
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 7 & 10]
- Cohn, Bernard S. (1987), 'The census, social structure and objectification in South Asia,' *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 224-54.
- Constable, Philip (2014), 'Sitting on the School Veranda,' in Sumit Sarkar and Tanika Sarkar (eds), *Caste in India*, vol. 2, New Delhi: Permanent Black.
- Kumar, K. (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi: SAGE.
- Sarangi, Asha (2010), 'Enumeration and the Linguistic Identity Formation in Colonial North India,' *Studies in History*, vol. 25, pp. 197-227.
- Sarkar, Sumit (2015), *Modern Times: India 1880s-1950s*, Ranikhet: Permanent Black. [Chapters 2 & 4]
- Singha, Radhika (1998), *A Despotism of Law*, Oxford and New York: OUP. [Preface, Chapter-4 & Epilogue]
- Skuy, David (July 1998), 'Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century', *Modern Asian Studies*, 32 (3), pp. 513-557.

**Unit 2:** This unit provides an overview of the phases of and trajectories within the anti-colonial struggle. It also draws attention to the social composition of the national movement.

- Bandopadhyay, Shekhar (ed) (2009), 'Part I' & 'Part II,' *Nationalist Movement in India: A Reader*: OUP.

- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 12 to 16]
- Chandra, Bipan (2010), *The Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand Publications Pvt Ltd. (revised edition).
- Desai, A.R. (1981), *Social Background of Indian Nationalism*, Delhi: Popular Prakashan. **Also available in Hindi.**
- Sarkar, Sumit (1989), *Modern India: 1885-1947*, Delhi: Macmillan. [Chapters 3 to 5]. **Also available in Hindi.**

**Unit 3:** The unit explores the relationship of the tribal and peasant movements with mainstream nationalism from the 1850s to the 1940s. Relevant case studies for discussion are the Santhal Rebellion, the 1857 Revolt, Deccan Riots, the Kisan Sabha movement, Eka movement, Bardoli satyagraha, and Tebhaga movement. The unit briefly outlines the key features of the non-Brahmin and Dalit movements from the early 1900s to the 1940s, and proceeds to explain the build-up of demands such as separate representation. It also acquaints students with the interface between the labour movement and mainstream nationalism, as well as the relationship between the Indian capitalist class and the anti-colonial struggle.

- Bahl, Vinay (1988), 'Attitudes of the Indian National Congress towards the working-class struggle in India, 1918-1947,' in K. Kumar (ed.) *Congress and Classes: Nationalism, Workers and Peasants*, New Delhi: Manohar, pp. 1-31.
- Bandopadhyay, Shekhar (ed) (2009), *Nationalist Movement in India: A Reader*: OUP. [Chapters 15 & 18]
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान. **Also available in English.**
- Bayly, Susan (2001 reprint), *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP. [Chapters 5 & 6]
- चंद्रा, बिपन (2015), *भारत का स्वतंत्रता संघर्ष*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Hardiman, David (1993), 'Introduction,' *Peasant Resistance in India, 1858-1914*, Delhi: OUP.
- Markovits, Claude (1985), *Indian Business and Nationalist Politics 1931 – 1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, Cambridge, London & New York: CUP.
- Pati, Biswamoy (ed.) (2010), *The Great Rebellion of 1857: Exploring Transgressions, Contests and Diversities*, Abingdon & New York: Routledge. [Chapters 1, 3, 4 & 5]
- Pati, Biswamoy (ed.) (2011), *Adivasis in Colonial India: Survival, Resistance and Negotiation*, New Delhi: Orient BlackSwan. [Chapters 7 & 8]

**Unit 4:** This unit highlights the making of the Government of India Act, 1935, provides an overview of the build-up to Partition in 1947, and of constitution framing.

- Austin, Granville (1999, *The Indian Constitution: Cornerstone of Nation*, New Delhi: OUP [relevant sections].
- Bayly, Susan (2001 reprint), 'Chapter 7: State Policies and 'Reservations' – The Politicization of Caste-based Social Welfare Schemes,' *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP.
- Butalia, Urvashi (1993), 'Community, State and Gender on Women's Agency During Partition,' *Economic and Political Weekly*, vol. 28, no. 17, 1993, pp. 12–21.
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapter 17 & 18]
- Chatterji, Joya (2007), 'Chapter-1,' *The Spoils of Partition: Bengal and India, 1947-1967*, Cambridge: CUP.
- चंद्रा, बिपन, मृदुला मुखर्जी इत्यादि (2009), *स्वतंत्रता के बाद का भारत*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Chaube, Shibani Kinkar (2009), *The Making of the Indian Constitution*, pp. 1-67, Delhi: National Book Trust. **Also available in Hindi.**
- Chiriyankandath, James (1992), "'Democracy" under the Raj: Elections and separate representation in British India,' *The Journal of Commonwealth and Comparative Politics*, Vol. 30 (1), pp. 39-63.
- Moore, R.J. (1970), 'The Making of India's Paper Federation, 1927-35,' in C.H. Philip and M.D. Wainwright (eds) *The Partition of India: Policies and Perspectives, 1935-47*, London: George Allen and Unwin Ltd.

### **Suggested readings:**

- Bandopadhyay, Shekhar (ed) (2009), 'Chapter 20: Popular Movements and National Leadership' (Sumit Sarkar), *Nationalist Movement in India: A Reader*: OUP.
- Brass, Paul (2005), 'Chapter 3: Muslim Separatism in the United Provinces: The Social Context and Political Strategy of the Muslim Minority before Partition,' *Language, Religion and Politics in North India*, Lincoln: IUUniverse.Inc
- Butalia, Urvashi (2000), ' ', *The Other Side of Silence: Voices from the Partition of India*, London: Hurst & Co.
- Chandavarkar, Rajnarayan (1998), *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*, Cambridge: CUP. [Chapters 3, 4, 5 & 8]
- Chandra, Bipan *et al* (1999), 'Chapters 4 to 10,' *India Since Independence*, New Delhi: Penguin Books. **Also available in Hindi.**
- चंद्रा, बिपन (2019 edition), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका पब्लिशर्स
- Chatterjee, Partha (1993), 'Chapters 1, 3, 8, 9 & 11,' *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.

- Farooqui, Amar (2014), *The Establishment of British Rule: 1757-1813, A People's History of India*, Vol. 23, New Delhi: Tulika Books. **Also available in Hindi.**
- Gooptu, Nandini (2001), 'Chapters 2, 5, 8 & 9,' *The Politics of the Urban Poor in Early Twentieth Century India*, Cambridge: CUP.
- Hasan, Mushirul (ed.) (1995), *India Partitioned: The Other Face of Freedom*, 2 vols, Delhi: Roli Books.
- John, M. (2016). "(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India," in Sabyasachi Bhattacharya and Rana P. Behal (eds), *The Vernacularization of Labour Politics*, New Delhi: Tulika (pp. 267-293).
- Omvedt, Gail (2011), 'Chapters 7 to 11,' *Cultural Revolt in a Colonial Society: The Non-Brahmin Movement in Western India*, New Delhi: Manohar.
- Oommen, T.K. (2010), 'Indian Labour Movement: Colonial Era to the Global Age,' *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Pandey, Gyan (1982), 'Peasant Revolt and Indian Nationalism: Peasant Movement in Awadh, 1919-22,' in Ranajit Guha (ed.), *Subaltern Studies*, Vol. 1, Delhi: OUP.
- Prashad, Vijay. (1995). "Between Economism and Emancipation: Untouchables and Indian Nationalism, 1920-1950," *Left History*, Vol. 3(1), spring—summer, pp. 5-30.
- शुक्ला, रामलखन (1993), *आधुनिक भारत का इतिहास*, नई दिल्ली: दिल्ली विश्वविद्यालय हिन्दी माध्यम कार्यान्वयन निदेशालय.
- Skaria, Ajay (1999), *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, Delhi: OUP.
- Stokes, Eric (1980), 'Introduction,' & 'Chapter 7,' *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Volume 23 of Cambridge South Asian Studies, Cambridge: CUP.
- Tomlinson, B.R. (2013), 'Chapter 1: Introduction,' 'Chapter 2: Agriculture, 1860-1950,' & 'Chapter 3: Trade and Manufacture, 1860-1945,' *The Economy of Modern India: From 1860 to the Twenty-First Century*, Cambridge & New York: CUP.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.**

## GENERIC ELECTICE (GE): Money and Monetary History of India

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                 | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Money and Monetary History of India | 4       | 3                                 | 1        | 0                   |                      |                                      |

### Learning Objectives

- The aim of this course is to familiarise students with the ideas of money and the development of monetary policies and institutions in Indian history.
- It provides an overview of technological development and exchange networks from the earliest times till 1947.

### Learning outcomes

After doing this course the students will be able to:

- Understanding the concept of money and origin of coinage
- Distinguish between various technologies of minting coins
- Continuity and shifts in the role of monetary economy
- Locate the development of various metallic coins
- Standardisation of the currency system and State interventions
- Development of modern financial institutions and colonialism

### Syllabus

#### UNIT I: Introduction

1. Concept of money
2. Nature of exchange before the advent of coinage, barter, cowries, and hundis

#### UNIT II: Origin and development of coinage upto 900 CE: Manufacturing technology, metrology and expansion

1. Punchmarked Coins
2. Post-Mauryan Coins with special reference to Satavahana, Kushana and Ganasangha
3. Gupta coinage
4. Post-Gupta coinage; paucity of coins

**UNIT III: Coinage and changing patterns in monetary system (900 – 1700 CE)**

1. Nature of coinage under Delhi Sultanate; monetary experiment under Allaudin Khilji and Muhammad Bin Tughlaq
2. Development of coinage under Cholas, Vijaynagar and Bahamani
3. Monetary system under Mughals: Nature and significance

**UNIT IV: Institutions and Money (1700-1947 CE)**

1. Money, finance and trade under the indigenous states
2. East India Company; trade, conquest and bullion
3. The Colonial State and its Financial Institutions
4. The Nationalist critique of the Colonial Economy

**Practical component (if any) - NIL**

**Essential/recommended readings**

**UNIT I:** This unit seeks to introduce an understanding about the concept of money and monetary systems. The unit would also talk about the nature of exchange before coinage in the Indian subcontinent. (Teaching time: 6 hours)

- Cribb, Joe(ed.), 1986, *Money: From Cowrie Shells to Credit Cards*, London: British Museum Press.
- Graeber, D., 2011, *Debt: The First Five Thousand Years*, New York: Melville House Publishing. (Chapters 2 and 3)

**Unit II:** This unit seeks to develop an understanding of various minting/manufacturing technologies. This unit also deals with changes about continuity and change in monetary systems in the Indian subcontinent. (Teaching time: 15 hours)

- Gupta, P.L., 1996, *Coins*, Delhi: South Asia House (Available in Hindi also)
- Jha, Amiteshwar, 2003, *Bharatiya Sikke: Ek Aitihāsik Parichay*, Nasik: IIRNS Publication.
- Mitchiner, Michael, 1973, *The Origin of Indian Coinage*, London: Hawkins Publications.
- Mukherjee, B.N., 1997, *The Technique of Minting Coins in Ancient and Medieval India*, Calcutta: Indian Museum.
- Pokharna, Premlata, 2006, *Coins of Northern India (500-1200 AD)*, Jaipur: Unique Traders.

**Unit III:** This unit deals with the development and changes in the monetary system in the medieval times. The state intervention and regional variation in coinage at regional levels will also be explored. (Teaching time: 12 hours)

- Haider, Najaf, October 1999, *The Quantity Theory and Mughal Monetary History*, The Medieval History Journal 2, pp. 309-348.
- Habib, Irfan, 1984, *The price regulations of Aluddin Khilji - A Defence of Zian Barni*, Indian Economic and Social History Review, 21(4), pp. 393-414.

- Subramanyam, Sanjay, 1999, *Money and the Market in India, 1100-1700* (Oxford in India Readings: Themes in Indian History), Delhi: Oxford University Press.

**Unit IV:** This unit deals with the standardization of the currency system and development of modern financial institutions, the development of colonial economic system and its critique  
(Teaching time: 15 hours)

- Bagchi, Amiya, 1985, *Transition from Indian to British Indian Systems of Money and Banking 1800–1850*, *Modern Asian Studies*, 501-519
- Chandra, Bipin, 2016, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Random House (Chapter 7)
- Chaudhury, Sushil, 1991, Trade, Bullion and Conquest, *Itinerario* 15 (2):21-32
- Chaudhury, Sushil, 2000, *Prelude to Empire*, Manohar (Chapter 9)
- Garg, S. (Ed.), 2019, *Monetary Foundations of the Raj*, Delhi: Routledge (Introduction, Chapters 1 and 3)
- Patnik, U., 2017, Mr Keynes and the forgotten holocaust in Bengal, 1943–44: Or, the macroeconomics of extreme demand compression, *Studies in People's History*, Vol.4 (2), pp. 197-210.
- S. Sen, 2003, *Tributes and Transfers from Colonial India*, in G. Balachandran (Ed.) *India and the Global Economy*, New Delhi: Oxford University Press.

#### **Suggested Readings:**

- Balachandran, G. (Ed.), 2003, *India and the Global Economy*, New Delhi: Oxford University Press.
- Deyell, John S, 1990, *Living Without Silver: The Monetary History of Early Medieval North India*, Delhi: Oxford University Press
- Handa, Devendra, 2007, *Tribal Coins of Ancient India*, Delhi: Aryan Books International
- Maity, S.K., 1970, *Early Indian Coins and Currency System*, Delhi, Munshilal Manoharlal
- Moosvi, Shireen, 1989, *Numismatic Evidence and the Economic History of the Delhi Sultanate*, *Proceedings of the Indian History Congress*, Vol. 50.
- Om Prakash, 2004, *Bullion for Goods*, Delhi: Manohar
- Narain, A.K. and P.L. Gupta (Eds.), 1961, *Journal of the numismatic society of India (Golden Jubilee Volume)*, Volume XXIII.
- Patnaik, U. and P. Patnaik, 2021, *Capital and Empire*, New Delhi: Tulika/ Columbia University Press (Chapters 1, 8-13)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

**DISSERTATION: Dissertation Writing**  
**Dissertation Writing Track of Research Methods-I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                              | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                  |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Dissertation Writing Track of Research Methods-I | 6       |                                   |          |                     |                      |                                      |

**Learning Objectives**

- This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research
- To identify primary and secondary sources towards that end, as well as to observe patterns in collected data.
- To forge complex and novel arguments on the basis of demonstrable patterns in available information.

**Learning outcomes**

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

**I. Outcomes expected of Dissertation writing track in the 4<sup>th</sup> Year of UG Programmes**

## **Semester VII**

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

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of fieldwork/ similar tasks: exploring primary sources from Museum, historical sites, Archives etc.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.**

Based on Undergraduate Curriculum Framework 2022

# **UNIVERSITY OF DELHI**

## **UNDERGRADUATE PROGRAMMES OF STUDY**

### **STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII**



## **PREAMBLE**

Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on ..... and Executive Council on ....

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environment to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

To actualise the noble objective, as succinctly brought out in the National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) which not only underlines the heart and soul of the NEP 2020 in letter and spirit but also goes on to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environment of the university and its constituent colleges.

## **UGCF 2022**

**Objectives:**

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- to promote holistic development of students having the world view of a truly global citizen;
- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning;
- multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a co-requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

**Features**

The aforementioned objectives of the NEP have been reflected in various features of UGCF:

- Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on 'Environment and Sustainable Development Studies', 'Communication Skills', 'Ethics and Culture', 'Science and Society', 'Computational Skills', 'IT & Data Analytics', and similar such skills which shall make the students better equipped to deal with the life's challenges.
- Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines.

Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.

- Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).
- UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the pre-requisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.
- One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby

allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.

- The framework provides a mandatory programme on research methodologies as one of the discipline specific elective (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.
- Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

### Definitions

1. **Academic credit** – An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).
  - a) **Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her

programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.A. (Honours) History, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of History, Commerce and Physics, respectively.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/ Humanities, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Life Sciences programme, a student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry. DSC 1 may be of Discipline A1 (say, Botany), DSC 2 may be of Discipline B 1 (say, Zoology) and DSC 3 may be of Discipline C 1 (say, Chemistry). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration –I in Table-6 in UGCF 2022.

- b) **Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) Physics, DSEs chosen should be from a pool of DSEs of Physics. Similarly, to pursue B.Sc. (Honours) Life Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Botany, Zoology and Chemistry, the core subjects for this programme of study.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/Humanities, in the fourth year of such

honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration – I in Table – 6 of UGCF 2022.

- c) **Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

- d) **Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/Apprenticeship/Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i). AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science which will be mandatory for all disciplines.
- (ii). SEC are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines.
- (iii). VAC courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

### 3. Major discipline

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and *at least* two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Social Sciences/ Humanities, B.Sc. Life Sciences, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, B.Com. and such other programmes) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6 DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Social Sciences/Humanities shall be eligible for Major in History, on completion of VIII semester, if he/she earns minimum 80 credits from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History.

### 4. Minimum acceptable level of academic standards

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or a qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of assessment process of the student's performance is indicated in Table - 1.

**Table – 1**

#### **Letter Grades and Grade Points**

| <b>Letter Grade</b> | <b>Grade point</b> |
|---------------------|--------------------|
| O (outstanding)     | 10                 |
| A+ (Excellent)      | 9                  |
| A (Very good)       | 8                  |
| B+ (Good)           | 7                  |

|                   |   |
|-------------------|---|
| B (Above average) | 6 |
| C (Average)       | 5 |
| P (Pass)          | 4 |
| F (Fail)          | 0 |
| Ab (Absent)       | 0 |

## 5. Minor discipline

- a) A student mentioned at 3 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Political Science out of a total of ten GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.
- b) A student mentioned at 3 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that discipline. For example, a student pursuing four-year B.A. (Honours) Social Sciences/Humanities with Major in History (after securing at least 80 credits in History), may be awarded Minor in Hindi if he/she earns 28 credits from six DSCs and one DSE of Hindi (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GEs for which there is a requirement of 28 credits to be treated as Minor.

Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

### Important Points

1. **Entry level eligibility:** The general feeder category for entry into Level 5 is the Secondary School Leaving Certificate obtained after successfully completing Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those students who have met the entrance requirements, including specified levels of attainment at the secondary level of education mentioned in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of

documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme which is specified in the *UGC Guidelines for Multiple Entry and Exit Scheme in Academic Programmes Offered in Higher Education*.

2. Number of hours of a credit course shall be defined by its component of lecture, tutorial and practical.
3. Every student has to study "Environmental Science: Theory into Practice" courses I and II of two credits each in the first year (I/II semester) and the second year (III/IV semester), respectively. The AEC pool will also consist of credit courses in languages listed in the Eighth Schedule of the Constitution of India, as updated from time to time. The University of Delhi shall extend necessary support to those Colleges (where faculty is not available) which may require it in course of teaching learning in these languages.
4. There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.
5. There shall be choice in Semester III and IV to either choose a DSE or a GE.
6. There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Research/Community Outreach' in each Semester for two credits each.
7. There shall be three choices in VII and VIII Semesters –
  - (i) to choose three DSEs of 4 credits each OR
  - (ii) to choose two DSEs and one GE of 4 credits each OR
  - (iii) to choose one DSE and two GEs of 4 credits each.
8. 'Research Methodology' shall be offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, a student pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to Major in one of the three disciplines in the fourth year. Suppose a student wishes to study the Research Methodology course offered by another discipline (as one of its DSEs). In that case, he/she may opt for it provided such discipline is his minor discipline. The Research Methodology of another discipline so opted shall be treated as GE for him/her.
9. A student who pursues three years undergraduate degree programme in a specific discipline as a Core course [for example, B.A. (Honours) English, B.

Com (Honours), B.Sc. (Honours) Physics and such other Programmes] will earn at least 80 credits in that discipline (from 18 DSCs and *at least* 2 DSEs of that discipline) and shall be awarded Honours degree in that discipline, if he/she exits after completion of VI semester.

10. A student who pursues three years undergraduate degree programme in more than one discipline as core courses of study (for example B.A. in Social Sciences/ Humanities, B.Sc. in Life Sciences, B.Sc. in Physical Sciences, B.Sc. in Mathematical Sciences, Bachelor in Commerce Studies and such other programmes) he/she shall be awarded Bachelor's degree in that field of multidisciplinary course of study, if he/she exits after completion of VI semester.
11. If a student wishes to pursue four years Honours Degree with research, he/she shall compulsorily opt for a Research Methodology course in either VI Semester or VII Semester as DSE.
12. Dissertation/Academic Project/Entrepreneurship in the 4<sup>th</sup> year shall commence from VII semester and conclude in VIII semester. Detailed outcomes of each track chosen out of these three options shall be notified and assessment at the end of VII and VIII semesters shall be done accordingly.
13. Dissertation may be written in the Major or Minor or Interdisciplinary (combination of Major and Minor) discipline.
14. If a student mentioned at (6) above continues or re-enters the fourth year for pursuing an Honours degree in that field of multidisciplinary study, he/she has to choose only one of the disciplines he/she had studied as core courses of study in the previous six semesters and earn credits from the 2DSCs and 6DSEs of that chosen discipline in the VII and VIII semesters and write dissertation or opt for Academic Project or Entrepreneurship.
15. If a student mentioned at (5) above, continues or re-enters to study the VII and VIII semesters in the same discipline, and writes dissertation mentioned at (9) above, but no Minor discipline is made out (i.e., credits earned in the GE's of any one discipline is less than 28 credits), then he/she shall be awarded 'Honours with Research' with Major in that discipline on successful completion of VIII Semester.
16. A student mentioned at (6) above, shall be awarded 'Honours' degree in that field of multidisciplinary study on successful completion of VIII semester. For

example, *B.A. (Honours) Social Sciences/ Humanities*, *B.Sc. (Honours) Life Sciences*, *B.Sc. (Honours) Physical Sciences*, *B.Sc. (Honours) Mathematical Sciences and Bachelor in Commerce Studies (Honours)*. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(b) and III(5)(b), respectively. For instance, a student who pursues four years B.A. (Honours) in Social Sciences/ Humanities with History, Political Science and Hindi as core courses, shall get Major in History, on successful completion of VIII semester, if he/she earns minimum 80 credits in History from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History. Such a student shall get a Minor in Political Science/Hindi, if he/she earns minimum 28 credits from 6 DSCs and one DSE of Political Science/Hindi.

17. Only a student mentioned at (5) above who opts to write a dissertation in the Major/Minor subject in VII and VIII semesters in the fourth year, shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Research) in Discipline*'. For instance, a student who pursues B.Sc. (Honours) in Physics and writes a dissertation on a topic relating to Physics or the Minor in VII and VIII semesters, shall be awarded '*Bachelor of Science (Honours with Research) Physics*'. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(a) and III(5)(a), respectively.
18. A student who opts for 'Academic Project' or 'Entrepreneurship' in VII and VIII semesters, instead of writing dissertations, and has earned 28 credits in the relevant GEs, SECs, AECs & IAPC, shall be awarded Minor in Academic Project or Entrepreneurship, as the case may be. '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major) & Academic Project/ Entrepreneurship (Minor)*'. If he/she is unable to earn the requisite 28 credits, he/she shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major)*'.
19. A student who pursues four-year undergraduate degree programme shall be awarded after completion of the VIII semester an appropriate degree.
20. **Exit Options:** The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of *Undergraduate Certificate/ Undergraduate Diploma/*

Appropriate *Bachelor's Degree in the field of Study/Discipline*, to a student who chooses to exit at the end of even semesters (details provided in the Table below).

| Sl. No. | Type of Award                                                                                                                                                      | Stage of exit                                | Mandatory credits to be secured for the award |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------|
| 1       | <i>Undergraduate Certificate in the field of Study/Discipline</i>                                                                                                  | After successful completion of Semester II   | <b>44</b>                                     |
| 2       | <i>Undergraduate Diploma in the field of Study/Discipline</i>                                                                                                      | After successful completion of Semester IV   | <b>88</b>                                     |
| 3       | <i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)                                                              | After successful completion of Semester VI   | <b>132</b>                                    |
| 4       | <i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>                                                  | After successful completion of Semester VI   | <b>132</b>                                    |
| 5       | <i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline</i> (for single core discipline course of study) | After successful completion of Semester VIII | <b>176</b>                                    |
| 6       | <i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>                                                                                         | After successful completion of Semester VIII | <b>176</b>                                    |

#### Graduate Profile/ Attributes as per NHEQF

| Type of learning outcomes | The Learning outcomes descriptors                                                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>a comprehensive knowledge and coherent understanding of</li> </ul> |

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning</b></p> | <p>the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning;</p> <ul style="list-style-type: none"> <li>• Procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization;</li> <li>• skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning;</li> <li>• capacity to extrapolate from what has been learnt, and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems;</li> <li>•</li> </ul>                                                                                                                                                                                                              |
| <p><b>Generic learning outcomes</b></p>                                                                | <p><b>Complex problem-solving:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.</li> </ul> <p><b>Critical thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence,</li> <li>• identify relevant assumptions or implications; and formulate coherent arguments,</li> <li>• identify logical flaws and holes in the arguments of others,</li> <li>• analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> </ul> <p><b>Creativity:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• create, perform, or think in different and diverse ways about the same objects or scenarios,</li> <li>• deal with problems and situations that do not have simple solutions,</li> <li>• innovate and perform tasks in a better manner,</li> <li>• view a problem or a situation from multiple perspectives,</li> <li>• think ‘out of the box’ and generate solutions to complex</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|  | problems in unfamiliar contexts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <p><b>Communication Skills:</b> The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,</li> <li>• confidently share views and express herself/himself,</li> <li>• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,</li> <li>• convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and other minority groups.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
|  | <p><b>Analytical reasoning/thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• evaluate the reliability and relevance of evidence;</li> <li>• identify logical flaws and holes in the arguments of others;</li> <li>• analyse and synthesise data from a variety of sources;</li> </ul> <p>draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <p><b>Research-related skills:</b> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,</li> <li>• the ability to problematize, synthesize and articulate issues and design research proposals,</li> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li> <li>• the capacity to develop appropriate methodology and tools of data collection,</li> <li>• the appropriate use of statistical and other analytical tools and techniques,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</li> </ul> |
|  | <b>Coordinating/collaborating with others:</b> The graduates should                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• work effectively and respectfully with diverse teams,</li> <li>• facilitate cooperative or coordinated effort on the part of a group,</li> <li>• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <p><b>Leadership readiness/qualities:</b> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organization and setting direction.</li> <li>• formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.</li> <li>• using management skills to guide people to the right destination.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
|  | <p><b>‘Learning how to learn’ skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self- paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,</li> <li>• work independently, identify appropriate resources required for further learning,</li> <li>• inculcate a healthy attitude to be a lifelong learner.</li> </ul> |
|  | <p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <p><b>Value inculcation:</b> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,</li> <li>• practice responsible global citizenship required for responding to</li> </ul>                                                                                                                                                                                                                                                                                                                                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</p> <ul style="list-style-type: none"> <li>• formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one's work,</li> <li>• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</li> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work.</li> </ul> |
|  | <p><b>Autonomy, responsibility and accountability:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> <li>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at work places.</li> </ul>                                                                                                                                                                                                      |
|  | <p><b>Environmental awareness and action:</b> The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> <li>• mitigating the effects of environmental degradation, climate change and pollution,</li> <li>• effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living.</li> </ul>                                                                                                                                                                                                                                                                                                                      |
|  | <p><b>Community engagement and service:</b> The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of the society.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | <p><b>Empathy:</b> The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people's emotions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Semester | Core (DSC)<br>4 credits | Elective (DSE)<br>4 credits                                                         | Generic Elective (GE)<br>4 credits                             | AEC –<br>2 credits | SEC –<br>2 credits | Internship/<br>Apprenticeship/Project/<br>Community outreach<br>2 credits | Value addition course (VAC)<br>2 credits | Total Credits |
|----------|-------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------|--------------------|---------------------------------------------------------------------------|------------------------------------------|---------------|
| VII      | DSC - 19                | <u>3 DSEs + No GE</u><br>Or<br><u>2 DSEs + One GE</u><br>Or<br><u>One DSE+ 2 GE</u> | 3 DSEs + No GE<br>Or<br>2 DSEs + One GE<br>Or<br>One DSE+ 2 GE |                    |                    | Dissertation/<br>Academic Project/<br>Entrepreneurship (6 credits)        |                                          | 22 credits    |



## POLITICAL SCIENCE

### COURSES OFFERED BY DEPARTMENT OF POLITICAL SCIENCE

#### Category I

Political Science Courses for Undergraduate Programme of study  
with Political Science as a Single Core Discipline  
(B.A. Honours in Political Science in three years)

#### STRUCTURE OF SEVENTH SEMESTER

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

**1 Discipline Specific Cores (DSCs)** - 1 course of 4 credits = 4 credits (offered by the parent Department i.e. Department of Political Science)

**3 Discipline Specific Electives (DSE)** – Either of the two DSE courses in each group of 4 credits = 12 credits in Semester III as choice-based electives (offered by the parent Department i.e. Department of Political Science)

**OR**

**2 Discipline Specific Electives (DSE) AND 1 Generic Elective (GE)** – 2 DSE courses of 4 credits and 1 GE course of 4 credits = 12 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

#### DISCIPLINE SPECIFIC CORE COURSE – 19: Themes in Western Political Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                           | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                               |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Themes in Western Political Philosophy DSC-19 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

This course aims to expose the students to the manner in which normative questions on politics have been posed and examine their implications for larger questions surrounding our collective existence. By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? How ought we to live together? What is the 'best' form of government? How do values and institutions relate to one another?

#### Learning outcomes

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

- Understand the idea of modernity and establish a connection between societal changes and desired political prescriptions.
- Understand the tools of political argument.
- Identify various shades of political discourses and evaluate them.

## **SYLLABUS OF DSC-19**

### **UNIT – I (8 Hours)**

#### **Modernity and its discourses**

Kant as an Enlightenment thinker; Faith on Reason; Autonomy; Ethics and Politics.

### **UNIT – II (14 Hours)**

#### **Romantics**

##### **a. Jean Jacques Rousseau**

Critique of Modern civilization; Origins of inequality; State of Nature and the Contract; General Will; Democracy and self-government;

##### **b. Mary Wollstonecraft**

Women and paternalism; Sentiment and Reason; legal rights and representation

### **UNIT – III (9 Hours)**

#### **Liberal**

##### **John Stuart Mill**

Liberal Utilitarianism; Liberty, suffrage and defence of democracy; subjection of women

### **UNIT – IV (14 Hours)**

#### **Radicals**

##### **a. Hegel**

Ethical life: family, civil society and state

##### **b. Karl Marx**

Historical materialism; concept of value

## **Essential/recommended readings**

### **1. Modernity and its discourses**

Kant. (1784) 'What is Enlightenment?' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16 B. Nelson (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Rousseau, Harvard University Press, London pp: 191-229.

### **2. Romantics**

M. Keens-Soper (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

### 3. Liberal

Mill, J.S. 'On Liberty' and other writings, Chapter 1, 3, 4.

Mill, J.S. *Utilitarianism* (Indiamapolis: Hickett Publishing, 2001), Chapter 1, 2, and 4

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Mill, Harvard University Press, London Pp 251-314

Acton, H.B (1972), *John Stuart Mill: Utilitarianism, Liberty and Representative Government*, David Campbell Publishers Ltd.

H. Magid (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

### 4. Radicals

Hegel's Philosophy of Right,

<https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

J. Cropsey (1987) 'Karl Marx', in L. Strauss and J. Cropsey (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

### Additional Resources:

A. Bloom (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

Hannah Arendt (1958), *The Origins of Totalitarianism*, New York: The World Publishing Company.

### Readings in Hindi

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी

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

## Discipline Specific Elective (DSE) Courses for Sem – VII

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 5: Contemporary Debates in Indian Politics

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                           | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                               |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Contemporary Debates in Indian Politics DSE-5 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

- Introduce students to contemporary debates and critical issues in Indian politics.
- Encourage analytical engagement with current political developments in India, building on prior understanding of political processes and institutions.
- Examine how the changing landscape of Indian politics challenges existing concepts and may require new analytical tools and frameworks.
- Enable students to reflect on and critically assess older political paradigms in light of new and emerging political phenomena.
- Understand and critically examine the implications of biometric identification systems and their linkage to the provision of social benefits.
- Analyse the role of media as a pillar of democracy in the age of disinformation, social media-fuelled violence, and weak regulatory mechanisms.
- Explore the changing meaning of citizenship in light of documentary regimes and enumeration practices.
- Investigate how urban spaces and new forms of informal economy mean for the labouring poor.
- Examine how market rearticulate the relationship between land, displacement, and dispossession.

#### Learning outcomes

On successful completion of the course, the students will demonstrate:

- An understanding of contemporary debates around key themes in Indian Politics
- An understanding of the changes being witnessed such as in relation to the rules governing citizenship, new forms of informal labour, etc.
- Knowledge of established constitutional rights such as free speech, free press and the challenges in their realisation in practice

#### SYLLABUS OF DSE-5

##### UNIT – I State and citizens (15 hours)

- a. **Citizenship and National Register of Citizenship (NRC)**
- b. **Welfare and Unique Identification Scheme (UID)**

## **UNIT – II Land and Market (15 Hours)**

- a. **Land – market relations**
- b. **Labour and urban space**

## **UNIT – III Media and democracy (15 Hours)**

- a. **Free speech**
- b. **Public order**

## **Essential/recommended readings**

### **Unit I**

1. Bakshi, P. M. (1992). CITIZENSHIP AND NON-RESIDENT INDIANS. *Journal of the Indian Law Institute*, 34(4), 590–592. <http://www.jstor.org/stable/43953197>
2. Roy, A. (2010). *Mapping citizenship in India*. Oxford University Press.: New Delhi
3. Anupama Roy. (2006). Overseas Indian Citizen: A New “Setubandhan”? *Economic and Political Weekly*, 41(15), 1421–1424. <http://www.jstor.org/stable/4418077>
4. Mahajan, G. (2003). *The public and the private: Issues of democratic citizenship*. Sage Publications: New Delhi
5. Beteille, A. (1999). Citizenship, State and Civil Society. *Economic and Political Weekly*, 34(36), 2588–2591. <http://www.jstor.org/stable/4408371>
6. KHERA, R. (2011). The UID Project and Welfare Schemes. *Economic and Political Weekly*, 46(9), 38–43. <http://www.jstor.org/stable/41151836>
7. Sarkar, S. (2014). The Unique Identity (UID) Project, Biometrics and Re-Imagining Governance in India. *Oxford Development Studies*, 42(4), 516–533. <https://doi.org/10.1080/13600818.2014.924493>
8. Bhandari, V. (2020). Use of digital ID for delivery of welfare. Centre for Internet & Society, Digital Identities Project.

### **Unit II**

1. Sharma, A. N. (2006). Flexibility, employment and labour market reforms in India. *Economic and Political Weekly*, 2078-2085.
2. Kingdon, G. G., & Unni, J. (2001). Education and women's labour market outcomes in India. *Education Economics*, 9(2), 173-195.
3. Anant, T. C. A., Hasan, R., Mohapatra, P., Nagaraj, R., & Sasikumar, S. K. (2006). Labor markets in India: issues and perspectives. *Labor markets in Asia: Issues and perspectives*, 205-300.
4. Fernandes, L. (2018). The politics of forgetting: Class politics, state power and the restructuring of urban space in India. In *Globalisation and the Politics of Forgetting* (pp. 121-136). Routledge.
5. Tandon, A., & Rathi, A. (2024). Sustaining urban labour markets: Situating migration and domestic work in India's 'gig'economy. *Environment and Planning A: Economy and Space*, 56(4), 1245-1261.
6. Roy, G., & Shrivastava, A. K. (2020). Future of gig economy: opportunities and challenges. *Imi Konnect*, 9(1), 14-27.

### **Unit III**

1. Kumar, N. (2021), Right to Freedom of Speech and Expression: Analysing the Legal and Constitutional Complexities in the Indian Context, NIU International Journal of Human Rights, vol. 8, Dec 2021 (ISSN No. 2394 – 0298)
2. निशांत कुमार (2021) 'हेट स्पीच, अभिव्यक्ति की स्वतंत्रता एवं भारतीय कानून व्यवस्था', प्रतिमान (CSDS), vol. 17-18, January-December, 2021 (ISSN No. 2320-8201)
3. Bhatia, G. (2016). Offend, shock, or disturb: Free speech under the Indian Constitution. Oxford University Press.: New Delhi

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 6: The Idea of the Political: Perspectives from the Indian Intellectual Tradition**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                                                     | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                                         |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| The Idea of the Political in the Indian Intellectual Tradition<br>DSE-6 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

**Learning Objectives**

- Introduce students to the idea of the political through the lens of Indian intellectual history and tradition.
- Highlight how the technical discourse used to understand the political is largely Eurocentric in character.
- Inculcate tools and techniques to understand the political from the ontic and epistemic context of Indian intellectual tradition.
- Analyse the Indian philosophical emphasis on the "listener" as a central figure in political thought, in contrast to the Eurocentric focus on the "knower."
- Emphasize that the conception of the listener forms the foundation of the Indian idea of the political and has been mediated through pedagogical techniques.
- Explore how the Indian idea of the political is based on understanding the self and its location in the community as an act of self-actualisation. Explain that this act of self-actualisation is derived from the idea of 'chetna,' created through the notion of a listener rather than a discoverer of the material world.
- Introduce the significance of situating ourselves in metaphysics to understand the idea of the political, which is overlooked in post-Enlightenment Eurocentric epistemologies.

## Learning outcomes

At the end of the course, the students would gain the following outcomes:

- The students would understand the significance of being a good listener for the purpose of gaining knowledge.
- The students would understand the significance of metaphysics for the purpose of knowing the idea of the political.
- The students would be introduced to the ways in which the Indian intellectual history, offers us a repository of knowledge to make sense of the socio-political phenomenon.
- At the end of the course, the students would also be able to deconstruct the modern phenomenon of the political from the perspective of the ancient intellectual tradition that has been part of the growth of knowledge in India.
- On completion of the course, the students would be able to critically evaluate the modern idea of the political that has been largely disseminated around the world, through a focus on Eurocentric epistemologies.

## SYLLABUS OF DSE-6

### UNIT – I (15Hours)

#### The Idea of Knowing

- a) Gyan
- b) Chetna
- c) Maitri

### UNIT – II (10 Hours)

#### Idea of the Collective

- a. Shrenis
- b. Samaj

### UNIT – III (10 Hours)

#### Idea of Republic

- a. Ganrajya
- b. Swarajya

### UNIT – IV (10 Hours)

#### Idea of well being

- a. Prakriti
- b. Lok-kalyan

## Essential/recommended readings

### Unit -I

1. Griffiths, Paul J. "Pure Consciousness and Indian Buddhism." In *The Problem of Pure Consciousness: Mysticism and Philosophy*, edited by Robert K. C. Forman, New York: Oxford University Press, 1990, pp. 71–97.

2. Matilal, Bimal K. *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford: Clarendon, 1986. (Chapter 4 "Knowledge as a Mental Episode", Chapter 5 "Knowing that one Knows", Chapter 6 "Analysis of Perceptual Illusion"), pp. 97-221.
3. Mohanty, J. N. "Understanding Some Ontological Differences in Indian Philosophy." *Journal of Indian Philosophy* 8, no. 3 (1980): 205–217.
4. Altekar, A. S. "Educational and intellectual methods in Vedic and ancient Indian cultures." *Cahiers d'Histoire Mondiale. Journal of World History. Cuadernos de Historia Mundial* 5. 2 (1959).
5. Chakrabarti, Kisor K. "Introduction", *Classical Indian Philosophy of Mind: The Nyaya Dualist Tradition*. Albany: State University of New York Press, 1999.
6. Gupta, Bina. *CIT: Consciousness*. New Delhi: Oxford University Press, 2003.
7. Ghoshal U.N. *A Study of Indian Public Life (Volume Two), The Pre Maurya and the Maurya Periods*. Bombay: Oxford University Press, 1934, PART ONE: The Pre Maurya Period, Section XI, 'Inter-State relations', pp. 198-206.
8. Mathur, D. B. "Some Reflections on Ancient Indian Diplomacy", *The Indian Journal of Political Science* Vol. 23, No. 1/4 (January-December, 1962), pp. 398-405.

#### Unit II:

1. Chakkarath, Pradeep. "The Indian Self and the Others: Individual and Collective Identities in India." *Taiwan Journal of East Asian Studies*, Vol. 7, No. 2 (Issue 14) (Dec. 2010), pp. 1-23.
2. Kagitçibasi, Cigdem. "Individualism and Collectivism," in J. Berry, M. H. Segall, & C. Kagitçibasi (eds.), *Handbook of Cross-Cultural Psychology*, Vol. 3 (Boston, MA: Allyn & Bacon, 1996, 2nd ed.), pp. 1-49.
3. Michael F. Mascolo & Sunil Bhatia, "The Dynamic Construction of Culture, Self, and Social Relations," *Psychology & Developing Societies*, 14 (2002), pp. 55-89.
4. Triandis, Harry C. *Individualism and Collectivism*. Boulder, CO: Westview Press, 1995. (Introduction and Chapter 1), pp. 1-41
5. Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. London, UK: Penguin Books, 2005.

#### Unit III

1. Altekar, A. S. *State and Government in Ancient India*. Motilal Banarsidass Publishers, 1948 (Chapters 1, 2, 3 and 4), pp. 1-46.
2. Altekar, A. S. *State and Government in Ancient India*. Motilal Banarsidass Publishers, 1948 (Chapter 6 "Republics"), pp. 71-94.
3. Bhandarkar D.R. *Some Aspects of Ancient Hindu Polity : The Manindra Chandra Nandy Lectures*, 25, Delivered in February, 1925. Benaras Hindu University Press, 1929, Lecture IV. Different Types of States., pp.91-125.
4. Prabhu, Pandharinath H. *Hindu Social Organization: A Study in Socio-Psychological and Ideological Foundations*. Bombay: Popular Prakashan, 1979, pp.79-82.
5. Prasad, B.N. "Swaraj, Democracy and Subaltern: Regional Dynamics of Agrarian India" in K.B. Saxena (ed.), *Swaraj and the Reluctant State*. New York, Routledge, 2021, pp. 431-447.

#### Unit IV

1. Radhakrishnan, Sarvepalli, Charles A. Moore, *A Source Book in Indian Philosophy*, USA: Princeton University Press, 1957. (Chapter 12, Sāṃkhya, pp. 424-452).
2. Radhakrishnan, Sarvepalli, Charles A. Moore, *A Source Book in Indian Philosophy*, USA: Princeton University Press, 1957. (Chapter 13, Yoga, pp. 453-485).
3. Goodwin, William F. "Ethics and Value in Indian Philosophy", *Philosophy East and West* Vol. 4, No. 4 (Jan., 1955), pp. 321-344.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: Public Policy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Public Policy DSE-7 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

- Develop a comprehensive theoretical and practical understanding of key concepts and methodologies employed in public policy analysis.
- Use the methods of political economy to understand policy and how politics is shaped by economic changes.
- Offer an integrative link between political science, economic theory, and the practical world of development and social change.

#### Learning outcomes

Following on the newly introduced Discipline Core course on Public Policy, the students will be able to

- Enhance their conceptual understanding of public policy in India
- Locate it in the context of other theoretical insights they would have received from other sub-disciplines like Comparative and Indian politics
- Acquire a holistic approach to public policy

### SYLLABUS OF DSE-7

#### UNIT – I (5 Hours)

##### Introduction to Public Policy

- Typology- meaning, scope and institutional development
- Actors – state- interest groups, civil society, political parties

#### UNIT – II (15 Hours)

##### Approaches to Agenda Analysis

- Schattschneider
- Cobb and Elder
- Bachrach and Baratz
- McCombs and Shaw

#### UNIT – III (15 Hours)

##### Policy Analysis

- **Simon's rational Approach**
- **Institutionalism**
- **Lindblom's Analytical model**
- **Etzioni's Mixed scanning Approach**
- **Rational approach**

## **UNIT – IV (8 Hours)**

### **Tools and Techniques of Policy decision –making**

- **Cost benefit Analysis**
- **Simulation and Gaming Technique**
- **Knowledge management**
- **Supply chain management**

### **Essential/recommended readings**

#### **Unit 1.1**

Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R. K (2017) Public Policy : A Contemporary Perspective. New Delhi: Sage publication, pp 1-21.

Sapru, R. K. (1996) Public Policy: Formulation, .Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.

#### **Unit 1.2**

Peters B. Guy & Pierre (2006) Handbook of Public Policy. New Delhi Sage Publication, pp.31-47

Weiss, C. H. (1977). Research for Policy's Sake: The Enlightenment Function of Social Research. Policy Analysis, 3(4), 531–545.

Chakrabarty, B., & Bhattacharya, M. (2008). The Governance Discourse: A Reader. Oxford University Press.

#### **Unit 2.1**

Sapru, R. K (2017) Public Policy : A Contemporary Perspective. New Delhi: Sage publication, pp 62-67.

E.E. Schattschneider, The Semi-Sovereign People( Hinsdale, IL: Dryden Press, 1975).

#### **Unit 2.2**

P.S. Bachrach & M.S. Baratz, 'Decisions and Non- Decisions: An Analytical Framework, American Political Science Review 57(1963):632

#### **Unit 2.3**

M.E. McCombs and D. L. Shaw, 'The Agenda Setting Functions of the Mass Media', Public Opinion Quarterly 36(1972): 176-87.

#### **Unit 2.4**

Cobb, Roger W., and Charles D. Elder. The Politics of Agenda Building: An Alternative Perspective for Modern Democratic Theory. The Journal of Politics, Vol. 33, No. 4 (November 1971), pp. 892–915.

#### **Unit 3.1**

Simon, H. A. (1947). Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations. Free Press.

Simon, H. A. (1978). Rational Decision-Making in Business Organizations. *The American Economic Review*, 69(4), 493–513.

Sapru, R. K (2017) *Public Policy : A Contemporary Perspective*. New Delhi: Sage publication, pp (129-147).

### **Unit 3.2**

March, J. G., & Olsen, J. P. (1984). The New Institutionalism: Organizational Factors in Political Life. *American Political Science Review*, 78(3), 734–749.

Hall, P. A., & Taylor, R. C. R. (1996). Political Science and the Three New Institutionalisms. *Political Studies*, 44(5), 936–957.

### **Unit 3.3**

Charles E. Lindblom, Policy Analysis, *American Economic Review* 48(3) (1958): 298-312

Lindblom, C. E. (1959). The Science of "Muddling Through". *Public Administration Review*, 19(2), 79–88.

Lindblom, C. E. (1979). Still Muddling, Not Yet Through. *Public Administration Review*, 39(6), 517–526.

### **Unit 3.4**

Etzioni, A. (1967). Mixed-Scanning: A "Third" Approach to Decision-Making. *Public Administration Review*, 27(5), 385–392.

Etzioni, A. (1986). Mixed Scanning Revisited. *Public Administration Review*, 46(1), 8–14.

### **Unit 3.5**

W. Jenkins, *Policy Analysis: A political and Organizational Perspective*, 1978

Weimer, D. L., & Vining, A. R. (2017). *Policy Analysis: Concepts and Practice* (6th ed.). Routledge.

Dye, T. R. (2013). *Understanding Public Policy* (14th ed.). Pearson.

### **Unit 4.1**

Adler, M. D., & Posner, E. A. (2000). On Justifying Cost-Benefit Analysis. *The University of Chicago Law Review*, 67(2), 1075–1113.

Khera, R. (2013). A 'Cost-Benefit' Analysis of UID. *Economic and Political Weekly*, 48(5), 22–25.

Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2001). *Cost-Benefit Analysis: Concepts and Practice*.

### **Unit 4.2**

Mayer, I. S. (2009). The Gaming of Policy and the Politics of Gaming: A Review. *Simulation & Gaming*, 40(6), 825–862.

Duke, R. D. (2002). A Role for Simulations in Public Policy Disputes. *Simulation & Gaming*, 33(2), 155–164.

### **Unit 4.3**

Wiig, K. M. (1997). Knowledge Management: An Evolving Concept. *Journal of Knowledge Management*, 1(1), 75–84.

Becerra-Fernandez, I., & Sabherwal, R. (2010). *Knowledge Management Systems and Processes*.

### **Unit 4.4**

Mentzer, J. T. (2001). *Supply Chain Management*. Thousand Oaks: SAGE Publications.

Sarkis, J. (2023). Building Diverse, Equitable, and Inclusive Operations and Supply Chains. *Journal of Public Procurement*, 23(1), 1–20.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: Feminism: Theory and Practice**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                        | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                            |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Feminism: Theory and Practice DSE-8</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>-</b>            | <b>NA</b>            | <b>NA</b>                            |

**Learning Objectives**

- Develop a foundational understanding of feminist theory and its key concepts.
- Explain contemporary debates on feminism and the history of feminist struggles.
- Inculcate feminist perspective in young minds.

**Learning outcomes**

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

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

**SYLLABUS OF DSE-8**

**UNIT – I (17 Hours)**

**Feminist Concepts**

- a. Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
- b. Patriarchy, Matriarchy, Masculinities, Sexualities,

**UNIT – II (14 Hours)**

**Perspectives on feminism**

- a. Western perspectives- Liberal, Socialist, Radical, Postmodernist, Postcolonial Feminism
- b. Indian perspective to feminism

## **UNIT – III (5 Hours)**

### **Women's Movement in India**

- a. Social Reform Movements and history of Women's struggle in India
- b. Women's Movement in Contemporary India (1970s to present)- Issues and Debates

## **Unit- IV (10 Hours)**

### **Women issues in India**

- a. Women and Society: Family, Property Rights, Personal Laws
- b. Women and Labour: Feminisation of Labour, Gender and Development
- c. Women and Politics: Women's Representation and Participation in Democratic Institutions

## **Essential/recommended readings**

### **Unit- I**

1. Richardson, D. (2008) 'Conceptualizing Gender' in Richardson, D. and Robinson, V. (ed.). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan
2. Geetha, V. (2002) *Gender*. Calcutta: Stree.
3. Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
4. Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350. Hines, S. (2008) 'Feminist Theories' in Richardson, D. and Robinson, V. (ed.)
5. (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

### **Unit -II**

1. Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193
2. Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
3. Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
4. Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
5. John, Mary E. (ed.) (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin
6. Wollstonecraft, Mary (1793), *Vindication of the Rights of Woman*, Dublin: J. Stockdales.
7. Mill, J.S. (1870), *The Subjection of Women*, New York: D. Appleton and Company.

### **Unit III-**

1. Sinha, M. (2000). Refashioning Mother India: Feminism and Nationalism in Late-Colonial India. *Feminist Studies*, 26(3), 623–644. <https://doi.org/10.2307/3178643>
2. Chatterjee, P. (1989). Colonialism, Nationalism, and Colonialized Women: The Contest in India. *American Ethnologist*, 16(4), 622–633. <http://www.jstor.org/stable/645113>
3. Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

4. Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

#### **Unit IV**

1. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.
2. Basu, A. (2011). 'Gender and Politics' in Jayal, N.G and Mehta, P.B (ed.) (2011). *The Oxford Companion to Politics in India: Student Edition*, New Delhi: OUP
3. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.
4. Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
5. Beauvoir, Simone de (1949), *The Second Sex*, London: Vintage Books.
6. Mohanty, C.T. (2003). Under Western Eyes: Feminist Scholarship and Colonial Discourses in *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*
7. Lerner, Gerda (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
8. Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
9. Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
10. Khanna, M. (2009). POLITICAL PARTICIPATION OF WOMEN IN INDIA. *The Indian Journal of Political Science*, 70(1), 55–64. <http://www.jstor.org/stable/41856495>
11. RAI, P. (2011). Electoral Participation of Women in India: Key Determinants and Barriers. *Economic and Political Weekly*, 46(3), 47–55. <http://www.jstor.org/stable/27918039>
12. Paxton, P., & Kunovich, S. (2003). Women's Political Representation: The Importance of Ideology. *Social Forces*, 82(1), 87–113. <http://www.jstor.org/stable/3598139>

#### **Readings in Hindi**

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001

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

### **DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: Contemporary Political Economy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
|                     |         |                                   |          |                     |                      |                             |

|                                             |          |          |          |          |           |           |
|---------------------------------------------|----------|----------|----------|----------|-----------|-----------|
|                                             |          |          |          |          |           | (if any)  |
| <b>Contemporary Political Economy DSE-9</b> | <b>4</b> | <b>3</b> | <b>1</b> | <b>-</b> | <b>NA</b> | <b>NA</b> |

## Learning Objectives

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

- To familiarize the students with the different theoretical approaches
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

## Learning outcomes

After completing this course:

- The students will learn about diverse approaches to international political economy.
- They will study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- They will develop insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

## SYLLABUS OF DSE-9

### UNIT – I (12 Hours)

#### Approaches to Political Economy

- Classical Liberalism
- Marxism
- Welfarism
- Neo-liberalism
- Gandhian approach

### UNIT – II (12 Hours)

#### Capitalist Transformation

- European Feudalism and Transition to Capitalism
- Capitalism in global South
- Globalization: Transnational Corporations, World Trade Organization, International Nongovernmental Organizations

### UNIT – III (11 Hours)

#### Issues in Development

- Culture
- Environment
- Knowledge Economy

### UNIT – IV (10 Hours)

## **Globalization and Development Dilemmas**

- a) Resources – natural and human
- b) Regional diversity
- c) Routes – One belt one road, ASEAN Highway

## **Essential/recommended readings**

### **Unit -I**

1. Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. *Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century*. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.
2. Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
3. Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295
4. Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D., *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563.
5. Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press, pp. 1-206.
6. Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.

### **Unit II**

1. Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.
2. Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, pp. 278- 304.
3. Kennedy, P. (1993) *Preparing for the Twenty – First Century*. UK: Vintage, Ch. 3
4. Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, Ch. 1, 2, 3, 5.
5. Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*. Jaipur: Rawat, Ch. 1, 4, 6, 81

### **Unit III**

1. Glen, J. (2007) *Globalization: North-South Perspectives*. London: Routledge, ch.6.
2. Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, pp.130-148.
3. Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*, Oxford: Blackwell, ch.31, pp. 251- 257.
4. Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrow, A. (eds.), *The Global Transformations Reader*. Cambridge: Polity Press, ch.35, pp. 366- 373.
5. Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J. Smith, S. & Owens, P. (eds.) *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press, ch.15.

### **Unit IV**

1. Media and Television Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge, pp. 47- 84.
2. Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, pp. 303- 311.
3. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361-376 and 398- 404.
4. Held, D. and Mcrow, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374- 386.

5. Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
6. Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp.330- 339.
7. Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A.(eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.
8. L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211- 244.
9. Held, D. and McGrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.
10. Omaha, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell.
11. Arya, S. and Roy, A. (eds.) *Poverty Gender and Migration*. New Delhi: Sage, Ch. 1.
12. Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp.450- 462.
13. Nayyar, D. (ed.) (2002) *Governing Globalization*. Delhi: OUP, pp. 144- 176.
14. Mobley, T. (2019). The Belt and Road Initiative: Insights from China's Backyard. *Strategic Studies Quarterly*, 13(3), 52–72. <https://www.jstor.org/stable/26760128>
15. Gong, X. (2020). China's Economic Statecraft: The Belt and Road in Southeast Asia and the Impact on the Indo-Pacific. *Security Challenges*, 16(3), 39–46. <https://www.jstor.org/stable/26924338>
16. Institute of Peace and Conflict Studies. (2020). Five Years of India's Act East Policy. Institute of Peace and Conflict Studies. <http://www.jstor.org/stable/resrep24268>
17. Caballero-Anthony, M. (2013). ASEAN'S STRATEGIC PERSPECTIVES OF INDIA. In A. K. Das (Ed.), *INDIA-ASEAN DEFENCE RELATIONS* (pp. 33–56). S. Rajaratnam School of International Studies. <http://www.jstor.org/stable/resrep05896.5>

### Classic Readings

Robert Gilpin (1987) *The Political Economy of International Relations*, Princeton: Princeton University Press.

Susan Strange (1989), *Paths to International Political Economy*, London: Routledge.

Gelinas, J. B. (2003) *Juggernaut Politics- Understanding Predatory Globalization*. Halifax, Fernwood. [www.globalpolicy.org](http://www.globalpolicy.org)

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: Understanding Human Rights

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | Eligibility criteria | Pre-requisite |
|---------------------|---------|-----------------------------------|----------------------|---------------|
|---------------------|---------|-----------------------------------|----------------------|---------------|

|                                         |   | Lecture | Tutorial | Practical/<br>Practice |    | of the<br>course<br>(if any) |
|-----------------------------------------|---|---------|----------|------------------------|----|------------------------------|
| Understanding<br>Human Rights<br>DSE-10 | 4 | 3       | 1        | -                      | NA | NA                           |

### Learning Objectives

- Enable students to understand issues concerning the rights of citizens, with particular focus on marginalized groups.
- Assess institutional and policy responses to the demands of various social movements.
- Examine conceptual dimensions, international trends, and the Indian experience related to contents of the course.

### Learning outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

## SYLLABUS OF DSE-10

### UNIT – I (10 Hours)

#### Human Rights: Meaning and Evolution

- a) Human Rights: Meaning and Evolution
- b) Ancient Indian concept of Human rights
- c) Understanding human rights: four generation of rights
- d) Human Rights and Citizenship Rights

### Unit- II (10 Hours)

#### International declaration and covenants

- a) Magna Carta
- b) UN Declarations
- c) Covenants
- d) International court of Justice

### Unit- III (10 hours)

#### Human Rights in India

- a) Human Rights and the Indian Constitution
- b) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- c) Human Rights Movement in India
- d) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.

#### **Unit IV- (15 hours)**

##### **Challenges to human rights**

- a) Human Rights of Marginalized Groups: Dalits, Adivasis, Women
- b) Tribal, Peasant and Unorganized Workers.
- c) Refugee
- d) Terrorism

#### **Essential/recommended readings**

##### **Unit I**

1. Tripathy, Radhanath (ed.) (2019) Human Rights, Gender and the Environment, New Delhi: Scholartech Press.
2. Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.
3. Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.
4. G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State, New Delhi: Sage Publications, pp. 293-309.
5. G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
  - A. Roy, (2010) 'The Women's Movement', in N.G. Jayal and P.B. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
6. Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
7. Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
8. J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
9. D. O'Byrne, (2007) 'Theorizing Human Rights', in Human Rights: An Introduction, Delhi, Pearson, pp.26-70.

##### **Unit II**

1. J. Morsink, (1999) The Universal Declaration of Human Rights: Origins, Drafting and Intent, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
2. M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.
3. SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

##### **Unit III**

1. Human Rights in India- The Updated Amnesty International Reports, Delhi, Vistaar

2. Baxi, U. (Ed.). (1987). *The right to be human*. Delhi: Lancer.
3. Haragopal, G., (1998) Good Governance: Human Rights, Perspective, Indian Journal of Public Administration, Vol. 44 (3),
4. Kothari, S. and Sethi, H. (eds.), (1991) Rethinking Human Rights, Delhi, Lokayan,

#### **Unit IV**

1. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.
2. Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.
3. O. Kosambi, (2007) Crossing the Threshold, New Delhi: Permanent Black, pp. 3-10.
4. Menon, P. (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson.
5. Palriwala, R. (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423.
6. Chakravarti, U. (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree.
7. K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in Tools of Justice: Non-Discrimination and the Indian Constitution, New Delhi, Routledge, pp.425-443
8. N. Menon (2012) 'Desire', Seeing Like a Feminist, New Delhi: Zubaan/Penguin, pp. 91-146
9. MacKinnon, C. The Liberal State' from Towards a Feminist Theory of State, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.
10. N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233
11. T. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press
12. Saheli Women's Centre, (2007) Talking Marriage, Caste and Community: Women's Voices from Within, New Delhi: monograph 114
13. Rowbotham, Sheila. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
14. Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.
15. Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.
16. Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.
17. J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.
18. Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly
19. Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics, New York: Palgrave, pp 383 - 411

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: Research Methods in Politics

NOTE: 'Research Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                 | Credits | Credit distribution of the course |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------------|---------|-----------------------------------|---------------------|----------------------|--------------------------------------|
|                                     |         | Lecture                           | Practical/ Practice |                      |                                      |
| Research Methods in Politics DSE-11 | 4       | 3                                 | 1                   | NA                   | NA                                   |

### Learning Objectives

- Introduce students to the basics of social science research within the context of the discipline of Political Science.
- Introduce students to the fundamentals of research in Political Science by familiarising them with different methodologies and guiding them through the application of these methods using selected texts.
- Enable students to understand how analytical frameworks and arguments in Political Science are developed.
- Examine the tools used to construct and communicate political arguments and the debates they generate.
- The course is divided into four parts:
  - The first will Introduce key debates in Political Science research.
  - The second takes them to explore foundational aspects of research praxis, including conceptualising a research problem and formulating research questions.
  - The third aims to Introduce specific methodologies by analysing well-known works and related reflective articles to discern the research methods employed.
  - The fourth part aims to develop foundational research skills, emphasizing proposal writing, ethical practices, and awareness of plagiarism and publication misconduct.

### Learning outcomes

On successful completion of the course, students would demonstrate:

- Preliminary training in basic elements of social science research
- Familiarity with how to conceptualize a research problem
- Familiarity with diverse methodologies used in the study of politics
- Skills to identify and understand the use of specific methodologies in a text

## SYLLABUS OF DSE-11

### UNIT – I (12 Hours)

#### Introduction

- a. Human Enquiry and Social Science Research
- b. What is political inquiry? Why do we need it?
- c. Issues of objectivity and Interpretation in political enquiry
- d. Epistemological Debate- Quantitative and Qualitative analysis

### UNIT – II (10 Hours)

#### Conceptualizing Research

- a. Formulation of a research problem/research design
- b. Framing research questions
- c. Review of literature
- d. Citation and sources

### UNIT – III (18 Hours)

#### Methods in the study of politics and their application?

- a. Empirical
- b. Discourse Analysis
- c. History of ideas
- d. Ethnography

### Unit- IV Practical Component: Doing Research (5 Hours)

- a. Writing Research Proposal: Review of the literature and Identification of research gap, research question and Hypothesis, Research Methodology
- b. Philosophy and ethics
- c. Plagiarism
- d. Publication ethics—publication misconduct

## Essential/recommended readings

### Unit -I

1. G. King, R. Keohane, and S. Verba (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, New Jersey: Princeton University Press, pp. 1-12.
2. A. MacIntyre (1971) 'Is the Science of Comparative Politics possible?', in *Against the Self Images of Age, Essays on Ideology and Philosophy*, London: Schocken Books, pp.8-26.
3. E Babbie (2008) Human Enquiry and Science, in *The Basics of Social Research*(4th Edn.), Thomson Wordsworth pp. 3-29.
4. H. Sandra and O. Heath (2020), Objectivity and Values, in *Political Research: Methods and Practical Skills (revised edition)*, Oxford: Oxford University Press, pp. 64-91.

5. A Bryman (1984), The Debate about Qualitative and Quantitative Research. A Question of Methods or Epistemology, *The British Journal of Sociology*, Vol. 35 , Issue 1, pp. 75- 92.
6. L. Rudolph and S. Rudolph (2010) 'An Intellectual History of the Study of Indian Politics', in N.Jayal and P. Mehta, *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.555-586.
7. Sudipta Kaviraj (1978), 'How not to study method?', in S. Kaviraj, P. Chatterjee, S. K. Chaube, S. Datta Gupta eds., *The State of Political Theory: Some Marxist Essays*, Calcutta: Research India Publications, Calcutta, pp.1-33
8. D Vaid (2013), Perspectives on Methods in Political Science. *Studies in Indian Politics*, Vol 1(1), pp. 103-107.

## **Unit-II**

1. Bala J (2020), An Overview of Longitudinal Research Designs in Social Sciences. *Studies in Indian Politics*, Vol. 8(1), pp. 105-114.
2. Chousalkar, A. S. (2004). METHODOLOGY OF KAUTILYA'S ARTHASHASTRA. *The Indian Journal of Political Science*, 65(1), 55–76. <http://www.jstor.org/stable/41855797>
3. E Babbie (2008) Research Design, in *The Basics of Social Research* (4th Edn.), Thomson Wordsworth, pp. 94- 128.
4. H. Sandra and O. Heath (2020) Asking Questions: How to Find and Formulate Research Questions, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: Oxford University Press, pp. 93-122.
5. M Mohanty, Preparing a Research Proposal, available at <http://www.polscience.du.ac.in/web4/uploads/PDF/academics/PhD/Preparing%20a%20Research%20Proposal%20Manoranjan%20Mohanty.pdf>

## **Unit III**

### **Empirical**

1. Datta and D Vaid (2018). Mind the Gap?: Navigating the Quantitative and the Qualitative in Survey Research. *Studies in Indian Politics*, Vol 6(1), pp. 140-145.
2. S. Kumar, & P. Rai (2013) *Measuring Voting Behaviour in India*, New Delhi: Sage Publications, pp.1-12.
3. FR Jensenius, G Verniers (2017) Studying Indian Politics with Large-scale Data: Indian Election Data 1961–Today. *Studies in Indian Politics*, Vol 5(2), pp. 269-275
4. N Ummareddy, and A. Alam. (2021) What Do Preambles Do? A Study of Constitutional Intent and Reality. *Studies in Indian Politics*. Vol 9 (2), pp. 221-238.

### **Discourse Analysis**

1. J. Gee (2010) *An Introduction to Discourse Analysis: Theory and Method*, London: Routledge, pp.2-10.
2. H. Sandra and O. Heath (2020), Textual Analysis, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: OxfordUniversity Press, pp. 364-392.
3. A Phadnis and A. Kashyap. (2019), The Politics of Historical Personalities: Textual Analysis of Speeches by the Indian Prime Ministers, *Working Paper at IIM Indore*, WP/02/2018 19/HSS

### **History of ideas**

1. Ball, T. (1995) *Reappraising Political Theory*, Oxford: Clarendon Press
2. Skinner, Q. (1969). Meaning and Understanding in the History of Ideas. *History and Theory*, 8(1), 3–53. <https://doi.org/10.2307/2504188>
3. Gilbert, F. (1971). Intellectual History: Its Aims and Methods. *Daedalus*, 100(1), 80–97. <http://www.jstor.org/stable/20023991>
4. Pollock, S. (2008) Is There an Indian Intellectual History? Introduction to “Theory and Method in Indian Intellectual History”. *J Indian Philos* **36**, 533–542

## Ethnography

1. H. Sandra & O. Heath (2012) *Political Research: Methods and Practical Skills*, Oxford: OxfordUniversity Press, pp. 287-304.
2. Y. Yadav (2020), 'On Ethnography: What Work Does "Fieldwork" Do in the Field of Elections', in Y. Yadav ed. *Making Sense of Indian Democracy*, Ranikhet: Permanent Black, pp. 300-324.
3. S Kumar (2014) The Promise of Ethnography for the Study of Politics. *Studies in Indian Politics*, Vol 2(2), pp. 237-242

## Unit- IV

1. P. Chandah. (2018). *Ethics in Competitive Research: Do not get Scooped; do not get plagiarized*.
2. *Research and Publication Ethics*  
<https://geography.du.ac.in/userfiles/downloads/Research-and-Publication-Ethics-UGC-2020.pdf>

## Additional Reading:

D. Easton (1969) 'The New Revolution in Political Science', in *The American Political Science Review*, Vol. LXIII (4), pp.1051-1061.

S. Wolin (1969) 'Political Theory as a Vocation', in *The American Political Science Review*, Vol.LXIII (4), pp.1062-82.

D. Marsh and G. Stoker (2010) *Theory and Methods in Political Science*, 3rd Edition, Palgrave Macmillan.

D. E. McNabb (2009), *Research Methods for Political Science: Quantitative and Qualitative Methods*, Armonk: M.E. Sharpe [Eastern Economy Edition]

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

**Common Pool of GE courses for Sem-VII is at the end of the document**

## Category II

### **Political Science Courses for Undergraduate Programme of study with Political Science as one of the Core Disciplines (B.A. Programmes with Political Science as Major discipline)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-7): Themes in Western Political Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                           | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                               |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Themes in Western Political Philosophy MDSC-7 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### **Learning Objectives**

The objective of the course is to familiarise the students with the main ideas and themes of Western Philosophy in Modern times. Traversing through various schools of thought like romantics, liberals and radicals, that emerged with the period of enlightenment and onset of modernity in Europe, the course brings into light the important contribution to the developments of the ideas in them. The course not only develops a conceptual understanding but familiarize students with some of the important discourses and philosophies that laid the foundation of the modern western political thought and philosophy. It enhances the understanding of the past and the present challenges and the contribution of these ideas in the modern world.

#### **Learning outcomes**

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

- Understand the idea of modernity and establish a connection between societal changes and desired political prescriptions.
- Understand the tools of political argument.
- Identify various shades of political discourses and evaluate them.
- Understand the strengths and weaknesses of various regimes and philosophical approaches in order to gain a critical perspective on our own.
- To connect up broad philosophical theories and examine their implications for larger questions surrounding our collective existence.

#### **SYLLABUS OF MDSC-7**

##### **UNIT – I (8 Hours)**

##### **Modernity and its discourses**

Kant as an Enlightenment thinker; Faith on Reason; Autonomy; Ethics and Politics.

## **UNIT – II (14 Hours)**

### **Romantics**

#### **a. Jean Jacques Rousseau**

Critique of Modern civilization; Origins of inequality; State of Nature and the Contract; General Will; Democracy and self-government;

#### **b. Mary Wollstonecraft**

Women and paternalism; Sentiment and Reason; legal rights and representation

## **UNIT – III (9 Hours)**

### **Liberal**

#### **John Stuart Mill**

Liberal Utilitarianism; Liberty, suffrage and defence of democracy; subjection of women

## **UNIT – IV (14 Hours)**

### **Radicals**

#### **a. Hegel**

Ethical life: family, civil society and state

#### **b. Karl Marx**

Historical materialism; concept of value

## **Essential/recommended readings**

### **1. Modernity and its discourses**

Kant. (1784) 'What is Enlightenment?' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16 B. Nelson (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Rousseau, Harvard University Press, London pp: 191-229.

### **2. Romantics**

M. Keens-Soper (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

### **3. Liberal**

Mill, J.S. 'On Liberty' and other writings, Chapter 1, 3, 4.

Mill, J.S. *Utilitarianism* (Indianapolis: Hackett Publishing, 2001), Chapter 1, 2, and 4

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Mill, Harvard University Press, London Pp251-314

Acton, H.B (1972), John Stuart Mill: Utilitarianism, Liberty and Representative Government, David Campbell Publishers Ltd.

H. Magid (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

#### **4. Radicals**

Hegel's Philosophy of Right,  
<https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

J. Cropsey (1987) 'Karl Marx', in L. Strauss and J. Cropsey (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

#### **Additional Resources:**

A. Bloom (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

Hannah Arendt (1958), *The Origins of Totalitarianism*, New York: The World Publishing Company.

#### **Readings in Hindi**

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी

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

### Category III

#### **Political Science Courses for Undergraduate Programme of study with Political Science as one of the Core Disciplines**

**(B.A. Programmes with Political Science as non-Major or Minor discipline)**

##### **DISCIPLINE SPECIFIC CORE COURSE (DSC-7): Themes in Western Political Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                           | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                               |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Themes in Western Political Philosophy MDSC-7 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### **Learning Objectives**

The objective of the course is to familiarise the students with the main ideas and themes of Western Philosophy in Modern times. Traversing through various schools of thought like romantics, liberals and radicals, that emerged with the period of enlightenment and onset of modernity in Europe, the course brings into light the important contribution to the developments of the ideas in them. The course not only develops a conceptual understanding but familiarize students with some of the important discourses and philosophies that laid the foundation of the modern western political thought and philosophy. It enhances the understanding of the past and the present challenges and the contribution of these ideas in the modern world.

#### **Learning outcomes**

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

- Understand the idea of modernity and establish a connection between societal changes and desired political prescriptions.
- Understand the tools of political argument.
- Identify various shades of political discourses and evaluate them.
- Understand the strengths and weaknesses of various regimes and philosophical approaches in order to gain a critical perspective on our own.
- To connect up broad philosophical theories and examine their implications for larger questions surrounding our collective existence.

### **SYLLABUS OF MDSC-7**

#### **UNIT – I (8 Hours)**

##### **Modernity and its discourses**

Kant as an Enlightenment thinker; Faith on Reason; Autonomy; Ethics and Politics.

## **UNIT – II (14 Hours)**

### **Romantics**

#### **a. Jean Jacques Rousseau**

Critique of Modern civilization; Origins of inequality; State of Nature and the Contract; General Will; Democracy and self-government;

#### **b. Mary Wollstonecraft**

Women and paternalism; Sentiment and Reason; legal rights and representation

## **UNIT – III (9 Hours)**

### **Liberal**

#### **John Stuart Mill**

Liberal Utilitarianism; Liberty, suffrage and defence of democracy; subjection of women

## **UNIT – IV (14 Hours)**

### **Radicals**

#### **a. Hegel**

Ethical life: family, civil society and state

#### **b. Karl Marx**

Historical materialism; concept of value

## **Essential/recommended readings**

### **1. Modernity and its discourses**

Kant. (1784) 'What is Enlightenment?' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16 B. Nelson (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Rousseau, Harvard University Press, London pp: 191-229.

### **2. Romantics**

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C. Jones (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

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H. Magid (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

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<https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

J. Cropsey (1987) 'Karl Marx', in L. Strauss and J. Cropsey (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

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#### **Additional Resources:**

A. Bloom (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

Hannah Arendt (1958), *The Origins of Totalitarianism*, New York: The World Publishing Company.

#### **Readings in Hindi**

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी

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

## Discipline Specific Elective (DSE) Courses for Sem – VII [Category II and III – Multidisciplinary]

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 5: Contemporary Debates in Indian Politics

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                                   | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                       |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Contemporary Debates in Indian Politics MDSE-5</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>-</b>            | <b>NA</b>            | <b>NA</b>                            |

#### Learning Objectives

- Introduce students to contemporary debates and critical issues in Indian politics.
- Encourage analytical engagement with current political developments in India, building on prior understanding of political processes and institutions.
- Examine how the changing landscape of Indian politics challenges existing concepts and may require new analytical tools and frameworks.
- Enable students to reflect on and critically assess older political paradigms in light of new and emerging political phenomena.
- Understand and critically examine the implications of biometric identification systems and their linkage to the provision of social benefits.
- Analyse the role of media as a pillar of democracy in the age of disinformation, social media-fuelled violence, and weak regulatory mechanisms.
- Explore the changing meaning of citizenship in light of documentary regimes and enumeration practices.
- Investigate how urban spaces and new forms of informal economy mean for the labouring poor.
- Examine how market rearticulate the relationship between land, displacement, and dispossession.

#### Learning outcomes

On successful completion of the course, the students will demonstrate:

- An understanding of contemporary debates around key themes in Indian Politics
- An understanding of the changes being witnessed such as in relation to the rules governing citizenship, new forms of informal labour, etc.
- Knowledge of established constitutional rights such as free speech, free press and the challenges in their realisation in practice

#### SYLLABUS OF MDSE-5

## **UNIT – I State and citizens (15 hours)**

- c. Citizenship and National Register of Citizenship (NRC)**
- d. Welfare and Unique Identification Scheme (UID)**

## **UNIT – II Land and Market (15 Hours)**

- c. Land – market relations**
- d. Labour and urban space**

## **UNIT – III Media and democracy (15 Hours)**

- c. Free speech**
- d. Public order**

## **Essential/recommended readings**

### **Unit I**

9. Bakshi, P. M. (1992). CITIZENSHIP AND NON-RESIDENT INDIANS. *Journal of the Indian Law Institute*, 34(4), 590–592. <http://www.jstor.org/stable/43953197>
10. Roy, A. (2010). *Mapping citizenship in India*. Oxford University Press.: New Delhi
11. Anupama Roy. (2006). Overseas Indian Citizen: A New “Setubandhan”? *Economic and Political Weekly*, 41(15), 1421–1424. <http://www.jstor.org/stable/4418077>
12. Mahajan, G. (2003). *The public and the private: Issues of democratic citizenship*. Sage Publications: New Delhi
13. Beteille, A. (1999). Citizenship, State and Civil Society. *Economic and Political Weekly*, 34(36), 2588–2591. <http://www.jstor.org/stable/4408371>
14. KHERA, R. (2011). The UID Project and Welfare Schemes. *Economic and Political Weekly*, 46(9), 38–43. <http://www.jstor.org/stable/41151836>
15. Sarkar, S. (2014). The Unique Identity (UID) Project, Biometrics and Re-Imagining Governance in India. *Oxford Development Studies*, 42(4), 516–533. <https://doi.org/10.1080/13600818.2014.924493>
16. Bhandari, V. (2020). Use of digital ID for delivery of welfare. *Centre for Internet & Society, Digital Identities Project*.

### **Unit II**

7. Sharma, A. N. (2006). Flexibility, employment and labour market reforms in India. *Economic and Political Weekly*, 2078-2085.
8. Kingdon, G. G., & Unni, J. (2001). Education and women's labour market outcomes in India. *Education Economics*, 9(2), 173-195.
9. Anant, T. C. A., Hasan, R., Mohapatra, P., Nagaraj, R., & Sasikumar, S. K. (2006). Labor markets in India: issues and perspectives. *Labor markets in Asia: Issues and perspectives*, 205-300.
10. Fernandes, L. (2018). The politics of forgetting: Class politics, state power and the restructuring of urban space in India. In *Globalisation and the Politics of Forgetting* (pp. 121-136). Routledge.
11. Tandon, A., & Rathi, A. (2024). Sustaining urban labour markets: Situating migration and domestic work in India's 'gig'economy. *Environment and Planning A: Economy and Space*, 56(4), 1245-1261.
12. Roy, G., & Shrivastava, A. K. (2020). Future of gig economy: opportunities and challenges. *Imi Konnect*, 9(1), 14-27.

### **Unit III**

4. Kumar, N. (2021), Right to Freedom of Speech and Expression: Analysing the Legal and Constitutional Complexities in the Indian Context, NIU International Journal of Human Rights, vol. 8, Dec 2021 (ISSN No. 2394 – 0298)
5. निशांत कुमार (2021) 'हेट स्पीच, अभिव्यक्ति की स्वतंत्रता एवं भारतीय कानून व्यवस्था', प्रतिमान (CSDS), vol. 17-18, January-December, 2021 (ISSN No. 2320-8201)
6. Bhatia, G. (2016). Offend, shock, or disturb: Free speech under the Indian Constitution. Oxford University Press.: New Delhi

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

## Discipline Specific Elective (DSE) Courses for Sem – VII [Category II and III – Multidisciplinary]

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 6: Themes in Comparative Political Theory

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                              | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                  |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Themes in Comparative Political Theory<br>MDSE-6 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

### Learning Objectives

This course aims to:

- Familiarise students with the need to recognize how conceptual resources in political theory are drawn from plural traditions.
- Explore Indian and Western traditions of political theory through selected themes.
- Present the value and distinctiveness of comparative political theory.
- Enable students to critically describe the main theoretical and methodological veins of comparative political science.

### Learning outcomes

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

- Understand how Political Theory draws from and is shaped by both western and Indian traditions.
- Appreciate the value and distinctiveness of Comparative Political Theory
- Understanding, comparing and interrelating the leading theories, literature, and approaches in the political theory
- Building a comparative analysis and framework to understand, relate and challenge the concepts that appreciate different traditions, norms and practices.
- Understanding the inter-relationships between different traditions and their effects on societies.

## **SYLLABUS OF MDSE-6**

### **UNIT – I**

**Distinctive features of Indian and Western political thought**

### **UNIT – II**

**Statecraft: Machiavelli and Kautilya**

### **Unit -III**

**Inequality: Rousseau and Bankim Chandra Chatterjee**

### **UNIT – IV**

**Democracy J S Mill and B R Ambedkar**

**Socialism Marx and Lohia**

## **Essential/recommended readings**

### **Unit I**

1. Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington.
2. Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogimen, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington.
3. Pantham, T. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, T. & Deutsch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage.
4. Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press,
5. Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press

### **Unit II**

1. Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press,
2. Mehta, V. R. (1992) Foundations of Indian Political Thought. New Delhi: Manohar Publishers,
3. J. Spellman, (1964), Political Theory of Ancient India: A Study of Kingship from the Earliest time to Circa AD 300, Oxford: Clarendon Press.
4. Kautilya Arathashastra, Original Text
5. Machiavelli The Prince, Original Text 1532

### Unit III-

1. Rousseau, J.-J. (1755). *Discourse On Inequality*. Penguin Classics.
2. Macadam, J. I. (1972). The Discourse On Inequality And The Social Contract. *Philosophy*, 47(182), 308–321. <http://www.jstor.org/stable/3749784>
3. Sorenson, L. (1990). Natural Inequality And Rousseau's Political Philosophy In His Discourse On Inequality. *The Western Political Quarterly*, 43(4), 763–788. <https://doi.org/10.2307/448735>
4. Bankim Chatterjee, *Samya: An Essay on Equality*, 1879.
5. Chattopadhyay, B. (2002). (Eglaty Saamya) (B. Debroy, Trans.). New Delhi: Liberty Institute.
6. Babasaheb as a Vishwa-Manav, Guru Prakash, Press Information Bureau, Government of India, Special Service and Features
7. B. R Ambedkar, (2005) *Babasaheb Ambedkar Writing and Speeches*. Maharashtra: Education Department Government of Maharashtra,

### Unit IV-

1. Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, T. & Deutsch, K. L.(eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 161-75.
2. Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press.
3. RAJASEKHARIAH, A. M., & JAYARAJ, H. (1991). POLITICAL PHILOSOPHY OF Dr. B. R. AMBEDKAR. *The Indian Journal of Political Science*, 52(3), 357–375. <http://www.jstor.org/stable/41855567>
4. Lohia, R. (1963). *Marx, Gandhi and socialism*. Hyderabad: Navahind,
5. Kumar, A. (2010). Understanding Lohia's Political Sociology: Intersectionality Of Caste, Class, Gender And Language. *Economic And Political Weekly*, 45(40), 64–70. <http://www.jstor.org/stable/25742148>
6. Tolpadi, R. (2010). Context, Discourse and Vision of Lohia's Socialism. *Economic and Political Weekly*, 45(40), 71–77. <http://www.jstor.org/stable/25742149>
7. VARMA, V. P. (1954). GANDHI AND MARX. *The Indian Journal of Political Science*, 15(2), 115–133. <http://www.jstor.org/stable/41853789>
8. Jim Cork. (1949). John Dewey, Karl Marx, and Democratic Socialism. *The Antioch Review*, 9(4), 435–452. <https://doi.org/10.2307/4609377>
9. Harris, A. L. (1948). The Social Philosophy of Karl Marx. *Ethics*, 58(3), 1–42. <http://www.jstor.org/stable/2379097>
10. Stanfield, J. R. (1979). MARX'S SOCIAL ECONOMICS: THE THEORY OF ALIENATION. *Review of Social Economy*, 37(3), 295–312. <http://www.jstor.org/stable/29768981>

### Additional Resources:

Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998.

Mill, J. S. *On Liberty*, 1859.

Gandhi, *Hind Swaraj*, 1909.

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

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

### Readings in Hindi

सी. एल. वेपर(1954), *राजदर्शन का स्वाध्ययन*, इलाहाबाद: किताब महल.

जे.पी. सूद(1969), *पाश्चात्य राजनीतिक चिंतन*, जय प्रकाश नाथ और कंपनी.

बी. एम. शमार, *भारतीय राजनीतिक विचारक*, रावत प्रकाशन , 2005.

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

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: Understanding Human Rights

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Understanding Human Rights MDSE-7 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

- Enable students to understand issues concerning the rights of citizens, with particular focus on marginalized groups.
- Assess institutional and policy responses to the demands of various social movements.
- Examine conceptual dimensions, international trends, and the Indian experience related to contents of the course.

#### Learning outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

## **SYLLABUS OF MDSE-7**

### **UNIT – I (10 Hours)**

#### **Human Rights: Meaning and Evolution**

- e) Human Rights: Meaning and Evolution
- f) Ancient Indian concept of Human rights
- g) Understanding human rights: four generation of rights
- h) Human Rights and Citizenship Rights

### **Unit- II (10 Hours)**

#### **International declaration and covenants**

- e) Magna Carta
- f) UN Declarations
- g) Covenants
- h) International court of Justice

### **Unit- III (10 hours)**

#### **Human Rights in India**

- e) Human Rights and the Indian Constitution
- f) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- g) Human Rights Movement in India
- h) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.

### **Unit IV- (15 hours)**

#### **Challenges to human rights**

- e) Human Rights of Marginalized Groups: Dalits, Adivasis, Women
- f) Tribal, Peasant and Unorganized Workers.
- g) Refugee
- h) Terrorism

### **Essential/recommended readings**

#### **Unit I**

1. Tripathy, Radhanath (ed.) (2019) Human Rights, Gender and the Environment, New Delhi: Scholartech Press.
2. Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.
3. Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.
4. G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State, New Delhi: Sage Publications, pp. 293-309.
5. G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

6. Roy, (2010) 'The Women's Movement', in N.G. Jayal and P.B. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
7. Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
8. Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
9. J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
10. D. O'Byrne, (2007) 'Theorizing Human Rights', in Human Rights: An Introduction, Delhi, Pearson, pp.26-70.

## **Unit II**

1. J. Morsink, (1999) The Universal Declaration of Human Rights: Origins, Drafting and Intent, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
2. M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.
3. SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

## **Unit III**

1. Human Rights in India- The Updated Amnesty International Reports, Delhi, Vistaa
2. Baxi, U. (Ed.). (1987). *The right to be human*. Delhi: Lancer.
3. Haragopal, G., (1998) Good Governance: Human Rights, Perspective, Indian Journal of Public Administration, Vol. 44 (3),
4. Kothari, S. and Sethi, H. (eds.), (1991) Rethinking Human Rights, Delhi, Lokayan,

## **Unit IV**

1. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.
2. Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.
3. O. Kosambi, (2007) Crossing the Threshold, New Delhi: Permanent Black, pp. 3-10.
4. Menon, P. (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson.
5. Palriwala, R. (2008) 'Economics and Patriline: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423.
6. Chakravarti, U. (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree.
7. K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in Tools of Justice: Non-Discrimination and the Indian Constitution, New Delhi, Routledge, pp.425-443
8. N. Menon (2012) 'Desire', Seeing Like a Feminist, New Delhi: Zubaan/Penguin, pp. 91-146
9. MacKinnon, C. The Liberal State' from Towards a Feminist Theory of State, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.
10. N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233
11. T. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press
12. Saheli Women's Centre, (2007) Talking Marriage, Caste and Community: Women's Voices from Within, New Delhi: monograph 114

13. Rowbotham, Shiela. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
14. Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.
15. Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.
16. Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.
17. J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.
18. Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly
19. Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics, New York: Palgrave, pp 383 - 411

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

#### DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: Understanding Globalisation

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                    |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Understanding Globalisation MDSE-8 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

- Provide students with a basic understanding of the phenomenon of globalisation, its sources, and its forms.
- Familiarise students with both key global actors and certain urgent global problems that require solutions at the global level.

#### Learning outcomes

- The students will learn about meaning and significance of globalisation in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalisation.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.

- Students will also learn about contemporary pressing issues like global warming, poverty & inequality and international terrorism.

## **SYLLABUS OF MDSE-8**

### **UNIT – I (12 Hours)**

#### **Globalisation**

- a) Meaning and Debate
- b) Dimensions: Economic, Political, Technological, language and Cultural

### **UNIT – II (13 Hours)**

#### **Contemporary World Actors**

- a) United Nations
- b) World Trade Organisation (WTO)
- c) IMF
- d) UNESCO

### **UNIT – III (10 Hours)**

#### **Contemporary World Issues**

- a) Global Environmental Issues – UNEP (Global Warming, Bio-diversity, Resource Scarcities)
- b) Global Justice
- c) International Terrorism

### **Unit- IV (10 HOURS)**

#### **Regional organisation**

- a) ASEAN
- b) EU
- c) BRICS
- d) G 21

## **Essential/recommended readings**

### **Unit I-**

1. Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.
2. David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: an Introduction to the Globalization Debate*, Malden, Polity Press
3. Andrew Heywood (2011), *Global Politics*, New York: Palgrave-McMillan.
4. Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.
5. J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
6. J. Baylis and S. Smith (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329; 50-385; 468-489.
7. Manfred B. Steger (2017), *Globalization: A Very Short Introduction*, New York: Oxford University Press.

### **Unit -II**

1. Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press.
2. Joseph S Nye and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.
3. Ghosh, A. (1998). GLOBALIZATION AND WTO. *India Quarterly*, 54(3/4), 7–112. <http://www.jstor.org/stable/45073136>
4. MADAAN, D. K. (2000). WTO AND THE DEVELOPING COUNTRIES. *India Quarterly*, 56(3/4), 53–60. <http://www.jstor.org/stable/45073233>
5. D. N. Ghosh. (2002). Globalisation, the IMF and Governance. *Economic and Political Weekly*, 37(39), 3980–3982. <http://www.jstor.org/stable/4412653>
6. Kapur, D. (1998). The IMF: A Cure or a Curse? *Foreign Policy*, 111, 114–129. <https://doi.org/10.2307/1149382>
7. DUTT, S. (2009). Striving to Promote Shared Values: UNESCO in the Troubled World of the Twenty-first Century. *India Quarterly*, 65(1), 83–95. <http://www.jstor.org/stable/45072914>

### Unit III-

1. David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.
2. Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company.
3. Jagdish Bhagwati (2007), *In Defense of Globalization*, Oxford, Oxford University Press.
4. John Clark (ed.) (2003), *Globalizing Civic Engagement: Civil Society and Transnational Action*, London, Earthscan.
5. Arjun Appadurai (1996) *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press
6. Deepak Nayyar (ed.) (2002) *Governing Globalization: Issues and Institutions*, Oxford University Press.
7. David Held and Anthony McGrew (ed.), (2003), *The Global Transformation Reader: An introduction to the Globalization Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.
8. Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.
9. Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium*. London: Continuum. pp. 1-20.
10. Tripathi, S. (2015). GLOBALIZATION AND NATIONAL SECURITY. *The Indian Journal of Political Science*, 76(4), 741–746. <https://www.jstor.org/stable/26575592>

### Unit IV

1. Ciorciari, J. D. (2017). ASEAN and the Great Powers. *Contemporary Southeast Asia*, 39(2), 252–258. <http://www.jstor.org/stable/44683766>
2. Natalegawa, R. M. M. M. (2017). The Expansion of ASEAN and the Changing Dynamics of Southeast Asia. *Contemporary Southeast Asia*, 39(2), 232–238. <http://www.jstor.org/stable/44683763>
3. Schmidt, V. A. (2011). Small Countries, Big Countries under Conditions of Europeanisation and Globalisation. In U. Becker (Ed.), *The Changing Political Economies of Small West European Countries* (pp. 149–172). Amsterdam University Press. <http://www.jstor.org/stable/j.ctt46mwc0.9>
4. Sachdeva, G. (2022). India as the Voice of the Global South in G20, 2023. *Indian Foreign Affairs Journal*, 17(3/4), 133–145. <https://www.jstor.org/stable/48772505>
5. David, S. (2022). India's G20 Presidency: From Vision to Legacy. *Indian Foreign Affairs Journal*, 17(3/4), 158–169. <https://www.jstor.org/stable/48772507>

### Additional Resources:

### Classic Readings

Michael Hardt and Antonio Negri (2001), *Empire*, USA, Harvard University Press.

Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.

Paul Hirst, Graham Thompson and Simon Bromley (1996), *Globalization in Question: The International Economy and the Possibility of Governance*, Polity Press.

### Additional Readings

Robert Keohane and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Amartya Sen (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

### Readings in Hindi

पुष्पेश पन्त (2016), *भूमंडलीकरण एवं भारत*, दिल्ली: एक्सेस पब्लिशिंग

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE –9: Citizenship and Governance

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Citizenship and Governance MDSE-9 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

### Learning Objectives

The objective of this course is to:

- Introduce students to the meaning and models of governance and their relationship with citizens.
- Examine the premise that active citizen participation leads to effective governance, recognising that policy success is not guaranteed by governmental intent alone.
- Enable students to critically engage in discussions on laws and issues that impact daily life.

### Learning outcomes

- Students will come to know about the meaning and different models of governance.
- Students will be able to explain what role both the states and citizens are to play in realizing the goal of government.
- They will be able to explain the meaning and nature of Citizen's Charter in India.
- They will come to know what is Right to information and whether it has contributed to the good governance at all.

- Students will be able to explain what consumer rights are and how the Consumer Protection rights protect the consumer against any spurious, faulty and fraudulent designs of the sellers and manufacturers.
- They will be able to explain how technology has revolutionized the ambit of governance.

## **SYLLABUS OF MDSE-9**

### **UNIT – I**

#### **Citizenship**

- a. What is citizenship: Jui soli and Jui sanguinis
- b. Citizenship Act: Amendments and Process

### **UNIT – II (8 Hours)**

#### **Governance**

- a. Meaning of Governance
- b. Relationship between Democracy and Governance
- c. Good Governance and E- Governance

### **UNIT – III (9 Hours)**

#### **Accountability: Citizenship & Governance in India**

- a. Citizen Charter
- b. Right to Information
- c. Consumer Protection Act
- d. Social Audit
- e. Lokpal and Lokayukta

### **UNIT – IV (9 Hours)**

#### **Relationship between Citizen and Governance**

- a. Civil Society
- b. Community Relationship: Case Study Bhagidari Model of Delhi

### **Essential and core readings**

#### **Unit 1**

1. Frederickson, H. George et al. (2015). Theories of Governance In The Public Administration Theory Primer, Boulder, CO: Westview Press, pp. 219-244.
2. Leftwich, A. (1994). Governance, the State and the Politics of Development. Development and Change, 25(2), Blackwell Publishing Ltd, pp. 363–86.
3. World Bank Report. (2017). World Development Report: Governance and the Law. Washington.
4. Keping, Y. (2018). Governance and Good Governance: A New Framework for Political Analysis. Fudan Journal of the Humanities and Social Sciences, 11(1), pp. 1–8.
5. Singh, A. P., & Murari, K. (2018). Governance: Issues and Challenges. New Delhi: Pearson.
6. Ragi, S. K. (2019). Citizenship and Governance. New Delhi: National Book Trust.

## **Unit 2:**

1. Currie, B. (1996). Governance, Democracy and Economic Adjustment in India: Conceptual and Empirical Problems. *Third World Quarterly*, 17(4), pp. 787-807.
2. Leftwich, A. (1993). Governance, Democracy and Development in the Third World. *Third World Quarterly*, 14(3), pp. 605-624.

## **Unit 3:**

1. Capano, G. (2015). Bringing Governments Back In Governance and Governing in Comparative Policy Analysis. *Journal of Comparative Policy Analysis: Research and Practice*, 17(4): 311-321.
2. Faur, D. L. (2012). From "Big Government" to "Big Governance"? The Oxford Handbook of Governance.
3. Crow, D. (2009). How Citizens Interact with Their Government and Why We Care. *Public Administration Review*, 69(2), pp. 353-355.
4. Shastri, S. (2002). Citizen Confidence in Political Institutions and Processes in India: Some Findings from the World Values Survey. *The Indian Journal of Political Science*, 63(1), pp. 89-104.
5. Almond, G., & Verba, S. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton University Press.

## **Unit 4:**

1. Haque, M. S. (2007). Limits of the Citizen's Charter in India: The critical impacts of social exclusion. *Journal of Public Management Review*, pp. 391-416.
2. Paul, S. (2008). India's Citizen's Charters: In Search of a Champion. *Economic and Political Weekly*, 43(7), pp. 67-73.
3. Jain, A. (2012). Good Governance and Right to Information: A Perspective. *Journal of the Indian Law Institute*, 54(4), pp. 506-519.
4. Birkinshaw, P. (2006). Freedom of Information and Openness: Fundamental Human Rights? *Administrative Law Review*, 58(1), pp. 177-218.
5. Saxena, I. (1988). The Consumer Protection Act 1986: A Viewpoint. *Journal of the Indian Law Institute*, 30(3), pp. 321-331.
6. Saxena, A. (2005). E-Governance and Good Governance: The Indian Context. *The Indian Journal of Political Science*, 66(2), pp. 313-328.
7. Yadav, S. (2009). Implementing E-Governance in India Exploring the Administrative Reforms Agenda. *The Indian Journal of Political Science*, 70(3), pp. 679-692.
8. Paul, S. et al. (2004). State of India's Public Services: Benchmarks for the States. *Economic and Political Weekly*, 39(9), pp. 920-933.
9. Sangita, S. (2007). Decentralisation for Good Governance and Service Delivery in India: Theory and Practice. *The Indian Journal of Political Science*, 68(3), pp. 447- 464.
10. Panchu, S. (2011). Lokpal: Where Do We Stand Now, and How We Got Here. *Economic and Political Weekly*, 46(41), pp. 19-21.
11. Panchu, S. (2012). Repairing the Lokpal Bill. *Economic and Political Weekly*, 47(3), pp. 10-13.
12. Nanth, V. (2011). Lokpal Bill Campaign: Democratic and Constitutional. *Economic and Political Weekly*, 46(16), pp. 20-22.
13. Jha, R. R. (2018). India's Anti-Corruption Authorities: Lokpal and Lokayukta. *Indian Journal of Public Administration*, 64(3), pp. 502-517.

## **Additional / recommended books**

- a) Citizenship in a Globalizing World (Chapters on the evolution and crisis of citizenship in post-colonial democracies)
- b) Citizenship and Social Class, especially the sections on civil, political, and social rights (classic foundational theory of citizenship)

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

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: Issues In Contemporary Politics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                        | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                            |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Issues In Contemporary Politics<br>MDSE-10 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

### Learning Objectives

- Explore, analyze and evaluate central issues, values, and debates in the contemporary world relevant to normative political inquiry.
- Analyse key dilemmas that shape political discourse across different societies.

### Learning outcomes

#### Course Learning Outcomes

After taking this course, the learner will be able to appreciate:

- Why these dilemmas are part of the human condition; and
- How societies negotiate them politically.

### SYLLABUS OF MDSE-10

#### UNIT – I (10 Hours)

#### Global Justice and Cosmopolitanism

#### UNIT – II (15 Hours)

#### Social Exclusion- Inclusion

#### Politics of Empowerment

## **Feminism and emotions**

### **UNIT – III (10 Hours)**

#### **Debating human rights: the politics of Humanitarian Intervention**

### **UNIT – IV (10 Hours)**

#### **Ecology and Political Responsibility**

## **Essential/recommended readings**

### **Unit I**

1. Hobbes, T. (1994) *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett (Chapters 13 and 14).
2. Arendt, Hannah. (1969) *On Violence*. New York: Houghton Mifflin Harcourt Publishing Company.
3. Tilly, C. (2003) *Politics of Collective Violence*. New York: Cambridge University Press, pp. 1-54.
4. Ungar, M., Bermanzohn, S. A. and Worcester, K. (2002) 'Violence and Politics', in Ungar, M., Worcester, K. (eds), *Violence and Politics: Globalization's Paradox*. New York: Routledge, pp. 1-12.
5. Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press, pp. 95-112.
6. Held, D. (2005) 'Principles of Cosmopolitan Order', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 10-38.
7. Synowich, C. (2005) 'Cosmopolitans, Cosmopolitanism and Human Flourishing', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 55-74.

### **Unit II.**

1. Sen, A. (2000) *Social Exclusion: Concept, Application, and Scrutiny*. Social Development Papers No. 1 (June), Asian Development Bank.
2. Sen, A. (1995) *Inequality Reexamined*. New Delhi: Oxford University Press, pp. 39-55, 73-87. Sen, A. (1998) *Development as Freedom*. New Delhi: Oxford University Press, pp. 87-110.

### **Unit III.**

1. Orend, B. (2002) *Human Rights: Concept and Context*. Peterborough: Broadview Press, pp.15-101, 129-190.
2. Coady, C. A. J. (2008) 'War and Intervention', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 56-79.
3. Keohane, R. O. (2003). 'Introduction', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 1-14.
4. Holzgrefe, J. L. (2003). 'The Humanitarian Debate', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 15-53.
5. Teson, F. R. (2003). 'The Liberal case for Humanitarian Intervention', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 56-79.
6. Smits, K. (2009). 'Can Military Intervention in Other Countries be Justified on Humanitarian Grounds?', in *Applying Political Theory: Issues and Debates*. Palgrave

Macmillan. Pp. 209-229. Parekh, B. (1997). 'Rethinking Humanitarian Intervention', *International Political Science Review* 18: 49-69.

#### **Unit VI.**

1. Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.
2. Clark, M. (1993) 'Environmentalism', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 243-264.
3. Bryant, R. L. & Bailey, S. (1997) *Third World Political Ecology: An Introduction*, London: Routledge, pp. 27-47.
4. Jamieson, D. (2008) 'Environment', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 313-335.
5. Smits, K. (2009). 'Should the Natural Environment be Protected for Future Generations?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan. pp. 230-250.

#### **Additional Readings**

Arendt, Hannah. (1969) *On Violence*. New York: Houghton Mifflin Harcourt Publishing Company.

Hobbes, T. (1994) *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett.

Weber, M. (1965) *Politics as Vocation*. Fortress Press.

Mandle, J. (2006) *Global Justice*. Cambridge: Polity Press.

De Beauvoir, S. (1949) *The Second Sex*. Paris: Gallimard.

Walzer, M. (1977) *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books.

Dobson, A. (2000) *Green Political Thought*. London: Routledge.

Fanon, F. (1963). *The Wretched of the Earth*. New York: Grove Press.

Gunn, R. (1993). "Politics and Violence", Bellamy, R. (ed.), *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press, pp. 265-292.

Byrre, D. J. (2003) *Human Rights*. New Delhi: Pearson, pp. 1-71.

Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press.

Moellendorf, D. (2002) *Cosmopolitan Justice*. Boulder, CO: Westview Press.

Okin, S. M. (1989) *Justice, Gender and the Family*. New York: Basic Books.

#### **Readings in Hindi**

भार्गव, राजीव और अशोक आचार्या (सं०), राजनीतिक सिद्धांत : एक परिचय, दिल्ली: पिएर्सन, 2011

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: Research Methods in Politics

NOTE: 'Research Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                     | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                         |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Research Methods in Politics<br>MDSE-11 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

### Learning Objectives

- Introduce students to the basics of social science research within the context of the discipline of Political Science.
- Introduce students to the fundamentals of research in Political Science by familiarising them with different methodologies and guiding them through the application of these methods using selected texts.
- Enable students to understand how analytical frameworks and arguments in Political Science are developed.
- Examine the tools used to construct and communicate political arguments and the debates they generate.
- The course is divided into three parts:
  - The first will Introduce key debates in Political Science research.
  - The second takes them to explore foundational aspects of research praxis, including conceptualising a research problem and formulating research questions.
  - The third aims to Introduce specific methodologies by analysing well-known works and related reflective articles to discern the research methods employed.

### Learning outcomes

On successful completion of the course, students would demonstrate:

- Preliminary training in basic elements of social science research
- Familiarity with how to conceptualize a research problem
- Familiarity with diverse methodologies used in the study of politics
- Skills to identify and understand the use of specific methodologies in a text

## SYLLABUS OF MDSE-11

### UNIT – I (12 Hours)

#### Introduction

- e. Human Enquiry and Social Science Research
- f. What is political inquiry? Why do we need it?
- g. Issues of objectivity and Interpretation in political enquiry
- h. Epistemological Debate- Quantitative and Qualitative analysis

## **UNIT – II (10 Hours)**

### **Conceptualizing Research**

- e. Formulation of a research problem/research design
- f. Framing research questions
- g. Review of literature
- h. Citation and sources

## **UNIT – III (18 Hours)**

### **Methods in the study of politics and their application?**

- e. Empirical
- f. Discourse Analysis
- g. History of ideas
- h. Ethnography

## **Unit- IV Practical Component: Doing Research (5 Hours)**

- a. Writing Research Proposal: Review of the literature and Identification of research gap, research question and Hypothesis, Research Methodology
- b. Philosophy and ethics
- c. Plagiarism
- d. Publication ethics—publication misconduct

## **Essential/recommended readings**

### **Unit -I**

1. G. King, R. Keohane, and S. Verba (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, New Jersey: Princeton University Press, pp. 1-12.
  - a. MacIntyre (1971) 'Is the Science of Comparative Politics possible?', in *Against the Self Images of Age, Essays on Ideology and Philosophy*, London: Schocken Books, pp.8-26.
2. E Babbie (2008) Human Enquiry and Science, in *The Basics of Social Research*(4th Edn.), Thomson Wordsworth pp. 3-29.
3. H. Sandra and O. Heath (2020), Objectivity and Values, in *Political Research: Methods and Practical Skills (revised edition)*, Oxford: Oxford University Press, pp. 64-91.
4. A Bryman (1984), The Debate about Qualitative and Quantitative Research. A Question of Methods or Epistemology, *The British Journal of Sociology*, Vol. 35 , Issue 1, pp. 75- 92.
5. L. Rudolph and S. Rudolph (2010) 'An Intellectual History of the Study of Indian Politics', in N.Jayal and P. Mehta, *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.555-586.

6. Sudipta Kaviraj (1978), 'How not to study method?', in S. Kaviraj, P. Chatterjee, S. K. Chaube, S. Datta Gupta eds., *The State of Political Theory: Some Marxist Essays*, Calcutta: Research India Publications, Calcutta, pp.1-33
7. D Vaid (2013), Perspectives on Methods in Political Science. *Studies in Indian Politics*, Vol 1(1), pp. 103-107.

## **Unit-II**

1. Bala J (2020), An Overview of Longitudinal Research Designs in Social Sciences. *Studies in Indian Politics*, Vol. 8(1), pp. 105-114.
2. Chousalkar, A. S. (2004). METHODOLOGY OF KAUTILYA'S ARTHASHASTRA. *The Indian Journal of Political Science*, 65(1), 55–76. <http://www.jstor.org/stable/41855797>
3. E Babbie (2008) Research Design, in *The Basics of Social Research* (4th Edn.), Thomson Wordsworth, pp. 94- 128.
4. H. Sandra and O. Heath (2020) Asking Questions: How to Find and Formulate Research Questions, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: Oxford University Press, pp. 93-122.
5. M Mohanty, Preparing a Research Proposal, available at <http://www.polscience.du.ac.in/web4/uploads/PDF/academics/PhD/Preparing%20a%20Research%20Proposal%20Manoranjan%20Mohanty.pdf>

## **Unit III**

### **Empirical**

1. Datta and D Vaid (2018). Mind the Gap?: Navigating the Quantitative and the Qualitative in Survey Research. *Studies in Indian Politics*, Vol 6(1), pp. 140-145.
2. S. Kumar, & P. Rai (2013) *Measuring Voting Behaviour in India*, New Delhi: Sage Publications, pp.1-12.
3. FR Jensenius, G Verniers (2017) Studying Indian Politics with Large-scale Data: Indian Election Data 1961–Today. *Studies in Indian Politics*, Vol 5(2), pp. 269-275
4. N Ummareddy, and A. Alam. (2021) What Do Preambles Do? A Study of Constitutional Intent and Reality. *Studies in Indian Politics*. Vol 9 (2), pp. 221-238.

### **Discourse Analysis**

1. J. Gee (2010) *An Introduction to Discourse Analysis: Theory and Method*, London: Routledge, pp.2-10.
2. H. Sandra and O. Heath (2020), Textual Analysis, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: OxfordUniversity Press, pp. 364-392.
3. A Phadnis and A. Kashyap. (2019), The Politics of Historical Personalities: Textual Analysis of Speeches by the Indian Prime Ministers, *Working Paper at IIM Indore*, WP/02/2018 19/HSS

### **History of ideas**

1. Ball, T. (1995) *Reappraising Political Theory*, Oxford: Clarendon Press
2. Skinner, Q. (1969). Meaning and Understanding in the History of Ideas. *History and Theory*, 8(1), 3–53. <https://doi.org/10.2307/2504188>
3. Gilbert, F. (1971). Intellectual History: Its Aims and Methods. *Daedalus*, 100(1), 80–97. <http://www.jstor.org/stable/20023991>
4. Pollock, S. (2008) Is There an Indian Intellectual History? Introduction to "Theory and Method in Indian Intellectual History". *J Indian Philos* 36, 533–542

### **Ethnography**

1. H. Sandra & O. Heath (2012) *Political Research: Methods and Practical Skills*, Oxford: OxfordUniversity Press, pp. 287-304.
2. Y. Yadav (2020), 'On Ethnography: What Work Does "Fieldwork" Do in the Field of Elections', in Y. Yadav ed. *Making Sense of Indian Democracy*, Ranikhet: Permanent Black, pp. 300-324.

3. S Kumar (2014) The Promise of Ethnography for the Study of Politics. *Studies in Indian Politics*, Vol 2(2), pp. 237-242

#### **Unit- IV**

1. P. Chandah. (2018). *Ethics in Competitive Research: Do not get Scooped; do not get plagiarized.*
2. *Research and Publication Ethics*
3. <https://geography.du.ac.in/userfiles/downloads/Research-and-Publication-Ethics-UGC-2020.pdf>

#### **Additional Reading:**

D. Easton (1969) 'The New Revolution in Political Science', in *The American Political Science Review*, Vol. LXIII (4), pp.1051-1061.

S. Wolin (1969) 'Political Theory as a Vocation', in *The American Political Science Review*, Vol.LXIII (4), pp.1062-82.

D. Marsh and G. Stoker (2010) *Theory and Methods in Political Science*, 3rd Edition, Palgrave Macmillan.

D. E. McNabb (2009), *Research Methods for Political Science: Quantitative and Qualitative Methods*, Armonk: M.E. Sharpe [Eastern Economy Edition]

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

### GENERIC ELECTIVES (GE-1): Ideas in Indian Political Thought

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                    | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|----------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                                        |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Ideas in Indian Political Thought GE-1 | 4       | 3                                 | 1        | -                   | NA                   | NA                          | Political Science              |

#### Learning 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 key concepts based on original texts, enabling critical engagement with the ideas.

#### Learning outcomes

After completion of this course, students will be able to

- answer about the nature and form of statecraft that existed in Ancient India.
- explain how the texts in ancient India interpreted Dharma and Danda
- answer what were sources and mechanisms to practice Nyay in ancient India.
- make distinction between Rastra and Rajya.
- explain the meaning and foundations of Varna and how are they different from caste.

### SYLLABUS OF GE-1

#### UNIT – I (7 Hours)

Dharma and Danda: Kautilya

#### UNIT – II (6 Hours)

Gender: Tarabai Shinde

#### UNIT – III (6 Hours)

Culture and Nationalism: Vivekananda

### **UNIT – IV (6 Hours)**

Swaraj: Gandhi

### **UNIT – V (6 Hours)**

Nyaya: Ambedkar

### **UNIT – VI (7 Hours)**

Hindutva: Savarkar

### **UNIT – VII (7 Hours)**

Integral Humanism: Deen Dayal Upadhyaya

## **Essential/recommended readings**

### **1. Dharma and Danda: Kautilya**

Mehta, V.R. (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88- 109.

Sharma, R S (2005), Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, New Delhi pp 143-164

### **2. Gender: Tarabai Shinde**

O' Hanlon, Rosalind (2002) A comparison between women and men: Tarabai Shinde and the critique of Gender Relations in Colonial India. New Delhi: Oxford University Press.

Lele, Jayant (1998) Gender Consciousness in Mid-Nineteenth Century Maharashtra, in Anne Feldhaus *Images of women in Maharastrain Society*. The University of New York Press: New York

### **3. Culture and Nationalism: Vivekananda**

Sen, Amiya P. (2011), 'Vivekanand: Cultural Nationalism', in M. P. Singh and Himanshu Roy (ed.), *Indian Political Thought: Themes and Thinkers* Delhi. Pearson

Kiggley, Dermot (1990) 'Vivekananda's western message from the East' in William Radice (ed) *Swami Vivekananda and modernization of Hinduism*, New Delhi: Oxford University Press.

### **4. Swaraj: Gandhi**

Parel, A. (ed.) (2002), 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

Dalton, Denis (1982) *Indian Idea of freedom*, Gurgaon: Academic Press, pp 154-190

### **5. Nyaya: Ambedkar**

Pantham, Thomas and Kenneth Deutsch (ed) (1986) *Political Thought in Modern India*, New Delhi: Sage, pp 161-175

Rodrigues, Valerian (2002) *The Essential writings of B.R Ambedkar*, Delhi: Oxford University Press, pp 1-44

### **6. Hindutva: Savarkar**

Savarkar, Vinayak Damodar (1922-23) *Essentials of Hindutva*, 1922, available at: [http://savarkar.org/en/encyc/2017/5/23/2\\_12\\_12\\_04\\_essentials\\_of\\_hindutva.v001.pdf\\_1.pdf](http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf)

Sampath, Vikram (2021) Savarkar: A Contested Legacy, 1924-1966, Gurugram: Penguin Random House India

## 7. Integral Humanism: Deen Dayal Upadhyaya

Upadhyaya, Deendayal. (1964), Integral Humanism, Delhi: Bharatiya Jan Sangh.

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

### GENERIC ELECTIVES (GE-2) : Introduction to the Indian Constitution

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                          | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                              |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Introduction to the Indian Constitution GE-2 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Learning Objectives

The course aims to:

- To introduce students to the foundational text of constitutional democracy in India – the Indian Constitution.
- To provide an overview of the socio-political context of the Constitution's origin and its basic tenets, which form the organizing framework for democracy in India.
- To bring historical insights that make the constitutional text comprehensible.
- To trace the history of the Constitution through colonial legislations and the declarations and reports of the Indian National Movement.
- To focus on the creation and functioning of the Constituent Assembly as part of a transformative vision for independent India.
- To examine the basic features of the Constitution, introducing students to the philosophy behind them and their final adopted form in the Indian Constitution as a document for social revolution.
- To provide students with both a textual and contextual introduction to the Indian Constitution.

#### Learning outcomes

On successful completion of the course, the students will demonstrate

- Knowledge of the origin and contents of the Indian Constitution
- Awareness of the rights and duties of the citizens and the obligations of the state

- Familiarity with the functioning of constitutional governance in India and the division of power between different tiers of the government.

## **SYLLABUS OF GE-2**

### **UNIT – I (8 Hours)**

Constitutional antecedents and the making of the Constitution of India

### **UNIT – II (7 Hours)**

Basic features of the Indian Constitution

### **UNIT – III (8 Hours)**

Fundamental Rights

### **UNIT – IV (7 Hours)**

Obligations of State and Duties of Citizens

### **UNIT – V (7 Hours)**

Organs of Constitutional Governance- Legislature, Executive and Judiciary

### **UNIT – VI (8 Hours)**

Centre-State Relations and Decentralization

## **Essential/recommended readings**

### **Readings:**

#### **1. Constitutional antecedents and the making of the Constitution of India**

##### **(a) Constitutional antecedents**

Shibani Kinkar Chaube, 2010, Pre History, in *The Making and Working of the Indian Constitution*, NBT, India.

Arun Thiruvengadam, 2018, Origin and Crafting of the Constitution (pp. 11 to 26), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

D D Basu, 2011, The Historical background, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

##### **(b) Making of the Constitution of India**

Shibani Kinkar Chaube, 2000, Birth of the Constituent Assembly, in *Constituent Assembly of India: Springboard of Revolution*, Manohar.

Granville Austin, 1966, The Constituent Assembly- Microcosm in Action, in *Indian Constitution, Cornerstone of a Nation*, OUP.

Subhash Kashyap, 1994, Making of the Constitution, in *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT, India.

#### **2. Basic Features of the Indian Constitution**

B R Ambedkar, 2010, Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.

D D Basu, 2011, Outstanding Feature of Our Constitution, in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Ivor Jennings, 1953, Introduction, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

### **3. Fundamental Rights**

Primary text: Article 14- 32, Part III, The Constitution of India

Granville Austin, 1966, The Conscience of the Constitution- Fundamental Rights and Directive Principles of State Policy- I (pp. 63-94), in *Indian Constitution, Cornerstone of a Nation*, OUP

Shibani Kinkar Chaube, 2010, Rights of Indians, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Fundamental rights, Directive Principles and the Judiciary (pp. 118-137), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

### **4. Obligations of State and Duties of Citizens**

Primary text: Article 36- 51A, Part IV and IVA, The Constitution of India

Shibani Kinkar Chaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Directive Principles of State Policy (pp. 79- 142), in *Introduction to the Constitution of India* (20<sup>th</sup> ed.). Lexis Nexis, India.

Gautam Bhatia, 2016, Directive Principles of State Policy, in Sujit Choudhry, *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP

Ivor Jennings, 1953, Directives of Social Policy, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

### **5. Organs of Constitutional Governance- Legislature, Executive and Judiciary**

Primary Text: Part V, The Constitution of India

S.K. Chaube, Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube, Union Government 2: The Legislature, in *The Making and Working of Indian Constitution*, NBT, India

Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230.

Arun Thiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

M.R. Madhavan, 2017, Parliament, in D. Kapur, P.B. Mehta and M Vaishnav (eds.), *Rethinking Public Institutions in India*, Oxford University Press

D.D. Basu, 2011, The Judicature (pp. 299- 313), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Pratap Bhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP, India.

Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.

### **6. Centre-State Relations and Decentralization**

D D Basu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

M.P. Singh and Rekha Saxena, 2013, Asymmetrical Federalism, in *Federalising India in the Age of Globalisation*, Primus

Ivor Jennings, 1953, Indian Federalism, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

S.K. Chaube, Local Government, in *The Making and Working of Indian Constitution*, NBT, India.

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

### GENERIC ELECTIVES (GE-3): Nationalism in India

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code       | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                           |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Nationalism in India GE-3 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Learning Objectives

The course aims

- To help students understand the national movement in India.
- To examine the movement from different theoretical perspectives that highlight its varied dimensions.
- To begin by exploring Indian responses to colonial dominance in the nineteenth century and trace the development of the anti-colonial struggle up to the mid-20th century.
- To focus on the events leading to Partition and Independence in 1947.
- To explore the various tensions and debates within Indian nationalism as it engaged with the questions of communalism, class struggle, caste, and gender.

#### Learning outcomes

On successful completion of the course, students would:

- Gain an understanding of the different theoretical views on the emergence and development of nationalism in India and the tensions that existed between them
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle
- Demonstrate awareness of the history of partition and independence

## SYLLABUS OF GE-3

### UNIT – I (8 Hours)

**Approaches to the Study of Nationalism in India:** Nationalist, Imperialist, Marxist, and Subaltern

### UNIT – II (8 Hours)

**Reformism and Anti-Reformism in the Nineteenth Century:** Major Social and Religious Movements in 19th century

### UNIT – III (11 Hours)

#### **Nationalist Politics and Expansion of its Social Base**

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Revolutionaries, Socialists, and Communists

### UNIT – IV (9 Hours)

#### **Social Movements**

Peasants, Tribals, Workers, Women and anti-caste movements

### UNIT – V (9 Hours)

#### **Partition, Independence and Integration of states**

Communalism in Indian Politics, The Two-Nation Theory and Partition, Independence and Integration of Indian States

## **Essential/recommended readings**

### **Approaches to the Study of Nationalism in India**

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

### **Reformism and Anti-Reformism in the Nineteenth Century**

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

### **Nationalist Politics and Expansion of its Social Base**

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,

P. Chatterjee (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

### Social Movements

S. Bandopadhyay (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

Desai, A.R. (2019, reprint- 6<sup>th</sup> edition) Crusade Against Caste System, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6<sup>th</sup> edition) Crusade Against Untouchability, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6<sup>th</sup> edition) Movement for the Emancipation of Women, in *Social Background of Indian Nationalism*, Sage.

G. Shah (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

### Partition, Independence and Integration of States

A. Jalal, and S. Bose (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy (2005) *Rashtravadbhanam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy (1994) New Delhi: Oxford University Press, pp. 1-8.)

V P Menon (1956), CH I- Setting the Stage and Ch XXV- The Cost of Integration, in *The Story of the Integration of the Indian States*, Orient Longman.

### Suggestive readings

B.Chakrabarty and R. Pandey (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam (2006) *Bharat Mein Algaovaadaur Dharm*, New Delhi: Vani Prakashan.

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

## GENERIC ELECTIVES (GE-4): Understanding International Relations

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |

|                                                   |          |          |          |          |           |           |
|---------------------------------------------------|----------|----------|----------|----------|-----------|-----------|
| <b>Understanding International Relations GE-4</b> | <b>4</b> | <b>3</b> | <b>1</b> | <b>-</b> | <b>NA</b> | <b>NA</b> |
|---------------------------------------------------|----------|----------|----------|----------|-----------|-----------|

## Learning Objectives

### The course aims:

- To help students understand the intersections between politics, economics, culture, and nature that shape human life in the contemporary world.
- To highlight how these intersectional relations give rise to multiple interactions that constitute the collective life of human societies.
- To examine key global issues, including the role of the state in international politics, cultural identities such as the nation, and challenges like global poverty and inequalities.
- To explore the psycho-cultural and politico-economic causes of violence, oppression, and injustice that render the world a contested space.
- To analyze how information technology influences human life in the age of globalization, and how international phenomena manifest in both virtual and material realms.
- To go beyond the Westphalian conception of territoriality and study how international relations are reflected in domains such as art, cinema, and museums.

## Learning outcomes

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

- Understand the nature of the contemporary world in which we live through connected histories, economies and societies.
- Analyze the ways in which our world is shaped in both territorial and non-territorial forms leading to basic planetary understandings of both human and non-human relations.
- Enhance cognitive abilities to map out the multiple and complex interactions in international relations between peoples, histories and civilisations.
- To understand the role of the state and its interface with the market, probe into the cultural identities of a nation, analyse global poverty and climate change politics.
- To critically analyse the politics of 'common yet differentiated responsibilities.'
- Think critically about issues of global inequalities, violence, and injustices in the age of globalization.
- Appreciate the ways in which aesthetic articulation(s) problematize and interrogate the international and our ways of being therein.

## SYLLABUS OF GE-4

### UNIT – I (7 Hours)

#### Making Sense of the World

- 1.1 What is IR?
- 1.2 Understanding Space: How do we sense our planet
- 1.3 Ways of knowing and being: - Peoples, Histories and Civilisations

### UNIT – II (12 Hours)

#### States, Nations and Markets

- 2.1 State and Diffusion of authority/power
- 2.2 Nations and Nationalism
- 2.3 States and Markets

## **UNIT – III (12 Hours)**

### **Inequalities**

- 3.1 Politico-military inequalities: big states, small states
- 3.2 Economic inequalities: rich states, poor states
- 3.3 Climate Change: Global commons and differentiated responsibilities

## **UNIT – IV (7 Hours)**

### **Sites of Conflict and Forms of Violence**

- 4.1 Changing Landscape/ Nature of Conflict
- 4.2 Forms of Violence

## **UNIT – V (7 Hours)**

### **Knowing our Virtual and Creative World: The Visual Turn in IR**

- 5.1 Internet
- 5.2 Museums
- 5.3 Cinemas

## **Essential/recommended readings**

### 1.1. What is IR?

David Blaney, "Where, When and What is IR?" in Arlene B. Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 38-55.

### 1.2. Understanding Space: How can we understand our planet.

Simon Dalby, "What happens if we don't take nature for granted," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 39-60.  
Dipesh Chakrabarty, 'The Climate of History in a Planetary Age,' London: University of Chicago Press, 2021, pp. 1-20.

### 1.3. Ways of knowing and being: - Peoples, Histories and Civilisations

Veronique Pin-Fat, "How do we begin to think about the world," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 20-38.  
Tamara A. Trownsell, Amaya Querejazu, Giorgio Shani, Navnita Chadha Behera, Jarrad Reddekop and Arlene B. Tickner Recrafting International Relations through Relationality," *E-International Relations*, January 2019. <https://www.e-ir.info/2019/01/08/recrafting-international-relations-through-relationality/>.

Tamara A. Trownsell, Arlene B. Tickner, Amaya Querejazu, Jarrad Reddekop, Giorgio Shani, Kosuke Shimizu, Navnita Chadha Behera and Anahita Arian, 'Differing about difference: relational IR from around the world,' *International Studies Perspectives*, 22:1, February 2021, pp. 25-64.

Giorgio Shani, 'IR as inter-cosmological relations?' *International Politics Review*, 9 (2021) 306–312. <https://doi.org/10.1057/s41312-021-00120-2>.

### **Additional Readings:**

Milja Kurki, "International Relations in a Relational Universe," *Oxford University Press* (2020) 1-16.

Arturo Escobar, 'Introduction: Another possible is possible,' and 'Theory and the un/real: Tools for rethinking "Reality" and the possible,' in *Pluriversal Politics: The Real and the Possible*, Durham: Duke University Press, 2020, pp. 1-30.

Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, Albert Acosta, 'Introduction: Finding Pluriversal Paths', in Ariel Salleh, Arturo Escobar, Federico Demaria, Albert Acosta (eds.), *Pluriverse: a post-development dictionary*, New Delhi: Tulika Books, 2019, pp. xxii-xl. Also, see, <https://kalpavriksh.org/ourteam/ashish-kothari/>

### 2.1 State and Diffusion of authority/power

Shibashish Chatterjee, 'Reconsidering the State in International Relations,' in Kanti and Siddharth Mallavarapu (eds.), *International Relations in India: Bringing Theory back home*, New Delhi: Orient Longman, 2005, pp. 451-489.

David Held, "The territorial State and Global Politics," in *Global Transformations: Politics, Economics and Culture*, USA: Stanford University Press, 1999, pp. 32-48.

Susan Strange, "The State of the State," in *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: Cambridge University Press, 1996, pp. 66- 88.

### 2.2 Nations and Nationalism

Andrew Heywood, "Nations and Nationalism" in *Politics*, China: Palgrave Macmillian, 2013, pp. 108-127.

Michael J. Shapiro, "Does the nation-state work?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 269- 287.

Elena Barabantseva, "How do people come to identify with nations?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 245-268.

Sanjay Chaturvedi, 'Indian Geo-politics: 'Nation-State and the Colonial Legacy' in Kanti Bajpai and Siddharth Mallavarapu (eds.), *International Relations in India: Theorising the Region and Nation*, New Delhi: Orient Longman, 2005, pp. 238-283.

### 2.3 States and Markets

Lavanya Rajamani, "The principle of common but differentiated responsibilities and respective capabilities in the international climate change regime" in Ludwig Kramer and Emanuela Orlando (eds.), *Principles of Environmental Law*, Sussex: Edward Elgar publishing, 2018, pp. 46-60.

David Held, Chapter five on "Corporate Power and Global Production Networks," in *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999, pp. 236-282.

Matthew Watson, 'Understanding the State within Modern Society' and 'Understanding the Market within Modern Society' in *Foundations of International Political Economy*, New York: Palgrave, 2005, pp. 161-196.

### **Additional Readings:**

Thomas L. Friedman, *The World is Flat: A Brief History of the Twenty-First Century*, New York: Picador Publication, 2005, pp. 1-50.

Yuval Noah Harari, "Nationalism," in *21 Lessons for the 21<sup>st</sup> Century*, USA: Spiegel & Grau, Jonathan Cape, 2018, pp. 104-117.

Dr V. Basil Hans, 'State and the Market- Debate and Developments,' January 2014, <http://dx.doi.org/10.2139/ssrn.2373827>

Andrew Heywood, "Sovereignty, the Nation and Supranationalism," in *Political Ideas and Concept*, New York: St. Martin's Press, 1994, pp. 48-77.

Stuart Elden, "Why the World Divided Territorially," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, , pp. 220-244.

Robert Gilpin, "Nature of political economy," in *Global Political Economy: Understanding the International Economic Order*, Princeton: Princeton University Press, 2001, pp- 25-45.

Stephen D. Krasner, 'Sharing Sovereignty: New Institutions for Collapsed and Failing States,' *International Security*, 29: 2, 2004, pp. 85-120.

Susan Strange, Chapters 3-6, on 'The Security Structure', 'The Production Structure', 'The Financial Structure', 'The Knowledge Structure', in *States and Markets*, London: Bloomsbury, 2015,

### Unit 3. Inequalities

Mohammad Ayoob, 'Inequality and Theorizing in International Relations: The Case for Subaltern Realism,' *International Studies review*, 4:3, 2002, pp. 27-48.

#### 3.1 Mapping inequalities in IR

Joao Pontes Nogueira, "Inequality," in Arlene B, Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 240-255.

Paul Cammack, "Why are Some People Better off than Others," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 405-428.

#### 3.2 Climate Change: Global commons and differentiated responsibilities

A. Damodaran, 'Encircling the Seamless- India, Climate Change, and the Global Commons,' Oxford University Press, 2010, India. Chapters 1 and 2.

### **Additional Readings:**

Amartya Sen, "Capabilities and Resources," in *The Idea of Justice*, New York: Penguin Books, 2009, pp. 253-268.

Amartya Sen, "Measures of Inequality," in *On Economic Inequality*, New York: Clarendon Press Oxford, 1997, pp. 24-46.

Dipesh Chakrabarty, Chapter 7 on 'Anthropocene Time,' in *The Climate of History in a Planetary Age*, University of Chicago Press London, 2021, pp. 155-181.

Graham Thompson, "Global Inequality, Economic Globalization and Technological Change," Chapter Eleven in 'A World of Whose Making- Ordering the International: History, Change and Transformation' by William Brown, Simon Bromley, and Suma Athreye. Pluto Press, 2004, pp. 377-415.

### Unit 4. Sites of Conflict and Forms of Violence

Arlene B. Tickner, "War and Conflict," in Arlene B, Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 115-138.

#### 4.1 Changing Landscape/ Nature of Conflict

Michael Dillon, "What makes the world dangerous," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 519-538

Mary Kaldor, 'In Defense of New Wars', *Stability: International Journal of Security and Development*, 2:1, 2013, 1-16. <http://dx.doi.org/10.5334/sta.at>.

#### 4.2 Forms of Violence

Joanna Bourke, "Why Does Politics Turns into Violence?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 472-495.

Anuradha M. Chenoy, "Militarization, Conflict and Women in South Asia," in Lois Ann Lorentzen and Jennifer Turpin (eds.), *The Women and War Reader*, New York: New York University Press, 1998, pp. 101-110.

#### **Additional Readings:**

Roland Bleiker, "Can we move beyond Conflict," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 564- 589.

David Held, "Expanding reach of organized violence," in *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999, pp. 87- 92.

#### 5.1 Internet

M. I. Franklin, "How does the way we use the Internet make a difference?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 176-199.

Jr. Harry M. Cleaver, 'The Zapatista Effect: The Internet and the Rise of an Alternative Political Fabric,' *Journal of International Affairs*, 51:2, 1998, pp. 621- 640.

#### 5.2 Museums

Christine Sylvester, "Can International Relations and Art/Museums Come Together," in *Art/Museums: International Relations Where We Least Expect it*, New York: Routledge, 2016, pp. 1-24.

<https://www.ushmm.org/teach/teaching-materials/holocaust>

<https://www.partitionmuseum.org/event/remembering-the-jallianwala-bagh-massacre-100-years-later/>

#### 5.3 Cinemas

Cynthia Weber, "Culture, Ideology, and the Myth Function in IR Theory," in *International Relations Theory: A Critical Introduction*, London: Routledge, 2013, pp. 1-12.

Cynthia Weber, "Case Study: Modernization and Development theory: is there a clash of civilizations? Movie analysis of East is East," in *International Relations Theory: A Critical Introduction*, London: Routledge, 2013, pp. 173-202.

#### **Additional Readings:**

Maria Elena Martinez- Torres, 'Civil Society, the Internet, and the Zapatistas,' *Journal of Social Justice*, 13:3, 2001, pp. 347-355.

Lene Hansen, Rebecca Adler-Nissen and Katrine Emelie Andersen, 'The visual international politics of the European refugee crisis: Tragedy, humanitarianism, borders,' *Cooperation and Conflict*, 56:44, 2021, pp. 367-393.

Mirzoeff, Nicholas, "Global Visual Cultures" in *An Introduction to Visual Culture* 2nd Edition, London: Routledge, 2009, pp. 1-16.

Azmat Rasul and Mudassir Mukhtar, 'Bollywoodization of foreign policy: How film discourse portrays tensions between states' *Journal of Media Critiques*, 1:1, June 2015, pp. 11-27.

Roland Bleiker, *Visual Global Politics*, London and New York: Routledge, 2018, pp.1-29.

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

### GENERIC ELECTIVES (GE-5): Governance: Issues and Challenges

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                    | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|----------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                        |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Governance: Issues and Challenges GE-5 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Learning Objectives

##### The course aims:

- To introduce the concepts and various dimensions of governance, highlighting major contemporary debates.
- To help students understand the significance of governance in the context of a globalising world, environmental challenges, administration, and development.
- To explore the essence of governance through key good governance initiatives undertaken in India.

#### Learning outcomes

On successful completion of the course, the students will be

- acquainted with the changing nature of governance in the era of globalization.
- introduced to the most contemporary ideas of sustainable development and green governance.
- familiarised with a rigorous introduction to the best practices in India on good governance.

### SYLLABUS OF GE-5

#### UNIT – I (10 Hours)

##### Government and Governance: Concepts

- a) Role of State in The Era of Globalisation

- b) State, Market and Civil Society

## **UNIT – II (8 Hours)**

### **Governance and Development**

Changing Dimensions of Development Strengthening Democracy through Good Governance

## **UNIT – III (8 Hours)**

### **Environmental Governance**

- a) Human-Environment Interaction
- b) Green Governance: Sustainable Human Development

## **UNIT – IV (9 Hours)**

### **Local Governance**

- a) Democratic Decentralisation
- b) People's Participation in Governance

## **UNIT – V (10 Hours)**

### **Good Governance Initiatives in India: Best Practices**

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

## **Essential/recommended readings**

### **Government and Governance: Concepts**

B. Chakrabarty and M. Bhattacharya (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham (eds.), Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997

Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001

Vasudha Chotray and Gery Stroker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, Engendering Governance Institutions: State, Market and Civil Society, Sage Publications, 2008

Neera Chandhoke, *State and Civil Society Explorations in Political Theory*, Sage Publishers, 1995

सिंह, अभय प्रसाद एवं कृष्ण मुरारी (2018), *शासन: मुद्दे एवं चुनौतियाँ*, ओरियंट ब्लैकस्वान, नई दिल्ली

चक्रवर्ती, बिद्युत, प्रकाश चंद (2018), *वैश्वीकृत दुनिया में लोक प्रशासन*, सेज भाषा, नई दिल्ली

सिन्हा, मनोज (2010) *प्रशासन एवं लोकनीति*, ओरियंट ब्लैकस्वान, नई दिल्ली

### **Governance and Development**

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance and Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal [ed.], *Democracy in India*, Oxford University Press, 2007

### **Environmental Governance**

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge, 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance*, Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

### **Local Governance**

Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience*, Readings On The Economy, Polity And Society, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living*

*Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', *Economic and Political Weekly*, Vol. 42(39), 2007

### **Good Governance Initiatives in India: Best Practices**

Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors*, International Institute For Educational Planning, UNESCO: Paris, 2001

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

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India and Its Contradictions*, Princeton University Press, 2013

Reetika Khera, 'Rural Poverty and Public Distribution System', *Economic and Political Weekly*, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi, *Women and Food Security: Role Of Panchayats*, Concept Publishing House, 2002

Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013.

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

### **GENERIC ELECTIVES (GE-6): Western Political Philosophy**

### **Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Western Political Philosophy GE-6 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Learning Objectives

### The course aims:

- To familiarize students with how political questions are posed and answered normatively by select political thinkers.
- To introduce key questions, ideas, and values of political philosophy as addressed by major thinkers.
- To juxtapose classical political thought with contemporary political thinking to enable critical engagement and reflection.

## Learning Outcomes

By the end of the course, students would be able to:

- Understand how to read and decode the classics and use them to engage contemporary socio-political issues.
- Connect with historically written texts and their interpretations.
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter.

## SYLLABUS OF GE-6

### UNIT I: Classical Political Philosophy (15 Hours)

- Plato: Justice, Ideal State, Theory of Forms, Philosopher-King
- Aristotle: State and Citizenship, Classification of Governments, Politics as Practical Science

### UNIT II: Early Modern Political Thought (15 Hours)

- Machiavelli: Power, Virtù and Fortuna, Separation of Ethics and Politics
- Hobbes: Human Nature, Social Contract, Leviathan, Absolutism

### UNIT III: Social Contract and Liberalism (15 Hours)

- Rousseau: General Will, Social Contract, Critique of Inequality
- Mill: Liberty, Utilitarianism, Representative Government

### UNIT IV: Radical Political Thought (15 Hours)

- Marx: Historical Materialism, Class Struggle, Alienation, Critique of Capitalism

## Essential/recommended readings

### Unit 1

- R. Kraut (1996) 'Introduction to the Study of Plato', in *The Cambridge Companion to Plato*, Cambridge: Cambridge University Press, pp. 1–50.
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62–80.
- A. Skoble and T. Machan (2007), *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 53–64.
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*, Cambridge: Cambridge University Press.
- Kumar, N., & Agarwal, S. (2025). *Pashchatya Rajnitik Darshan* (Greek aur Prārambhik Adhunik Rājneetik Vichāarak). Orient BlackSwan.

## Unit 2

- Q. Skinner (2000), *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23–53.
- C. Macpherson (1962), *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford University Press.
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 207–224.
- I. Hampsher-Monk (2001), *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers.

## Unit 3

- C. Macpherson (1962), *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford University Press. (for background on liberalism)
- I. Hampsher-Monk (2001), *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers. (Rousseau & Mill chapters)
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press. (Relevant chapters on Rousseau and Mill)

## Unit 4

- I. Hampsher-Monk (2001), *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers. (Relevant chapters on Marx)
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press. (Relevant chapters on Marx)

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

## GENERIC ELECTIVES (GE-7): Politics of Globalisation

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Politics of Globalisation<br>GE-7 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Learning Objectives

### The course aims:

- To examine the paradoxes of contemporary globalization.
- To introduce students from diverse disciplinary backgrounds to the complex, multifaceted nature of the contemporary phenomenon of globalization.
- To help students learn about the evolution of globalization by examining whether globalization is a mere historical process or also a socio-cultural, politico-economic, and psychological phenomenon, and understand these through different conceptual frames.
- To make students understand the debates that have been put forth for and against globalization.
- To introduce the discourse regarding the Eurocentric formulations of globalization and the ways in which the non-European voices have historically been marginalized in the shaping of Western modernity.
- To help students learn about the political, economic, and cultural facets of globalization.
  - As a political phenomenon: to understand how globalization has impacted the functioning of the sovereignty of nation-states.
  - In the realm of economy: to introduce the impact of time/space compression upon the macroeconomic structures of trade and finance, as well as the structural transformation that information and communications technology has brought in the working of the global political economy.
  - As a cultural phenomenon: to discuss the new global mobilizations in the form of global social movements, movements of people across borders, and the political and economic impact of global epidemics.

## Learning outcomes

Upon successful completion of this course, students will have the knowledge and skills to:

- Understand the nature, significance, and principal debates in the literature on globalisation and the concept of globalization as both a historical process and, a socio-cultural phenomenon.
- Study various approaches which will augment student's knowledge on international political economy.
- Demonstrate basic knowledge of the interconnectedness of global issues, processes, and dynamics.
- Develop insight into the alternative understanding of globalisation and various critical aspects related to it like who are the beneficiaries in this process.
- Understand diverse global challenges like global migration and epidemics.
- Learn the ways in which globalization holds promise for a better world and a developed world and, at the same time, understand how it is laden with deep-seated tendencies to engender strands of inequalities and spur erosion of local cultures.

## SYLLABUS OF GE-7

### UNIT – I (9 Hours)

#### Conceptualizing Globalisation

- 1.1 Is Globalisation New? Historical Perspectives
- 1.2 Approaches to Understand globalisation
- 1.3 The Globalisation Debate

### UNIT – II (9 Hours)

#### Globalization: A Eurocentric Project?

- 2.1 The Question of Post-Coloniality

## 2.2 Making Sense of Globalization for the People at the Margins

### **UNIT – III (9 Hours)**

#### **Sovereign State in a Globalised World**

- 3.1 Political Dimensions
- 3.2 Shift from State to Market?

### **UNIT – IV (9 Hours)**

#### **Role of International Institutions: Multi-dimensionality of Globalisation**

- 4.1 World Bank, International Monetary Fund, World Trade Organisation and, G-20
- 4.2 The Globalisation of Trade
- 4.3 Global Epidemics and Working of World Health Organization

### **UNIT – V (9 Hours)**

#### **Responses and Resistances to Globalization**

- 5.1 Global Social Movements
- 5.2 International Migration

### **Essential/recommended readings**

#### **Unit 1. Conceptualizing Globalisation**

##### ***Essential Readings***

##### **1.1 Is Globalisation New? Historical Perspectives**

Hirst, Paul and Thompson, G. “*Globalisation in Question*” (Third Edition), UK: Polity Press, 2009, pp. 25-52.

Ritzer, George and Paul D. Paul, *Globalization: A Basic Text* (Second Edition), UK: Wiley Blackwell, 2015, pp. 14-53.

##### **1.2 Approaches to Understand Globalisation**

Held, D and et. al. “Rethinking Globalisation” in Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate*, (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 60-67.

Ritzer, G and Dean, P. *Globalisation: The Essentials*, UK: Wiley-Blackwell, 2019, pp. 55-92.

##### **1.3 The Globalisation Debate**

Bishop, Matthew Louis & Anthony, “The political economies of different Globalizations: Theorising Reglobalization”, *Globalizations*, Vol. 18, June 2020, pp. 1-21.

Keohane, Robert O. and Nye Jr, Joseph S., “What’s New? What’s Not? (And So What?)”, in Held, D and McGrew, A (ed.), *The Global Transformations Reader: An Introduction to the Globalisation Debate* (2<sup>nd</sup> edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 75-84.

##### ***Additional Readings***

Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2000, pp 1-42.

Bhagwati, J. “*In Defence of Globalisation*”, UK: Oxford University Press, 2007, pp. 3-36, 199-220.

Dwivedi, Sangit S., "Localisation vs Globalisation: A Conscious Vision of India" in Tyagi, R., S. Mangla and Giri (eds.), *Glocalization and Federal Governance in India*, Bloomsbury. 2019, pp. 141-154.

Michie, Jonathan. (eds.), "Globalisation in Questions?", *Handbook of Globalisation*, UK, Edward Elgar, 2003, pp: 17-79.

McGrew, A. "Globalisation and Global Politics" in Baylis J., Smith and Owens (eds.), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press. 2017, pp. 15-31.

## **Unit 2. Globalization: A Eurocentric Project?**

### ***Essential Readings***

#### **2.1 The Question of Post-Coloniality**

Chatterjee, P. *Our Modernity* (SEPHIS) and (CODESRIA), Rotterdam/Dakar. 1997 pp. 3-20.

Sanjeev Kumar H.M., "Contesting Modernity: Crisis of Democratization in South Asia," *India Quarterly*, LXIV (4), October-December 2008, pp. 124-155.

#### **2.2 Making Sense of Globalization for the People at the Margins**

Vandana Shiva, "Ecological Balance in an Era of Globalisation," in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 422-429.

Kirsten Foot, "Actors and Activities in the Anti-Human Trafficking Movement," in Jorge Heine and Ramesh Thakur (eds.), *The Dark Side of Globalization*, Tokyo: UN University Press, 2011, pp. 249-265.

### ***Additional Readings***

Sen, A. "Introduction" and "The Perspective of Freedom" *Development as freedom* (2<sup>nd</sup> ed.). New York: Oxford University Press. 2001 pp.1- 34.

Hirst, P. and Thompson, G. "The Future of Globalization", *Cooperation and Conflict*, Vol. 37, No. 3, Special Issue on Globalization, *Cooperation and Conflict*, September 2002, pp. 247-265.

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press, 1996, pp. 66-88.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffins, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989, pp.1-32; 193-220.

Gustava Esteva and Madhu Suri Prakash, "From Global to Local: Beyond Neo-liberalism to International Hope," in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 410-416.

Research Foundation for Science, Technology and Diversity, "Jaiv Panchayat: Biodiversity Protection at the Village Level," in Robin Broad (ed.), *Global Backlash: Citizen Initiatives for a Just World Economy*, Boulder: Rowman and Littlefield, 2002, pp. 269-272.

## **Unit 3. Sovereign State in a Globalised World**

### ***Essential Readings***

#### **3.1 Political Dimensions**

Bull, Hedley. "Beyond the state system?" in Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2000, pp 577-582.

Elizabeth, A. and Ozioko, M. V, *Effect of Globalisation on Sovereignty of States*, UN Document, 2000, pp. 256-270.

### 3.2 Shift from State to Market?

Susan Strange, "The Declining Authority of States," in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 219-224.

Jessica T. Mathews, "Power Shift," in David Held and Anthony McGrew (eds.), *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 204-212.

## Unit 4. Role of International Institutions: Multi-dimensionality of Globalisation

### Essential Readings

#### 4.1 World Bank, International Monetary Fund, World Trade Organisation and, G-20

Coffey Peter, Riley, Robert, *Reform of the International Institutions - The IMF, World Bank and the WTO*, Part-2, Edward Elgar Publishing, 2006, pp. 12-84.

Dash, P., Shaw, Khandelwal, "Evolution of G20 Process: From Crisis Management to Development Cooperation", *G 20 Digest*, pp. 5-12. Available at: [https://www.g20-insights.org/wp-content/uploads/2020/01/Dash\\_Shaw\\_Khandelwal\\_Evolution\\_G20.pdf](https://www.g20-insights.org/wp-content/uploads/2020/01/Dash_Shaw_Khandelwal_Evolution_G20.pdf)

#### 4.2 The Globalisation of Trade

Woods, N. "International Political Economy in an Age of Globalisation", and Watson, M. "Global Trade and Global Finance", in Baylis J., Smith and Owens (eds.) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press. 2017, pp. 243-257, 417-428.

#### 4.3. Global Epidemics and Working of World Health Organization

Editors, CFR. "What does the World Health Organisation do?" *Council on Foreign Relations*, 29 Jan. 2021, New York: 1-14. <https://www.cfr.org/backgrounder/what-does-world-health-organization-do>

Lee, Kelley and Julliane Piper, "The WHO and Covid-19 Pandemic", *Global Governance and Review of Multilateral Organizations*, 2020. <https://brill.com/view/journals/gg/gg-overview.xml>

### Additional Readings

Stiglitz, J. "The Promise of Global Institutions", *Globalisation and its Discontents*, New York: Norton, 2002, pp. 3–22.

Cypher, J. and Dietz, J. "The International Monetary Fund, the World Bank and Foreign Aid", *The Process of Economic Development*. New York: Routledge, 2009, pp. 555-591.

Oatley, Thomas, "Trade and Development: Import Substitution Industrialization", *International Political Economy: Interests and Institutions in the Global Economy*, 2011. 5th ed, pp. 111-132.

Hoekman, B. and Kostecki, M, "The Trading System in Perspective", *The Political Economy of the World Trading System: From GATT to WTO*, 3rd Ed, 2009, New York: OUP, pp. 7-57.

Friedman, T., *Lexus and the Olive Tree: Understanding Globalization*, 2000, New York: Anchor, pp. 101-142.

Gilpin, Robert, *The Challenge of Global Capitalism: The World Economy in the 21st Century*, USA: Princeton University Press, 2000, pp. 15-52, 293–324.

Charles, Clift. *The Role of the World Health Organisation in the International System*. London: Chatham House, 2013: 1-51.

Lorena, Barberia et.al. "The Political Science of Covid-19: An Introduction", *Social Science Quarterly*, 2021. pp. 2045-2054.

Lebni Javed Y. and Abbas Jaffar et al., "How the COVID-19 pandemic affected economic, social, political, and cultural factors: A lesson from Iran", *Journal of Social Psychiatry*, 2021, 63 (7). pp: 298-300

## **Unit 5. Responses and Resistances to Globalization**

### ***Essential Readings***

#### **5.1 Global Social Movements**

Donatella della Porta, et al, "The Study of Social Movements: Recurring Questions" and "Social Movements and Democracy", *Social Movements in a Globalising World*, UK: Macmillan, 1999, pp. 3-23; 223-248.

#### **5.2 International Migration**

Keeley, B. "International Migration: The Human Face of Globalisation", OECD, 2009, pp: 9-40

Inglis Christine et al (edited), "Introduction," in *The Handbook of International Migration*, New Delhi: Sage Publication, 2020, pp. 1-17

### ***Additional Readings***

Khagram, Sanjeev et al (ed.) "Women's Rights are Human Rights", and "Globalisation, Global Alliances, and the Narmada Movement", *Restructuring World Politics: Transnational Social Movements: Social Movements, Protest, and Contention, Volume 14*, MN: University of Minnesota Press. 2002. pp. 96-122; pp. 231-244

Berger, S., "Globalisation and Politics", *Annual Review of Political Science*, 2000, vol- 3, pp. 43-62.

Schaeffer, Robert K. *Social Movement and Global Social Change: The Rising Tide*, UK: Rowman & Littlefield, 2014, pp. 1-18.

Tarrow, S. "The Global in the Local: Global Framing", *The New Transnational Activism*, New York: Cambridge University Press, 2005, pp 35-59.

### **Suggestive readings**

Gottlieb, G. "*Nation against State: New Approach to Ethnic Conflicts and The Decline of Sovereignty*", New York: Council on Foreign Press, 1993, pp: 6-47

Smith, G. and Naim, M. *Altered States: Globalization, Sovereignty and Governance*, IDRC, 2000. pp. 5-20.

Hardt, M. and Negri, A., "Passages of Sovereignty", *Empire*, England: Harvard University Press, 2000 pp. 67-183.

Stiglitz, J. E., *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company, 2018. pp. 89-132

### **कोर्स से सम्बन्धित हिंदी माध्यम की पुस्तकें**

दुबे, अभय कुमार (संपादक), *भारत का भूमंडलीकरण, लोक चिंतन ग्रंथमाला*, नई दिल्ली: वाणी प्रकाशन, २००३

पंत, पुष्पेश, *भूमंडलीकरण एवं भारत*, नई दिल्ली: एक्सेसपब्लिशिंग, २०१६

खन्ना, वीएन, *अंतराष्ट्रीय सम्बन्ध*, नॉएडा (उप्र): विकास पब्लिशिंग हाउस, २०२०

चक्रवर्ती, बिद्युत एवं प्रकाश चंद कंडपाल, *वैश्वीकृत दुनिया में लोक प्रशासन: सिद्धांत और पद्धतियां*, २०१८

भार्गव, नरेश, *वैश्वीकरण: समाज शास्त्रीय परिप्रेक्ष्य*, २०१४

पांडेय, ब्रज कुमार , भूमंडलीकरण की समझ , महावीर प्रकाशन दिल्ली

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

### GENERIC ELECTIVES (GE-8): Introduction to Public Policy

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                    |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Introduction to Public Policy GE-8 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Learning Objectives

The course aims:

- To provide an understanding of the concept of Public Policy.
- To explain Public Policy as a proposed course of action of a government to realize its socio-economic objectives.
- To highlight that the essence of public policy lies in its effectiveness in translating the governing philosophy into programmes and policies, and making it a part of community living.
- To help understand the complexities of public policy and its interaction with the socio-economic structure.

#### Learning outcomes

By the end of this course a student will acquire the following knowledge and skills.

- a. Contextualization of knowledge;
- b. Praxis and technique;
- c. Critical Thinking;
- d. Research and Communication

### SYLLABUS OF GE-8

#### UNIT – I (10 Hours)

##### Public Policy

- (a) Concept, Characteristics and Significance
- (b) Determinants of Public Policy
- (c) Policy Impact: Socio-Economic

#### UNIT – II (10 Hours)

##### Theoretical Approaches to Public Policy

- (a) Elite Theory
- (b) Group Theory

- (c) Incremental Theory
- (d) Rational Choice Theory

### **UNIT – III (10 Hours)**

#### **Process of Public Policy**

- (a) Policy Formulation
- (b) Policy Implementation
- (c) Policy Evaluation

### **UNIT – IV (15 Hours)**

#### **Public Policy: Case Studies**

- (a) Education – National Education Policy (NEP) 2020
- (b) Health – National Health Mission (NHM)
- (c) Employment – Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA)
- (d) Economic Empowerment – Pradhan Mantri Jan-Dhan Yojana (PMJDY), Direct Benefit Transfer (DBT)

### **Essential/recommended readings**

#### Unit 1

Anderson, J. (1975) Public Policy making. New York: Thomas Nelson and Sons Ltd.

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

#### Unit 2

Henry, Nicholas (2019) Public Administration and Public Affairs. New York: Routledge.

Simon, Herbert A. (1997) Administrative Behavior. New York: MacMillan.

#### Unit 3

Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling.

Self, Peter (1972) Administrative Theories and Politics. London: Allen and Unwin.

#### Unit 4

National Education Policy (NEP) 2020, Ministry of Human Resource Development, Government of India.

National Health Mission, Ministry of Health, Government of India.

Mahatma Gandhi National Rural Employment Guarantee Act-2005, Ministry of Rural Development, Government of India.

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

**GENERIC ELECTIVES (GE-9): Women and Politics in India: Concepts and Debates**

## Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                                           | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                               |          | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| <b>Women and Politics in India: Concepts and Debates GE-9</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>-</b>            | <b>NA</b>            | <b>NA</b>                   |

## Learning Objectives

The course aims:

- To bring together feminist theory and praxis by focusing on conceptual categories theorized by feminism.
- To mobilize feminist epistemology to address key concerns surrounding the everyday existence of women.
- To serve as a fundamental introduction to the history of the women's movement, with particular emphasis on the women's movement in India.
- To open up the question of women's agency, taking it beyond the question of women's empowerment and locating women as radical social agents.
- To question the complicity of social structures and relations in preserving gender inequality.
- To extend this critique to cover new forms of precarious work and labour under the new economy

## Learning outcomes

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

- Understand the concept of patriarchy, feminism, gender, etc.
- Understand the intersection between family, community and state in feminist debates
- Demonstrate awareness of the history of the women's movement in India
- Show familiarity with and awareness of the key issues taken up by the women's movement

## SYLLABUS OF GE-9

### UNIT – I (8 Hours)

#### Patriarchy and Feminism

- a. Sex-Gender Debates
- b. Public and Private Dichotomy
- c. Power

### UNIT – II (7 Hours)

#### Family and Community

**UNIT – III (7 Hours)**  
**Law, State and Women**

**UNIT – IV (8 Hours)**  
**History of the Women's Movement in India**

**UNIT – V (7 Hours)**  
**Violence against women**

**UNIT – VI (8 Hours)**  
**Women and Labour: Unpaid labour, Reproductive and care work, Sex work**

**Essential/recommended readings**

**Patriarchy and Feminism**

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson

V Geetha (2002) *Gender*, Kolkata, Stree, pp. 1-20.

M. Kosambi (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

B. Hooks (2010) 'Feminism: A Movement to End Sexism', in C. McCann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.

R. Delmar (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

N. Menon (2015), Is Feminism about 'Women'? A Critical View on Intersectionality from India, *International Viewpoint*,  
[http://www.internationalviewpoint.org/IMG/article\\_PDF/article\\_a4038.pdf](http://www.internationalviewpoint.org/IMG/article_PDF/article_a4038.pdf).

T. Shinde (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

**Family and Community**

R. Palriwala (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

Saheli Women's Centre (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114

U. Chakravarti (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.

S. Rege (2005), A Dalit Feminist Standpoint, in Gender and Caste, in Anupama Rao (ed) *Gender and Caste*, Zed Books, pp. 90-101

Kumkum Sangari (1995) Politics of Diversity: Religious Communities and Multiple Patriarchies, *Economic and Political Weekly*, Vol. 30, No. 52., pp. 3381-3389

## **Law, State and Women**

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>

R. Kapur & B. Cossman (1999) 'On Women, Equality and the Constitution: Through the Looking Glass of Feminism' in Nivedita Menon (ed) *Gender and Politics in India*, Oxford University Press

C MacKinnon (2006) 'Sex Equality under the Constitution of India: Problems, Prospects and Personal Laws', *International Journal of Constitutional Law*, Volume 4, Issue 2, 181–202.

Ved Kumari (1999) 'Gender Analyses of Indian Penal Code' in Amita Dhanda, Archana Parashar(eds) *Engendering Law - Essays in Honour of Lotika Sarkar*, Eastern Book Company, 139-160

## **History of the Women's Movement in India**

Radha Kumar (1993), *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Zubaan

Anupama Roy (2010) *Women's Movement in India*, N.G. Jayal and P.B. Mehta (Ed.) *Oxford Companion to Indian Politics*, New Delhi, Oxford

I. Agnihotri and V. Mazumdar (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

## **Violence against women**

N. Menon (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

F. Agnes (1992), 'Protecting Women Against Violence – Review of a Decade of Legislation 1980-89', *Economic and Political Weekly*, Vol. 27, Issue No. 17, Apr. 25.

Sunita V S Bandewar, Amita Pitre & Lakshmi Lingam (2018) 'Five Years Post Nirbhaya: Critical Insights into the Status of Response to Sexual Assault', in *Indian Journal Of Medical Ethics*, available at <https://pubmed.ncbi.nlm.nih.gov/29650498/>

A. Verma, H. Qureshi & J.Y. Kim (2017) 'Exploring the trend of violence against women in India', *International Journal of Comparative and Applied Criminal Justice*, 41:1-2, 3-18

## **Women and Labour**

P Swaminathan (2014) 'Outside the Realm of Protective Legislation: The Saga of Unpaid Work in India', in *Women and Law: Critical Feminist Perspective*, New Delhi: Sage, pp. 115-143

P. Swaminathan (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

J. Tronto (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

## Suggestive readings

K. Millet (1968) *Sexual Politics*, <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>

S. de Beauvoir (1997) *Second Sex*, London: Vintage.

F. Engels, *Family, Private Property and State*, <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>

S. Brownmiller (1975) *Against our Wills*, New York: Ballantine.

R. Hussain (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press.

S. Ray 'Understanding Patriarchy', [http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf),

C. Zetkin, 'Proletarian Woman', <http://www.marxists.org/archive/zetkin/1896/10/women.htm>

J. Ghosh (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited

*Justice Verma Committee Report*, <http://nlrd.org/womensrightsinitiative/justiceverma-committee-report-download-full-report>

N. Gandhi and N. Shah (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.

V. Bryson (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196-200

M. Mies (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>

R. Ghadially (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *NariwadiRajneeti*, Delhi, pp. 284-306

V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

## Readings in Hindi:

D. Mehrotra (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aajka Stree Andolan*, Delhi: Shabd Sandhan.

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.) नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

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

## GENERIC ELECTIVES (GE-10): Digital Social Sciences

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code           | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                               |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Digital Social Sciences GE-10 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Learning Objectives

#### The course aims:

- To highlight that digital technology in the discipline of Social Science cannot be viewed only as a tool for research, but as something that transforms both the nature of Social Science and its object of study—society—during the course of research.
- To emphasize that this transformative aspect of digital technology is the mainstay of the emerging field of Digital Social Sciences.
- To introduce students to the field of Digital Social Sciences by primarily focusing on two intertwined aspects:
  - First, the impact of digital technologies on society.
  - Second, the role of digital technologies in the study of Social Sciences or the study of society.
- To understand social change taking place under the impact of digital technology while exploring how digital technology also provides the tools to map out these changes.
- To begin with a basic introduction to digital literacy and its contribution to pedagogic Social Science.
- To provide a foundational introduction to prominent technologies and digital spaces through which aspects of the social can be understood.
- To examine how the digital turn has redefined debates surrounding personal identity and social identification through biometric techniques, which have consequences for both social welfare and social surveillance.
- To explore whether access to digital spaces is impacting social cleavages, creating space for democracy, or re-entrenching social inequality through the digital divide.
- To assess whether the digital economy is offering new forms of employment or restructuring the vulnerability of existing forms of labour.
- To analyze how algorithm-driven digital spaces are reformulating social choice and social classification.
- To reflect upon the evolving relationship between digital technologies and social sciences through these illustrative questions.

### Learning outcomes

On successful completion of the course, the students would demonstrate:

- An understanding of digital technology and the ways in which it shapes the society.
- An understanding into how digital tools are used as research and pedagogic devices to map out social changes
- Clarity on concepts of the digital world such as Big Data, Artificial Intelligence, Algorithm, etc.

- Familiarity with digital techniques such as the biometrics and digital spaces such as the social media in the sphere of communication or the Gig Economy in the market sphere

## **SYLLABUS OF GE-10**

### **UNIT – I (6 Hours)**

#### **Digital Literacy in Social Sciences**

### **UNIT – II (7 Hours)**

#### **Digital Information and Science of Society**

### **UNIT – III (6 Hours)**

#### **Biometrics and identification**

### **UNIT – IV (7 Hours)**

#### **Access to Technology and the Internet**

### **UNIT – V (7 Hours)**

#### **Social Media and Public Sphere**

### **UNIT – VI (6 Hours)**

#### **Labour in Digital Economy**

### **UNIT – VII (6 Hours)**

#### **Artificial Intelligence and Algorithm**

## **Essential/recommended readings**

### **1. Digital Literacy in Social Sciences**

Polizzi, Gianfranco, 'Information literacy in the digital age: why critical digital literacy matters for democracy.' In: Goldstein, Stéphane (ed.) *Informed societies: why information literacy matters for citizenship, participation and democracy*. Facet Publishing, London, UK (2020), 1-23.

Robert Todd Perdue & Joshua Sbicca (2013) "Public Access: For Socially Relevant. Knowledge Production and a Democratic Cybersphere", *Fast Capitalism*, Volume 10, Issue 1, 2013

### **2. Digital Information, Data and Society**

Buckland, Michael. *Information and Society*. United Kingdom: MIT Press, 2017. (Chapter 1 and 2)

Sandeep Mertia (edited), *Lives of Data: Essays on Computational Cultures from India*. Netherlands: Institute of Network Cultures, 2020. (Introduction), pp. 9-25.

Holmes, Dawn E.. *Big Data: A Very Short Introduction*. United Kingdom: Oxford University Press, 2017.

Sinha, Amber (2019). "The Politics of India's Data Protection Ecosystem," *Economic and Political Weekly*. Vol. 54, Issue No. 49, 14 Dec, 2019.

### **3. Biometrics and identification**

Fairhurst, Michael. *Biometrics: A Very Short Introduction*. United Kingdom: OUP Oxford, 2018.

Nayar, Pramod K., 'I Sing the Body Biometric': Surveillance and Biological Citizenship,' *Economic and Political Weekly*, Vol. 47, No. 32 (August 11, 2012)

Singh, P. 'Aadhaar: Platform over Troubled Waters.' In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

#### **4. Access to Technology and the Internet**

Agrawal, Ravi. 2018. *India Connected: How the Smartphone is Transforming the World's Largest Democracy*. New Delhi: Oxford University Press.

Jeffrey, Robin and AssaDoron. 2013. *Cell Phone Nation: How Mobile Phones Have Revolutionized Business, Politics and Ordinary Life in India*. Hachette India.

Narayanan Shalini and SunetraSen Narayan, *India Connected: Mapping the Impact of New Media*. India: SAGE Publications, 2016.

Venkatraman, Shriram. *Social Media in South India*. United Kingdom: UCL Press, 2017. (Chapter 6: *The Wider World: Social Media and Education in a Knowledge Economy*)

#### **5. Social Media and Public Sphere**

Sunstein, Cass R. *#Republic: Divided Democracy in the Age of Social Media*. United Kingdom: Princeton University Press, 2018.

Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Germany: Polity Press, 2015. (Chapter 1)

Sinha, Amber. *The Networked Public: How Social Media Changed Democracy*. New Delhi: Rupa, 2019.

Philipose, Pamela. *Media's Shifting Terrain: Five Years that Transformed the Way India Communicates*. India: Orient BlackSwan, 2019.

Biju. P. R., *Political Internet: State and Politics in the Age of Social Media*. Taylor & Francis, 2016.

Rodrigues, U. (2020). Political Communication on Social Media Platforms. In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

#### **6. Labour in Digital Economy**

Chander, Anupam. *The Electronic Silk Road: How the Web Binds the World Together in Commerce*. United Kingdom: Yale University Press, 2013.

Dolber, Brian, ChenjeraiKumanyika, Michelle Rodino-Colocino, Todd Wolfson (edited), *The Gig Economy: Workers and Media in the Age of Convergence*. United Kingdom: Taylor & Francis, 2021. (Chapter 1 and 3)

Verma, Ravinder Kumar, P. Vigneswarallavarasan, and Arpan Kumar Kar, 'Inequalities in Ride-Hailing Platforms.' In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

#### **7. Artificial Intelligence and Algorithms**

Boden, Margaret A. *Artificial Intelligence: A Very Short Introduction*. London: Oxford University Press, 2018.

Frey, Carl Benedikt. *The Technology Trap: Capital, Labor, and Power in the Age of Automation*. United Kingdom: Princeton University Press, 2020. (Chapter 12: Artificial Intelligence)

Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police and Punish the Poor*. St Martin's Press. (2018) (Introduction: Red Flags)

Cheney-Lippold, J. *We Are Data: Algorithms and the Making of Our Digital Selves*. United States: NYU Press. (2017). (Introduction)

Pasquale, Frank. *The Black Box Society: The Secret Algorithms That Control Money and Information*. United States: Harvard University Press, 2015. (Introduction)

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

### GENERIC ELECTIVES (GE-11): Election commission and Process in India

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Election commission and Process in India<br>GE-11 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Course Objectives:

The course aims:

- To provide an understanding of the structure, role, and functioning of the Election Commission and the election management process in India.
- To offer a comprehensive understanding of the constitutional framework, institutional structure, and operational processes of the Election Commission of India.
- To critically examine the administration of elections, challenges to electoral integrity, and the scope for democratic reforms in the Indian electoral system.

#### Learning Outcome

Elections uphold democracy by enabling citizen participation in governance. India's electoral system, guided by constitutional provisions, ensures fair representation and a transparent process. The Election Commission oversees elections, from constituency delimitation to result declaration. Political parties, media, and civil society shape the democratic landscape, while reforms aim to enhance integrity and accountability.

## Syllabus of Course GE-10

### Unit 1: Introduction to Election and Democracy

- a) Importance of elections in a democracy
- b) Electoral systems: Types and features
- c) Universal adult franchise and representation and Acts
- d) Evolution of the electoral process in India

### Unit 2: Constitutional Framework and Election Commission of India

- a) Articles 324-329 of the Constitution
- b) Structure and composition of the Election Commission of India (ECI)
- c) Powers and functions of ECI
- d) Autonomy and accountability of ECI

### Unit 3: Election Process and Administration

- a) Delimitation of constituencies
- b) Preparation and revision of electoral rolls
- c) Nomination of candidates, scrutiny, and withdrawal Polling, counting, and declaration of results
- d) Code of Conduct and its enforcement

### Unit 4: Political Parties and Electoral Reforms

- a) Registration and recognition of political parties
- b) Election symbols and party system
- c) Electoral malpractices and legal provisions
- d) Role of media and civil society
- e) Electoral reforms: Past, present, and recommendations

## Essential/recommended readings

### Unit 1

1. Katz, R. S. (1997). Democracy and elections. Oxford University Press.
2. Crisp, B. F., & Simoneau, W. M. (2018). ELECTORAL SYSTEMS. The Oxford handbook of electoral systems, 345.
3. Kundu, T. (2022). Equality Versus Excellence: Does Universal Adult Franchise Complement Democratic Values? International Journal of Applied Ethics, 8.
4. SRIDHARAN, E. (2004). THE ORIGINS OF THE ELECTORAL SYSTEM. India's Living Constitution: Ideas, Practices, Controversies, 344.
5. McMillan, A. (2012). The election commission of India and the regulation and administration of electoral politics. Election Law Journal, 11(2), 187-201.

## Unit 2

1. Manual on election law and procedure (ECI,2023)-Constitutional provisions.
2. Gopal Krishna (2021)-chapter on ECI structure and legal framework.
3. Second administrative reforms commission reports- Relevant
4. Constitution of India: Article 324-329(can be accessed Via India code website or PRS India

## Unit 3

1. Manual on election law and procedure (ECI,2023)-procedural chapter.
2. ECI website and sweep portal- official guidelines and training videos
3. Palshikar et al.(2017)- chapters on electoral process challenges
4. .McMillan,A.(2012).The election commission of India and the regulation and administration of electoral politics. Election Law Journal,11(2),187-201

## Unit 4

1. Suri,K.C.(2004). Democracy, economic reforms and election results in India.Economic and political Weekly,5404-5411.
2. Brass, P.R. (2019). Political parties and Electoral politics.In India Briefing,1989(pp.61-82). Routhledge.
3. Ziegfeld,A.(2012). Coalition government and party system change: Explaining.the rise of regional political parties in India.Comparative Politics,45(1),69-87.
4. Suri,K.C.(2013). Party system and party politics in India.Political science,2,209-252

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

5.

**\*Approved by AC**

## GENERIC ELECTIVES (GE-12): Parliamentary and Procedures and Practices

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                                      | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|----------------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                          |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Parliamentary Procedures and Practices in India<br>GE-12 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Course Objectives:

### The course aims:

- To provide students with a comprehensive understanding of the structure, procedures, and functions of the Indian Parliament.
- To critically examine legislative practices, parliamentary behavior, and the evolving challenges and reforms in India's parliamentary democracy.

## Course Learning Outcome

This course will provide learners with a comprehensive understanding of India's parliamentary system, electoral mechanisms, and democratic principles. Students will develop the ability to analyze the roles and responsibilities of Parliament, the election process, and relevant constitutional provisions. Through exploration of law-making procedures, parliamentary discussions, and electoral reforms, learners will enhance their critical thinking on governance and accountability. Additionally, they will gain insights into the influence of media, civil society, and political parties in shaping India's democracy.

## Syllabus of GE-12

### Unit 1: Structure, Composition and Function of Parliament

- a) Composition and functions of Lok Sabha and Rajya Sabha
- b) Qualifications and Disqualifications for Members
- c) Speaker and Chairman: Powers and responsibilities
- d) Parliamentary Privileges and impunities of Members of Parliament
- e) Parliamentary Secretariat and support systems

### Unit 2: Law-making Process

- a) Stages of a bill: Introduction to Presidential assent
- b) Types of bills: Ordinary, Money, Financial, Constitutional Amendment Bills
- c) Role of committees in the legislative process
- d) Role of opposition and coalition dynamics

### Unit 3: Parliamentary Devices and Procedures

- a) Question Hour, Zero Hour, Short Duration Discussions
- b) Calling Attention Motion, Adjournment Motion, No-Confidence Motion
- c) Budget Session: Union Budget and Appropriation Bill

### Unit 4: Parliamentary Committees

- a) Standing and Ad Hoc Committees
- b) Departmentally Related Standing Committees (DRSCs)
- c) Public Accounts Committee (PAC), Estimates Committee, Committee on Public Undertakings
- d) Role of committees in policy review and accountability

## Essential/recommended readings

### Unit 1

1. G. Austin (1966), Indian Constitution, Cornerstone of a Nation, OUP,
2. V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 28-42.
3. Singh, M. P. (2001). Towards a More Federalized Parliamentary System in India: Explaining Functional Change. *Pacific Affairs*, 74(4), 553–568.  
<https://doi.org/10.2307/3557806>

### Unit 2

1. Parliament of India. (n.d.). Rajya Sabha and the law-making process. Retrieved from [official website or source]  
[https://sansad.in/uploads/mfm\\_G8\\_04fa398e83.pdf?updated\\_at=2022-11-29T06:58:05.044Z](https://sansad.in/uploads/mfm_G8_04fa398e83.pdf?updated_at=2022-11-29T06:58:05.044Z)

### Unit 3

1. GAHRANA, K. (1990). PARLIAMENTARY SYSTEM AND UNITARIANISM IN INDIA: IS A SYSTEMIC CHANGE NEEDED? *The Indian Journal of Political Science*, 51(3), 348–359.  
<http://www.jstor.org/stable/41855502>
2. M.R. Madhavan, (2017) 'The Parliament'. in Devesh Kapur, Pratap Bhanu Mehta and Milan Vaishnav (eds.), *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp.66-103

### Unit IV

1. Kashyap, S. C. (1990). A New Parliamentary Initiative: Subject-Based Standing Committees of Parliament. *Economic and Political Weekly*, 25(40), 2273–2279.  
<http://www.jstor.org/stable/4396842>
2. SHARMA, P. D., & SHARMA, P. D. (1976). PARLIAMENTARY CONTROL OVER ADMINISTRATION IN INDIA. *The Indian Journal of Political Science*, 37(2), 96–107.  
<http://www.jstor.org/stable/41854732>

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

1.

**\*Approved by AC**

## Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                   | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                       |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Introduction to Human Rights<br>GE-13 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Course Objectives

- To introduce students to the fundamental principles and history of human rights.
- To develop an understanding of key international and national human rights frameworks.
- To explore the status and protection of human rights in India.
- To critically engage with contemporary human rights challenges and debates.

### Course Outcomes

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

- Define and explain the fundamental concepts, nature, and historical development of human rights.
- Identify and analyze key international instruments and bodies related to human rights.
- Evaluate the Indian constitutional and institutional mechanisms for the protection of human rights.
- Critically examine contemporary human rights issues affecting vulnerable populations and global society.
- Develop an informed and empathetic perspective on human rights concerns across various disciplines and professions.

### Syllabus of GE-13

#### UNIT 1: Introduction to Human Rights

- a) Definition and Nature of Human Rights
- b) Historical Development: Magna Carta, French Revolution, American Bill of Rights

- c) Generations of Human Rights: Civil & Political, Economic, Social & Cultural, Solidarity Rights

## **Unit 2: International Human Rights Framework**

- a) Universal Declaration of Human Rights (UDHR), 1948 – Historical Significance & Articles
- b) Major UN Conventions: ICCPR (1966), ICESCR (1966), CEDAW, CRC, CAT, CERD
- c) UN Human Rights Bodies: Human Rights Council, OHCHR

## **Unit 3: Human Rights in the Indian Context**

- a. Fundamental Rights and Directive Principles of State Policy
- b) Constitutional Remedies: Role of Judiciary and Public Interest Litigation
- c) Protection of Human Rights Act, 1993 – NHRC and SHRCs: Structure, Functions, Powers
- d) Role of Civil Society and Media in Human Rights Promotion

## **Unit 4: Contemporary Issues World and India**

- a) Rights of Vulnerable Groups: Women, Children, Dalits, Tribals, LGBTQ+, Persons with Disabilities, Refugees, Manual Scavengers, Prisoners

## **Suggested Readings:**

### **Unit 1.1**

Anyabolu, M.N. "The Nature of Human Rights." *Journal of International Human Rights and Contemporary Legal Issues*, Vol. 1, No. 1 (2019), pp. 53–60.

Skelton, Renee & Hugman, Richard. "Before and Beyond the Universal Declaration of Human Rights. In: *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions*," Sage Publications

### **Unit 1.2**

Conley, Patrick T. "Teaching Magna Carta in American History: Land, Law, and Legacy."

*OAH Magazine of History*, Vol. 25, No. 3 (2011), pp. 17–20.

Hunt, Lynn. "The French Revolution and Human Rights: A Brief Documentary History."

Bedford/St. Martin's, 1996.

Howard-Hassmann, Rhoda E. "By What Right Do We Invoke Human Rights?"

Ethics & International Affairs, Vol. 9 (1995), pp. 1–11.

Maier, Pauline. "The Birth of the Bill of Rights, 1776–1791."  
The William and Mary Quarterly, Vol. 44, No. 3 (1987), pp. 463–464.

### **Unit 1.3**

Clapham, Andrew. "Human Rights as Peacemaker: An Integrative Theory of International Law." Human Rights Quarterly, Vol. 38, No. 1 (2016), pp. 1–36.

Cornescu, Adrian Vasile. "The Generations of Human Rights."  
In Dny práva – 2009 – Days of Law: The Conference Proceedings, Masaryk University, 2009.

### **Unit 2.1**

Skelton, Renee & Hugman, Richard. "Before and Beyond the Universal Declaration of Human Rights. In: Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions". Sage Publications.

United Nations. Universal Declaration of Human Rights. United Nations, 1948

Scholar Publishing. The History of the Universal Declaration of Human Rights. Advances in Social Sciences Research Journal, Vol. 7, No. 10 (2020), pp. 1–10.

### **Unit 2.2**

Healy, Lynne M. "An Introduction to Treaties for International Social Workers." International Social Work, Vol. 55, No. 2 (2012), pp. 248–264.  
Sage Publications.

Neumayer, Eric. "Do International Human Rights Treaties Improve Respect for Human Rights?" Journal of Conflict Resolution, Vol. 49, No. 6 (2005), pp. 925–953.

### **Unit 2.3**

Spohr, Maximilian. "United Nations Human Rights Council: Between Institution-Building Phase and Review of Status."

Max Planck Yearbook of United Nations Law, Vol. 14, 2010, pp. 169–218.

Freedman, Rosa. "The United Nations Human Rights Council: More of the Same?" Wisconsin International Law Journal, Vol. 31, No. 2, 2013, pp. 208–234.

### **Unit 3.1**

Duhan, Roshni. "Fundamental Rights and Directive Principles: An Analytical Approach Towards Social Justice." Journal of Advance Research in Social Science and Humanities, vol. 2, no. 5, 2016.

Ratn, Archisa, and Ashna Vashist. "Fundamental Rights and Directive Principles: Inter-Relationship and Recent Trends." Indian Journal of Law and Legal Research, 20 Jan. 2024.

Ojha, Aditya. "Relationship Between Fundamental Rights and Directive Principles of State Policy." Legal Service India.

Law Times Journal. "Relationship between Fundamental Rights, Directive Principles and Fundamental Duties." Law Times Journal.

### **Unit 3.2**

Constitutional Rights and Social Justice in India: An Analysis." Journal of Namibian Studies, 2023.

Social Justice in India: Constitutional Vision and Reality." Economic and Political Weekly (EPW), Vol. 45, Issue 27 (2010).

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Sage Publications. "Human Rights Institutions in India: An Overview." SAGE Journals.

### **Unit 3.3**

Ghatak, Sandip Kumar. "Social Exclusion and Dalits in India: A Note on Violation of Human Rights." Contemporary Voice of Dalit, vol. 4, no. 2, 2011.

Patil, Smita M. "Law of One's Own: On Dalit Women's Arduous Struggles for Social Justice." Economic and Political Weekly, vol. 56, 2021.

### **Unit 4.1**

Ghatak, Sandip Kumar. "Social Exclusion and Dalits in India: A Note on Violation of Human Rights." Contemporary Voice of Dalit, vol. 4, no. 2, 2011.

Patil, Smita M. "Law of One's Own: On Dalit Women's Arduous Struggles for Social Justice." Economic and Political Weekly, vol. 56, 2021.

"Justice for the Marginalized in a Constitutional Democracy." CASTE: A Global Journal on Social Exclusion, Vol. 3 No. 1 (2022).

"The Path to Equity: Constitutional Principles in Social Justice." International Journal for Multidisciplinary Research (IJFMR), Vol. 6, Issue 2 (2024).

Journal of Indian Law and Society. "The State of Exception: Dalit Women and the Law [Part I]." JILS Blog, 13 Sept. 2023.

SAGE Publications. "Disability Rights in India: A Review." SAGE Journals.

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

**\*Approved by AC**

## **GENERIC ELECTIVES (GE-14): Fundamental rights, duties and directive principle of state policy**

### **Credit distribution, Eligibility and Pre-requisites of the Course**

| <b>Course title &amp; Code</b>                                                      | <b>Credits</b> | <b>Credit distribution of the course</b> |                 |                            | <b>Eligibility criteria</b> | <b>Pre-requisite of the course</b> |
|-------------------------------------------------------------------------------------|----------------|------------------------------------------|-----------------|----------------------------|-----------------------------|------------------------------------|
|                                                                                     |                | <b>Lecture</b>                           | <b>Tutorial</b> | <b>Practical/ Practice</b> |                             |                                    |
| <b>Fundamental rights, duties and directive principle of state policy<br/>GE-14</b> | <b>4</b>       | <b>3</b>                                 | <b>1</b>        | <b>-</b>                   | <b>NA</b>                   | <b>NA</b>                          |

### **Course Objectives**

This course aims to provide students with a foundational understanding of the constitutional framework of Fundamental Rights in ensuring (Justice, liberty and freedom), Duties and their relevance in contemporary society and Directive Principles of State Policy, their role in promoting justice and socio-economic transformation, and the evolving judicial and legislative interpretations that shape India's democratic governance.

### **Course Outcomes**

Upon successful completion of this course, students will:

1. Understand the foundational structure and philosophy of the Indian Constitution through the Preamble and Basic Features.
2. Critically analyze the scope, nature, and limitations of Fundamental Rights, and evaluate related constitutional debates and remedies.
3. Examine the significance and classifications of Directive Principles of State Policy and their relationship with Fundamental Rights through judicial interpretations.
4. Comprehend the origin, nature, and importance of Fundamental Duties, and their role in promoting civic sense and constitutional obligations.

### **Syllabus of GE-14**

#### **Unit 1: Introduction to the Indian Constitution**

- a) Preamble and its significance

- b) Basic features of the Constitution and Basic structure Debate

## **Unit 2: Fundamental Rights (Part III)**

- a) Meaning, features, and types of Fundamental Rights
- b) Constitutional debates on fundamental rights
- c) Constitutional Remedies
- d) Limitations of Fundamental Rights

## **Unit 3: Directive Principles of State Policy (Part IV)**

- a) Concept, classification, and significance
- b) Economic and social rights, Gandhian and liberal principles
- c) Relationship between Fundamental Rights and DPSPs
- d) Judicial recognition and implementation and Landmark judgments and PIL

## **Unit 4: Fundamental Duties (Part IVA)**

- a) Origin and incorporation (42nd Amendment)
- b) Nature and significance of Fundamental Duties
- c) Judicial recognition and implementation
- d) Civic sense and constitutional obligations

## **Suggested Readings**

### **Unit 1.1**

Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1966.

Sai Deepak, J. *India That is Bharat: Coloniality, Civilisation, Constitution*. Bloomsbury India, 2021.

“We, the People.” *Economic and Political Weekly*, vol. 55, no. 4, 2020.

### **Unit 1.2**

Khosla, Madhav. *The Indian Constitution*. Oxford University Press, 2012.

Sinha, Nandini. “Basic Structure and Constitutional Morality.” *Economic and Political Weekly*, vol. 58, no. 27, 2023.

Seervai, H.M. *Constitutional Law of India: A Critical Commentary*, Vol. I. Universal Law Publishing, latest edition.

### **Unit 2.1**

Bhatia, Gautam. *Offend, Shock, or Disturb: Free Speech under the Indian Constitution*. Oxford University Press, 2016.

Kashyap, Subhash C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. National Book Trust, 2013.  
Khosla, Madhav. The Indian Constitution. Oxford University Press, 2012.  
Basu, Durga Das. Introduction to the Constitution of India. LexisNexis Butterworths, 2020.

### **Unit 2.2**

Austin, Granville. Working a Democratic Constitution: The Indian Experience. Oxford University Press, 1999  
"Safeguarding Fundamental Rights." Economic and Political Weekly, vol. 55, no. 45, 2020.  
"Article 19: Mapping the Free Speech Debate in India." EPW Engage, 2019  
"National Security vs Fundamental Rights." Economic and Political Weekly, vol. 56, no. 41, 2021.

### **Unit 2.3**

Kashyap, Subhash C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. National Book Trust, 2013.  
Rakshit, Nirmalendu B. "Right to Constitutional Remedy." Economic and Political Weekly.

### **Unit 2.4**

"Sedition in India: Colonial Legacy, Misuse and Effect on Free Speech." EPW Engage, 2019.  
Khosla, Madhav. The Indian Constitution. Oxford University Press, 2012.  
"Constitutional Limits to Ridicule." Economic and Political Weekly, vol. 56, no. 49, 2021.

### **Unit 3.1**

Basu, Durga Das. Introduction to the Constitution of India. LexisNexis Butterworths, 2020.  
Bhatia, Gautam. The Transformative Constitution: A Radical Biography in Nine Acts. HarperCollins India, 2019.  
Shukla, V.N. Constitution of India, edited by Mahendra P. Singh. Eastern Book Company, latest edition.

### **Unit 3.2**

Austin, Granville. Working a Democratic Constitution: The Indian Experience. Oxford University Press, 1999.  
Baxi, Upendra. "Directive Principles and the Constitution." Law & Politics in India, Oxford University Press, 2008.

### **Unit 3.3**

Kashyap, Subhash C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. National Book Trust, 2013.  
Rakshit, Nirmalendu B. "Directive Principles and Fundamental Rights." Economic and Political Weekly.

### **Unit 3.4**

Bhatia, Gautam. The Transformative Constitution: A Radical Biography in Nine Acts. HarperCollins India, 2019.  
Bhagwati, P.N. Judicial Activism and Public Interest Litigation. Columbia Journal of Transnational Law, Vol. 23, 1985.

Choudhry, Sujit. "Courting the People: Public Interest Litigation in Post-Emergency India." *International Journal of Constitutional Law*, Vol. 16, No. 2, 2018, pp. 710–725.  
Ramanathan, Usha. *Public Interest Litigation in India: A Critical Review*. Social Science Research Network, 2009.

#### **Unit 4.1**

Sai Deepak, J. *India, Bharat and Pakistan: The Constitutional Journey of a Sandwiched Civilisation*. Bloomsbury India, 2022  
Basu, Durga Das. *Introduction to the Constitution of India*. LexisNexis Butterworths, 2020.  
Shukla, V.N. *Constitution of India*, edited by Mahendra P. Singh. Eastern Book Company, latest edition.

#### **Unit 4.2**

Kaushik, Abhishek. "Significance of Fundamental Duties in Indian Perspective." *International Journal of Humanities and Social Science Invention*, Vol. 5, Issue 1, 2023, pp. 63–65.  
Ghatol, Akanksha, and Khandare, Jayashree. "Fundamental Rights and Duties: Two Sides of a Coin." *International Journal of Humanities and Social Science*, Vol. 3, Issue 2, 2021.  
The Concept of Fundamental Duties under the Constitution of India. *JETIR*, Vol. 6, Issue 6, 2019.

#### **Unit 4.3**

Parthasarathy, Malavika. "Fundamental Duties: Court in Review." *Supreme Court Observer*, March 29, 2022.  
Pradhan, Niharika. "Fundamental Duties Enforcement: Role of Judiciary." *Supremo Amicus*, Vol. 25, 2022.

#### **Unit 4.4**

Sai Deepak, J. *India, Bharat and Pakistan: The Constitutional Journey of a Sandwiched Civilisation*. Bloomsbury India, 2022  
Swaraj, P. "Civic Sense: Rights, Duties, and Responsibilities." *Commonwealth of Learning*, 2016.  
Chaudhary, V. "Legal and Social Insights on the Role of Fundamental Duties in India's Welfare System." *Indian Journal of Social Policy*, Vol. 33, Issue 1, 2008.  
Joshi, A., & Gupta, P. "Fundamental Duties and Their Role in Advancing Social Welfare in India: A Constitutional Perspective." *Journal of Law and Social Welfare*, Vol. 18, Issue 3, 2010.

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

**\*Approved by AC**

**Nomenclature of certificate/diploma/degrees:**

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in Political Science**.
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in Political Science**.
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Political Science**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Political Science**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Political Science**.

# **UNIVERSITY OF DELHI**

## **UNDERGRADUATE PROGRAMMES OF STUDY**

### **STRUCTURE, COURSES & SYLLABI OF SEMESTER -VIII**



## PREAMBLE

Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on ..... and Executive Council on ...

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environment to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

To actualise the noble objective, as succinctly brought out in the National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) which not only underlines the heart and soul of the NEP 2020 in letter and spirit but also goes on to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environment of the university and its constituent colleges.

## UGCF 2022

### **Objectives:**

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

➤ to promote holistic development of students having the world view of a truly

global citizen;

- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning;
- multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a co-requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

## **Features**

The aforementioned objectives of the NEP have been reflected in various features of UGCF:

- Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on 'Environment and Sustainable Development Studies', 'Communication Skills', 'Ethics and Culture', 'Science and Society', 'Computational Skills', 'IT & Data Analytics', and similar such skills which shall make the students better equipped to deal with the life's challenges.
- Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines. Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.
- Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate

their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).

- UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the pre-requisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.
- One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.
- The framework provides a mandatory programme on research methodologies as one of the discipline specific elective (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for

research and thus contribute towards overall national development through the development of skilled manpower and innovation.

- Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

### Definitions

1. **Academic credit** – An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).
  - a) **Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.A. (Honours) History, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of History, Commerce and Physics, respectively.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/ Humanities, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Life Sciences programme, a student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry. DSC 1 may be of Discipline A1 (say, Botany), DSC 2 may be of Discipline B 1 (say, Zoology) and DSC 3 may be

of Discipline C 1 (say, Chemistry). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration –I in Table-6 in UGCF 2022.

- b) **Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) Physics, DSEs chosen should be from a pool of DSEs of Physics. Similarly, to pursue B.Sc. (Honours) Life Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Botany, Zoology and Chemistry, the core subjects for this programme of study.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/Humanities, in the fourth year of such honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration – I in Table – 6 of UGCF 2022.

- c) **Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

- d) **Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/Apprenticeship/Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i). AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science which will be mandatory for all disciplines.
- (ii). SEC are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines.
- (iii). VAC courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

### 3. **Major discipline**

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and *at least* two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Social Sciences/ Humanities, B.Sc. Life Sciences, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, B.Com. and such other programmes) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6 DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Social Sciences/Humanities shall be eligible for Major in History, on completion of VIII semester, if he/she earns minimum 80 credits from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History.

### 4. **Minimum acceptable level of academic standards**

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or a qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of assessment process of the student's performance is indicated in Table - 1.

**Table – 1**

**Letter Grades and Grade Points**

| <b>Letter Grade</b> | <b>Grade point</b> |
|---------------------|--------------------|
| O (outstanding)     | 10                 |
| A+ (Excellent)      | 9                  |
| A (Very good)       | 8                  |
| B+ (Good)           | 7                  |
| B (Above average)   | 6                  |
| C (Average)         | 5                  |
| P (Pass)            | 4                  |
| F (Fail)            | 0                  |
| Ab (Absent)         | 0                  |

**5. Minor discipline**

- a) A student mentioned at 3 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Political Science out of a total of ten GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.
- b) A student mentioned at 3 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that discipline. For example, a student pursuing four-year B.A. (Honours) Social Sciences/Humanities with Major in History (after securing at least 80 credits in History), may be awarded Minor in Hindi if he/she earns 28 credits from six DSCs and one DSE of Hindi (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GEs for which there is a requirement of 28 credits to be treated as Minor.

Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

### Important Points

1. **Entry level eligibility:** The general feeder category for entry into Level 5 is the Secondary School Leaving Certificate obtained after successfully completing Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those students who have met the entrance requirements, including specified levels of attainment at the secondary level of education mentioned in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme which is specified in the *UGC Guidelines for Multiple Entry and Exit Scheme in Academic Programmes Offered in Higher Education*.
2. Number of hours of a credit course shall be defined by its component of lecture, tutorial and practical.
3. Every student has to study "Environmental Science: Theory into Practice" courses I and II of two credits each in the first year (I/II semester) and the second year (III/IV semester), respectively. The AEC pool will also consist of credit courses in languages listed in the Eighth Schedule of the Constitution of India, as updated from time to time. The University of Delhi shall extend necessary support to those Colleges (where faculty is not available) which may require it in course of teaching learning in these languages.
4. There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.
5. There shall be choice in Semester III and IV to either choose a DSE or a GE.
6. There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Research/Community Outreach' in each Semester for two credits each.
7. There shall be three choices in VII and VIII Semesters –
  - (i) to choose three DSEs of 4 credits each OR
  - (ii) to choose two DSEs and one GE of 4 credits each OR
  - (iii) to choose one DSE and two GEs of 4 credits each.
8. 'Research Methodology' shall be offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, a student pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to

Major in one of the three disciplines in the fourth year. Suppose a student wishes to study the Research Methodology course offered by another discipline (as one of its DSEs). In that case, he/she may opt for it provided such discipline is his minor discipline. The Research Methodology of another discipline so opted shall be treated as GE for him/her.

9. A student who pursues three years undergraduate degree programme in a specific discipline as a Core course [for example, B.A. (Honours) English, B. Com (Honours), B.Sc. (Honours) Physics and such other Programmes] will earn at least 80 credits in that discipline (from 18 DSCs and *at least* 2 DSEs of that discipline) and shall be awarded Honours degree in that discipline, if he/she exits after completion of VI semester.
10. A student who pursues three years undergraduate degree programme in more than one discipline as core courses of study (for example B.A. in Social Sciences/ Humanities, B.Sc. in Life Sciences, B.Sc. in Physical Sciences, B.Sc. in Mathematical Sciences, Bachelor in Commerce Studies and such other programmes) he/she shall be awarded Bachelor's degree in that field of multidisciplinary course of study, if he/she exits after completion of VI semester.
11. If a student wishes to pursue four years Honours Degree with research, he/she shall compulsorily opt for a Research Methodology course in either VI Semester or VII Semester as DSE.
12. Dissertation/Academic Project/Entrepreneurship in the 4<sup>th</sup> year shall commence from VII semester and conclude in VIII semester. Detailed outcomes of each track chosen out of these three options shall be notified and assessment at the end of VII and VIII semesters shall be done accordingly.
13. Dissertation may be written in the Major or Minor or Interdisciplinary (combination of Major and Minor) discipline.
14. If a student mentioned at (6) above continues or re-enters the fourth year for pursuing an Honours degree in that field of multidisciplinary study, he/she has to choose only one of the disciplines he/she had studied as core courses of study in the previous six semesters and earn credits from the 2DSCs and 6DSEs of that chosen discipline in the VII and VIII semesters and write dissertation or opt for Academic Project or Entrepreneurship.
15. If a student mentioned at (5) above, continues or re-enters to study the VII and VIII semesters in the same discipline, and writes dissertation mentioned at (9) above, but no Minor discipline is made out (i.e., credits earned in the GEs of any one discipline is less than 28 credits), then he/she shall be awarded 'Honours with Research' with Major in that discipline on successful completion of VIII Semester.

16. A student mentioned at (6) above, shall be awarded 'Honours' degree in that field of multidisciplinary study on successful completion of VIII semester. For example, *B.A. (Honours) Social Sciences/ Humanities*, *B.Sc. (Honours) Life Sciences*, *B.Sc. (Honours) Physical Sciences*, *B.Sc. (Honours) Mathematical Sciences and Bachelor in Commerce Studies (Honours)*. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(b) and III(5)(b), respectively. For instance, a student who pursues four years B.A. (Honours) in Social Sciences/ Humanities with History, Political Science and Hindi as core courses, shall get Major in History, on successful completion of VIII semester, if he/she earns minimum 80 credits in History from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History. Such a student shall get a Minor in Political Science/Hindi, if he/she earns minimum 28 credits from 6 DSCs and one DSE of Political Science/Hindi.
17. Only a student mentioned at (5) above who opts to write a dissertation in the Major/Minor subject in VII and VIII semesters in the fourth year, shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Research) in Discipline*'. For instance, a student who pursues B.Sc. (Honours) in Physics and writes a dissertation on a topic relating to Physics or the Minor in VII and VIII semesters, shall be awarded '*Bachelor of Science (Honours with Research) Physics*'. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(a) and III(5)(a), respectively.
18. A student who opts for 'Academic Project' or 'Entrepreneurship' in VII and VIII semesters, instead of writing dissertations, and has earned 28 credits in the relevant GEs, SECs, AECs & IAPC, shall be awarded Minor in Academic Project or Entrepreneurship, as the case may be. '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major) & Academic Project/ Entrepreneurship (Minor)*'. If he/she is unable to earn the requisite 28 credits, he/she shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major)*'.
19. A student who pursues four-year undergraduate degree programme shall be awarded after completion of the VIII semester an appropriate degree.
20. **Exit Options:** The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of *Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor's Degree in the field of Study/Discipline*, to a student

who chooses to exit at the end of even semesters (details provided in the Table below).

| Sl. No. | Type of Award                                                                                                                                                      | Stage of exit                                | Mandatory credits to be secured for the award |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------|
| 1       | <i>Undergraduate Certificate in the field of Study/Discipline</i>                                                                                                  | After successful completion of Semester II   | <b>44</b>                                     |
| 2       | <i>Undergraduate Diploma in the field of Study/Discipline</i>                                                                                                      | After successful completion of Semester IV   | <b>88</b>                                     |
| 3       | <i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)                                                              | After successful completion of Semester VI   | <b>132</b>                                    |
| 4       | <i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>                                                  | After successful completion of Semester VI   | <b>132</b>                                    |
| 5       | <i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline</i> (for single core discipline course of study) | After successful completion of Semester VIII | <b>176</b>                                    |
| 6       | <i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>                                                                                         | After successful completion of Semester VIII | <b>176</b>                                    |

### Graduate Profile/ Attributes as per NHEQF

| Type of learning outcomes     | The Learning outcomes descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning outcomes that</b> | <p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>a comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning;</li> <li>Procedural knowledge required for carrying out professional or</li> </ul> |

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>are specific to disciplinary/ interdisciplinary areas of learning</b></p> | <p>highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization;</p> <ul style="list-style-type: none"> <li>• skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning;</li> <li>• capacity to extrapolate from what has been learnt, and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems;</li> <li>•</li> </ul> |
| <p><b>Generic learning outcomes</b></p>                                         | <p><b>Complex problem-solving:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                 | <p><b>Critical thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence,</li> <li>• identify relevant assumptions or implications; and formulate coherent arguments,</li> <li>• identify logical flaws and holes in the arguments of others,</li> <li>• analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> </ul>                                                                                                                                                                                                                      |
|                                                                                 | <p><b>Creativity:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• create, perform, or think in different and diverse ways about the same objects or scenarios,</li> <li>• deal with problems and situations that do not have simple solutions,</li> <li>• innovate and perform tasks in a better manner,</li> <li>• view a problem or a situation from multiple perspectives,</li> <li>• think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
|                                                                                 | <p><b>Communication Skills:</b> The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  | <ul style="list-style-type: none"> <li>• confidently share views and express herself/himself,</li> <li>• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,</li> <li>• convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and other minority groups.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | <p><b>Analytical reasoning/thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• evaluate the reliability and relevance of evidence;</li> <li>• identify logical flaws and holes in the arguments of others;</li> <li>• analyse and synthesise data from a variety of sources;</li> </ul> <p>draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <p><b>Research-related skills:</b> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,</li> <li>• the ability to problematize, synthesize and articulate issues and design research proposals,</li> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li> <li>• the capacity to develop appropriate methodology and tools of data collection,</li> <li>• the appropriate use of statistical and other analytical tools and techniques,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</li> </ul> |
|  | <p><b>Coordinating/collaborating with others:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• work effectively and respectfully with diverse teams,</li> <li>• facilitate cooperative or coordinated effort on the part of a group,</li> <li>• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <p><b>Leadership readiness/qualities:</b> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organization and setting direction.</li> <li>• formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | <p>engage with that vision.</p> <ul style="list-style-type: none"> <li>• using management skills to guide people to the right destination.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <p><b>‘Learning how to learn’ skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self- paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,</li> <li>• work independently, identify appropriate resources required for further learning,</li> <li>• inculcate a healthy attitude to be a lifelong learner.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <p><b>Value inculcation:</b> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>•embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,</li> <li>•practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</li> <li>•formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one’s work,</li> <li>•identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</li> <li>•recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|  | <ul style="list-style-type: none"> <li>• adopt objective, unbiased, and truthful actions in all aspects of work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | <p><b>Autonomy, responsibility and accountability:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> <li>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at work places.</li> </ul> |
|  | <p><b>Environmental awareness and action:</b> The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> <li>• mitigating the effects of environmental degradation, climate change and pollution,</li> <li>• effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living.</li> </ul>                                                                                                                 |
|  | <p><b>Community engagement and service:</b> The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of the society.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p><b>Empathy:</b> The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people's emotions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |



# POLITICAL SCIENCE

## COURSES OFFERED BY DEPARTMENT OF POLITICAL SCIENCE

### Category I

**Political Science Courses for Undergraduate Programme of study  
with Political Science as a Single Core Discipline**  
(B.A. Honours in Political Science in three years)

### STRUCTURE OF EIGHTH SEMESTER

| Semester | Core (DSC)<br>4 credits | Elective (DSE)<br>4 credits                                                                                                                           | Generic Elective (GE)<br>4 credits                                                             | AEC –<br>2 credits | SEC –<br>2 credits | Internship/<br>Apprenticeship/Project/<br>Community outreach<br>2 credits | VAC<br>2 credits | Total Credits |
|----------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------------------------------------------------------------|------------------|---------------|
| VIII     | DSC - 20                | DSE<br>8a/8b +<br>DSE<br>9a/9b +<br>DSE<br>10a/10b<br><u>OR</u><br>DSE<br>8a/8b +<br>DSE<br>9a/9b +<br>One GE<br><u>OR</u><br>DSE<br>8a/8b + 2<br>GEs | 3 DSEs<br>+ No<br>GE<br><u>Or</u><br>2 DSEs<br>+ One<br>GE<br><u>Or</u><br>One<br>DSE+ 2<br>GE |                    |                    | Dissertation/<br>Academic<br>Project/<br>Entrepreneurship (6<br>credits)  |                  | 22<br>credits |

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

**1 Discipline Specific Cores (DSCs)** - 1 course of 4 credits = 4 credits (offered by the parent Department i.e. Department of Political Science)

**3 Discipline Specific Electives (DSE)** – Either of the two DSE courses in each group [8a or 8b/ 9a or 9b/ 10a or 10b] of 4 credits = 12 credits in Semester III as choice based electives (offered by the parent Department i.e. Department of Political Science)

**OR**

**2 Discipline Specific Electives (DSE) AND 1 Generic Elective (GE)** – 2 DSE courses of 4 credits each and 1 GE course of 4 credits = 12 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

**OR**

**1 Discipline Specific Electives (DSE) AND 2 Generic Elective (GE)** – 1 DSE courses of 4 credits and 2 GE course of 4 credits each = 12 credits (two course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

**DISCIPLINE SPECIFIC CORE COURSE – 20: Development Process and Social Movements in Contemporary India**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                                                              | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                                                  |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Development Process and Social Movements in Contemporary India<br/>DSC-20</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>-</b>            | <b>NA</b>            | <b>NA</b>                            |

**Learning Objectives**

This course aims to develop an understanding of the development process in India and provide an understanding among the students to:

- Explore the trajectory and signposts in the development process that have occurred to enable redistribution.
- Build a relationship between state practices of development planning and implementation and the demands that come from social groups protesting dispossession and the high costs of social reproduction.
- Trace the centrality of state in developmental planning, the ramifications of liberalisation and globalisation, innovations and strategies deployed to raise revenue and curtail social expenditure, and the relationship between planning, development and social vulnerabilities.
- Generate an understanding of the challenges that are faced in planning for development, the relationship between planning and democracy and the role that social movements play in the formulation of policies incorporate the voices of the people.
- In this context an understanding of the changes in policies impacting the industrial and agrarian sectors become crucial for understanding the role of the state and social movements.

**Learning outcomes**

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

- Show knowledge of development policies and planning in India since independence
- Understand the development strategies and their impact on industrial economy and agriculture
- Understand the emergence of social movements in response to the development policies adopted by successive governments
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

**SYLLABUS OF DSC-20**

**UNIT – I (10 Hours)**

**Development Process since Independence**

- a. State and planning
- b. Liberalization and reforms
- c. Recent trends in monetary, fiscal and taxation policy including the Goods and Services Tax

## **UNIT – II (9 Hours)**

### **Industrial Development Strategy and its Impact on the Social Structure**

- a. Mixed economy, privatisation, the impact on organised and unorganized labour
- b. Emergence of the new middle class

## **UNIT – III (9 Hours)**

### **Agrarian Development Strategy and its Impact on the Social Structure**

- a. Land Reforms, Green Revolution
- b. Agrarian crisis since the 1990s and its impact on farmers, land acquisition and development of land markets

## **UNIT – IV (9 Hours)**

### **Social Movements, Migration and Development**

- a. Tribal, Farmers, Dalit and Women's movements
- b. Civil rights movement
- c. Migration and Development

## **Essential/Recommended readings**

### **Unit I**

Santosh Mehrotra and Sylvie Guichard (eds.), *Planning in the 20<sup>th</sup> Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge, 2020 [Sylvie Guichard and Santosh Mehrotra, 'Planning for a 21<sup>st</sup> Century India' (Ch 1: pp. 1-22); Pronab Sen, 'Plan, but Do Not Over-plan: Lessons for Niti Aayog' (Ch 13: pp. 264-282); Santosh Mehrotra, 'Why Does India Need a Central Planning Institution in the 21<sup>st</sup> Century' (Ch 14: pp.283-217).

A.Mozoomdar (1994) 'The Rise and Decline of Development Planning in India', In T J Byers (ed.), *The State and Development Planning in India*, Delhi. OUP, pp.73-108

T. Byres (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, pp.1-35.

A. Varshney (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms', in R. Mukherji (ed.), *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp. 146-169.

P. Chatterjee (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar (2007), 'India: Dirigisme, Structural Adjustment, and the Radical Alternative' in B. Nayar (ed.), *Globalization and Politics in India*, Delhi: Oxford University Press, pp. pp.218-240.

P. Bardhan (2005), 'Epilogue on the Political Economy of Reform in India', in the *Political Economy of Development in India*, 6<sup>th</sup> Impression, Delhi: Oxford University Press.

Arun Kumar (2017), Money Supply and Economic Structure Economic Consequences of Demonetisation, *Economic and Political weekly*, 52(1)

Surajit Das (2017) Some Concerns Regarding the Goods and Services Tax, *Economic and Political Weekly*, 52(9)

S. Mehrotra and S. Guichard, eds. (2020), *Planning in the 20th Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge.

## **Unit II**

A. Aggarwal (2006), 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp. 4533-36.

B. Nayar (1989), *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel (2005), *Crisis of National Economic Planning in India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes (2007), *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam (2003), 'Organising the Unorganised', in *Seminar* [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531], pp. 47-53.

S. Chowdhury (2007), 'Globalisation and Labour', in B. Nayar (ed.) *Globalisation and Politics in India*, Delhi: Oxford University Press, pp. 516-526.

V. Chibber (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation in to the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp. 32-60.

## **Unit III**

F. Frankel (1971), 'Introduction', in *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey, Princeton University Press.

F. Frankel (2009), *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.

J. Harriss (2006), 'Local Power and the Agrarian Political Economy' in Harriss, J.(ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp.29-32.

K. C. Suri (2006) 'Political Economy of Agrarian Distress', in *Economic and Political Weekly*, XLI (16) pp.1523-1529.

P. Sainath (2010), 'Agrarian Crisis and Farmers' Suicide', Occasional Publication 22, New Delhi: India International Centre (IIC).

M. Sidhu (2010), 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora (eds.), *Agrarian Crisis and Farmer Suicides*, New Delhi: Sage, pp. 149-174.

Pradeep Nayak (2020) *Land Reforms to Land Tilling*, New Delhi. Sage.

V. Sridhar (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

Gian Singh et al (2017), 'Indebtedness among Farmers and Agricultural Labourers in Rural Punjab', *Economic and Political Weekly*, 52 (6).

A. Shrivastava and A. Kothari (2012) 'Land Wars and Crony Capitalism', in A. Shrivastava and A. Kothari, *Churning the Earth* pp. 193-203 New Delhi, Penguin

Dhanmanjiri Sathe, 2017, 'Introduction and A Review of Some Other Acquisitions in Indian and Policy Implications', in *The Political Economy of Land Acquisition in India, How a Village Stops Being One*, Springer.

## **Unit IV**

G. Haragopal, and K. Balagopal (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist (eds.), *People's Rights: Social Movements and the State in Third World*, New Delhi: Sage, pp. 353-371.

A. Ray (1996), 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28), pp. 1202-1205.

M. Mohanty (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (ed.), *Thinking Social Sciences in India: Essays in Honour of Alice Thorner*, New Delhi, Sage.

G. Omvedt (2012) 'The Anti-caste Movement and the Discourse of Power', in N.G. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp. 481-508.

M. Weiner (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp. 193-225.

A. Roy (2010), 'The Women's Movement', in N. Jayal and P. Mehta (eds.), *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 409-422.

D. N. Dhanagare 2017, Understanding the Farmers' Movement in Maharashtra: Towards an Analytical Framework, in *Populism and Power: Farmers' movement in western India, 1980—2014*, Routledge

Sudhir Kumar Suthar, 2018, Contemporary Farmers' Protests and the 'New Rural-Agrarian' in India, *Economic and Political Weekly*, 53 (26-27)

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: [10.1080/03066159408438553](https://doi.org/10.1080/03066159408438553)

Baviskar, A. and Levien, M. (2021) 'Farmers' protests in India: introduction to the JPS Forum,' *The Journal of Peasant Studies*, 48:7, DOI: [10.1080/03066150.2021.1998002](https://doi.org/10.1080/03066150.2021.1998002)

Satendra Kumar (2021), Class, Caste and Agrarian Change: The Making of Farmers' Protest, *Journal of Peasant Studies*, Vol 48, No.7, Pp 1371-1379.

S. Sinha (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

K. Sankaran (2021) The Fundamental Freedom to Migrate within India, *Economic and Political Weekly*, 56(23)

C. Upadhyay, and R. Mario (2012) "Migration, transnational flows, and development in India: a regional perspective." *Economic and Political Weekly* (2012): 54-62.

P. Deshingkar (2008). Circular internal migration and development in India. *Migration and development within and across broader: Research and policy perspectives on internal and international migration*, 161-188.

R. Marchang (2022) Emerging Pattern and Trend of Migration in Megacities, *Economic and Political Weekly*, 57 (15)

### **Additional Readings:**

A. R. Desai (ed.) *Agrarian Struggles in India after Independence*, Delhi: Oxford University Press, pp. 566-588.

B. Nayar (ed.) (2007) *Globalisation and Politics in India*, Delhi: Oxford University Press.

S. Roy and K. Debal (2004), *Peasant Movements in Post-Colonial India: Dynamics of Mobilisation and Identity*, Delhi: Sage.

G. Omvedt (1983), *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah (ed.) (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Shah (2004), *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

G. Rath (ed.) (2006), *Tribal Development in India: The Contemporary Debate*, New Delhi: Sage publications.

J. Harris (2009), *Power Matters: Essays on Institutions, Politics and Society in India*, Delhi: Oxford University Press.

K. Suresh (ed.) (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherje and O. Tornquist (1998), *People's Rights: Social Movements and the State in the Third World*, New Delhi: Sage Publications.

M.S.A. Rao (ed.) (1978) *Social Movements in India*, Vol.2, Delhi: Manohar.

N.G. Jayal, and P.B. Mehta (eds.) (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.

P. Bardhan (2005), *The Political Economy of Development in India*, 6<sup>th</sup> Impression, Delhi: Oxford University Press.

R. Mukherji (ed.), *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R. Ray and M. Katzenstein (ed.) (2005), *Social Movements in India*: Delhi: Oxford University Press.

S. Chakravarty (1987), *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

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

## Discipline Specific Elective (DSE) Courses for Sem – VIII

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 12: Comparative Constitutionalism

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                  | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                      |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Comparative Constitutionalism DSE-12 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

This course intends to make students comprehend differentiated forms of constitutional practices and provide students to:

- Distinguish between constitutions as historical texts and constitutionalism as the ideological site providing justification for specific constitutional theory and practices with multiple sites of constitutional politics across jurisdictions.
- Compare inferences from different countries that addresses questions such as, what is a constitution, what are the processes through which constitutions evolve, and what are the different underlying principles they pledge, what rights are incorporated in the constitutions and what are the implications of their incorporation, are constitutions static/stagnant or do they embody principles of transformative change?
- Analyse the relationship with culture and democracy and the conception of transformative constitutionalism in societies transitioning from colonial to postcolonial constitutionalism.

#### Learning outcomes

On successful completion of the course, students would demonstrate:

- An understanding of the conceptual difference between constitutions and constitutionalism
- Awareness of varied forms of constitutional practice
- Awareness of the historical evolution of constitutions as texts and constitutionalism as the theory and philosophy of these texts, in a comparative perspective
- An understanding of the relationship between constitutionalism and democracy on the one hand and constitutionalism and emergency on the other.

#### SYLLABUS OF DSE-12

##### UNIT – I (7 Hours)

##### What is constitutionalism?

- Difference between constitution and constitutionalism
- Evolution of Constitutionalism

##### UNIT – II (8 Hours)

##### Democracy, Emergency and Constitutionalism

##### UNIT – III (8 Hours)

##### Transformative Constitutionalism

## **UNIT – IV (7 Hours)**

### **Gendering Constitutionalism and Environmental Constitutionalism**

#### **Essential/recommended readings**

##### **Unit I-**

Gerhard Casper, Constitutionalism, *Occasional Papers- Law School Publications*, University of Chicago Law School, Chicago Unbound, 1987, pp.3-17.

Dieter Grimm, Types of constitutions, in Michel Rosenfeld and Andras Sajó (eds), *Comparative Constitutional Law, The Oxford handbook of comparative constitutional law*, Oxford University Press, 2012.

Stephen Holmes, Constitutions and Constitutionalism, in Michel Rosenfeld and Andras Sajó (eds), *Comparative Constitutional Law, The Oxford handbook of comparative constitutional law*, Oxford University Press, 2012.

Larry Alexander, Constitutionalism, *Legal Studies Research Paper Series*, Research Paper No.07- 04, September 2005.

Kim Lane Scheppele, 'The Agendas of Comparative Constitutionalism,' *Law and Courts*, Spring 2003, pp.5-22. <http://www.law.nyu.edu/lawcourts/pubs/newsletter/spring03.pdf>

##### **Unit II**

Jon Elster and Rune Slagstad. Introduction, in *Constitutionalism and Democracy*. 2012.

Richard Bellamy and Dario Castiglione, Constitutionalism and Democracy - Political Theory and the American Constitution (Review Article), *British Journal of Political Science*, Vol. 27, No. 4, 1997, pp. 595-618

Gunter Frankenberg, Democracy, in Michel Rosenfeld and Andras Sajó (eds), *Comparative Constitutional Law, The Oxford handbook of comparative constitutional law*, Oxford University Press, 2012.

Ronald Dworkin, 'Constitutionalism and Democracy', *European Journal of Philosophy*, 1995, 3, pp. 2–11

J Ferejohn, Emergency Powers and Constitutionalism, *International Journal of Constitutional Law*, Volume 2, Issue 2, 2004, pp. 207–209,

Venkat Iyer, States of Emergency and International Law, in *States of Emergency, the Indian Experience*, Butterworths, 2000, pp. 1-21

Anil Kalhan, 'Constitution and 'Extraconstitution': Emergency powers in postcolonial Pakistan and India', Drexel University Earle Mack School of Law Legal Studies Research Paper Series 2009 – A-16, <http://www.ssrn.com/link/Drexel-U-LEG.html>

Clement Fatovic, Constitutionalism and Presidential Prerogative: Jeffersonian and Hamiltonian Perspectives, *American Journal of Political Science*, Vol. 48, No. 3, 2004

Melbourne Forum on Constitution-building, 'Legal Approaches to Responding to Emergencies: Covid-19 as a Case Study', *Constitutional Insights* no. 6, September 2021.

##### **Unit III**

Pius Langa, 'Transformative Constitutionalism', 17 *Stellenbosch Law Review*, 351, 2006.

Anupama Roy (Transformative Constitutionalism and Constitutional Insurgencies- sub section, pp. 16-22) Making Citizenship Familiar, in *Gendered Citizenship, Historical and Conceptual Exploration*, Orient BlackSwan, 2013.

Hailbronner, Michaela, Transformative Constitutionalism: Not Only in the Global South *American Journal of Comparative Law*, Volume 65, Issue 3, 2016, Available at SSRN: <https://ssrn.com/abstract=2777695>

Gautam Bhatia, Prologue- The Past is a Foreign Country, in *Transformative Constitutionalism- A radical Biography in Nine Acts*, Harper Collins Publishers India, 2019.

## **Unit IV**

Helen Irving, Introduction, in *Gender and the Constitution, Equity and Agency in Comparative Constitutional Design*, Cambridge University Press, Cambridge, 2008.

Catharine Mackinnon, 'Gender in Constitutions', Michel Rosenfeld and Andras Sajó (eds), *Comparative Constitutional Law, The Oxford handbook of comparative constitutional law*, Oxford University Press, 2012.

Beverley Baines, 'Introduction', in Daphne Barak-Erez, and Tsvi Kahana (eds). *Feminist Constitutionalism, Global Perspectives*. Cambridge University Press, 2012.

Arnold Kreilhuber. "New Frontiers in Environmental Constitutionalism in New Frontiers in Environmental Constitutionalism, United Nations Environment Programme (UN Environment), 2017, <https://www.informea.org/sites/default/files/imported-documents/Frontiers-Environmental-Constitutionalism.pdf>.

Erin Daly, Louis Kotzé, James R. May. "Introduction to Environmental Constitutionalism in New Frontiers in Environmental Constitutionalism, United Nations Environment Programme (UN Environment) May, 2017, <https://www.informea.org/sites/default/files/imported-documents/Frontiers-Environmental-Constitutionalism.pdf>

James R. May and Erin Daly. Judicial Handbook on Environmental Constitutionalism, United Nations Environment Programme (UN Environment), 2017, [https://www.iucn.org/sites/dev/files/content/documents/2\\_judicial\\_handbook\\_on\\_environmental\\_constitutionalism\\_march\\_2017.pdf](https://www.iucn.org/sites/dev/files/content/documents/2_judicial_handbook_on_environmental_constitutionalism_march_2017.pdf)

### **Additional Readings:**

Charles Howard McIlwain, *Constitutionalism, Ancient and Modern*, Cornell University Press, Ithaca, New York, 1947.

Jon Elster, 'Forces and Mechanisms in the Constitution-Making Process', *Duke Law Journal*, Vol.45, No. 364, 1995, pp. 364-396.

Mark Tushnet, *Advanced Introduction to Comparative Constitutional Law*, Edward Elgar, Cheltenham, 2014 [Introduction and Conclusion].

Charles Howard McIlwain, *Constitutionalism, Ancient and Modern*, Cornell University Press, Ithaca, New York, 1947.

Jeremy Waldron, 'Constitutionalism: A Skeptical View,' *Public Law and Legal Theory Research Paper Series*, Electronic copy available at: <http://ssrn.com/abstract=172277>

Carl J. Friedrich, *Constitutional Government and Democracy, Theory and Practice in Europe and America*, Oxford and IBH Publishing, New Delhi, 1974 (first Indian reprint)

Sunil Khilnani, Vikram Raghavan and Arun K. Thiruvengadam (eds), *Comparative Constitutionalism in South Asia*, Oxford University Press, New Delhi, 2013.

Bruce Ackerman, 'The Emergency Constitution', *The Yale Law Journal*, Vol. 113, No. 5 (Mar., 2004), pp. 1029-1091.

James Tully, *Strange Multiplicity, Constitutionalism in an age of diversity*, Cambridge University Press, Cambridge, 1995.

Julian Go, 'A Globalizing Constitutionalism? Views from the Postcolony', 1945–2000, *International Sociology*, March 2003, Vol 18(1).

Upendra Baxi, 'Constitutionalism as a Site of State Formative Practices', 21 *Cardozo Law Review*, 1183, 2000.

Upendra Baxi, 'Postcolonial Legality', in Henry Schwartz and Sangeeta Ray (eds.), *A Companion to Postcolonial Studies*, Blackwell, 2000.

Upendra Baxi, 'Alternate Constitutionalisms under Signatures of Capitalism', *Modern Law review Symposium on Globalisation and Constitutionalism*, 6 June 2003.

Upendra Baxi, 'Preliminary Notes on Transformative Constitutionalism', *BISA Conference: Courting Justice*, Delhi, April 27-29, 2008

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 13: Political Ideas of Ancient India**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                        | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                            |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Political Ideas of Ancient India<br>DSE-13 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

**Learning Objectives**

This course explains the concepts and ideas inherited in ancient Indian traditions and demonstrate to:

- Explore Ancient Indian governance, economy, and diplomacy, focusing on Vedic ideals, Purusharthas, Rajadharma, and interstate relations.
- Analyze historical political frameworks, economic systems, and diplomatic strategies, including Raj Mandala Theory, Shadgunyas, and war ethics.
- Understand India's civilizational identity and its relevance today.

**Learning outcomes**

On successful completion of this course Students will gain a comprehensive understanding of Bharatvarsha as a civilizational entity that would demonstrate:

- exploring its Vedic foundations, governance models, economic systems, and diplomatic principles.
- They will analyze concepts like Purusharthas, Rajadharma, Janapadas, Mahajanapadas, and international relations, including Raj Mandala Theory and war ethics.

**SYLLABUS OF DSE-13**

**Unit 1: Bharatvarsha as a Civilizational Entity**

- a) Vedic Idea of India
- b) Purusharthas- Dharma, Artha, Kama, Moksha

**Unit 2: Idea of Republic in Ancient India**

- a) Rajadharma
- b) Prajadharma
- c) Apadharma

**Unit 3: Aartha Niradharan in Ancient India**

- a) Aartha Niradharan of Janapadas and Mahajanapadas
- b) Dayabhaga, Mitakshara and other Laws governing Economic life
- c) Temple Economy in Ancient India

#### **Unit 4: Guiding Principle for International Politics in Ancient India**

- a) Raj Mandala Theory
- b) Shadgunyas
- c) Definition of Dūta and duties and responsibilities of diplomatic ministers
- d) The law of war (Vigraha)
- e) Aspect of National Security

#### **Suggested Readings:**

##### **Unit-Wise Essential Readings**

#### **Unit 1:**

1. B. D. Chattopadhyaya, The Concept of Bharatavarsha and Other Essays. Ranikhet: Permanent Black, 2017.
2. R M. Mookerji. The Fundamental Unity of India, New Delhi: Bhartiya Vidya Bhawan 2003
3. Madhusūdana, Ojhā, : Bharatavarsha, the India narrative: as told in Indravijayah New Delhi: Rupa Publication Pvt. Ltd., 2017.
4. Ray, B.N. Tradition and Innovation in Indian Political Thought, Ajanta, Delhi 1998
5. Jagadish P. Sharma, “Non-Monarchical Governments in Vedic India”, Republics in Ancient India. Brill, Leiden, 1968, pp.15-60
6. A.S. Altekar, “Origin and Types of the State” in State and Government in Ancient India. Motilal Banarsidass, Banaras, 1949, pp. 12-23.
7. Benoy Kumar Sarkar, “The Hindu Theory of the State”, Political Science Quarterly, Vol. 36, No. 1 (March 1921), pp. 79-90.
8. Kane, P.V., History of Dharmashastra (Ancient and Medieval Religious and Civil Law), Vol. I. Poona: Bhandarkar Oriental Research Institute 1930
9. Beni Prasad, The State in Ancient India: Study in the Structure and Practical Working of Political Institutions in North India in Ancient Times, The Indian Press, Allahabad, 1928, pp. 1- 16.
10. Benoy Kumar Sarkar, “Hindu Political Philosophy.” Political Science Quarterly 33, no. 4 (1918), pp. 482–500.
11. Bhagwandass, Purushartha, Chaukabha Prakashan, 1966
12. R. N. P. Singh, Indian Civilization and the Constitution, Vivekanand International Foundation, New Delhi, 2017.
13. सतीश चंद्र मिश्र, भारतीय संस्कृति के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
- 14.

#### **Unit 2:**

1. K.P Jayaswal, Hindu Polity: A Constitutional History of India in Hindu Times. Chaukhamba Sanskrit Pratishthan, Delhi. 2005
2. P. Sharan, Ancient Indian Political Thought and Institutions. Meenakshi Prakashan, 1983
3. V. P. Varma, Hindu Political Thought and its Metaphysical Foundations, Motilal Banarsidas, New Delhi, 1974.
4. Kane, P.V, History of Dharmashastra (Ancient and Medieval Religious and Civil Law), Vol. I. Poona: Bhandarkar Oriental Research Institute. 1930
5. Mahabharata Original Text: Shanti Parva
6. वासुदेव शरण अग्रवाल, पाणिनि कालीन भारतवर्ष, पृथ्वी प्रकाशन, वाराणसी 1969

#### **Unit 3:**

1. Rai Bahadur Srisa Chandra Vidyarnava, Yajnavalkya Smriti: With the commentary of Vijnaneśvara called the Mitaksara and notes from the gloss of Balambhatta Panini Office, 1918
2. R, Mehta, Trade and Economic Development in Ancient India. New Delhi: Academic Foundation. 2010
3. Balbir Singh Sihag, Kautilya: The true founder of Economics, Vitasta Publishing Pvt Ltd, Delhi, 2014
4. Kulkarni, Rohan. "Tax System According To 'Kauṭīlīya Arthaśāstra, Manusmṛti And Śukranīti, And Its Relevance." Bulletin Of The Deccan College Research Institute 70/71 (2010): 439–43. [Http://Www.Jstor.Org/Stable/42931268](http://www.jstor.org/stable/42931268).
5. S K Sharma, Ancient Indian Financial Administration and Taxation. The Indian Journal of Political Science, 75(2), 237–254. 2014
6. Radha Kumud Mookerji, Indian Shipping, South Asia Books, 1999.

#### Unit 4:

1. Hiaralal Chattrjee International Law and Inter-State Relations in Ancient India Firma KLM Private Limited, Calcutta, 1958
2. Sihag, Balbir Singh. Kautilya's Proactive and Pragmatic Approach to National Security. 2014 URL: [http://www.du.ac.in/du/uploads/events/20102014\\_Abtract.pdf](http://www.du.ac.in/du/uploads/events/20102014_Abtract.pdf)
3. B. K., Sarkar,. Hindu Theory of International Relations. The American Political Science Review, 13(3), 400–414. 1919 <https://doi.org/10.2307/1945958>
4. Arvind Gupta and Arpita Mitra (ed.), Vasudhaiva Kutumbakam - Relevance of India's Ancient Thinking to Contemporary Strategic Reality, Ed. Vivekanand International Foundation and Aryan Book International, New Delhi, 2020.
5. L. N., Rangrajan, Kautilya Arthshashtra, New Delhi: Penguin 1987

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

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 14: Democracy and Governance

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code             | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                 |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Democracy and Governance DSE-14 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the manner in which political economy and political development, and civil society and social movements have an

impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complimented by institution building.

### Learning outcomes

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

- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.
- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

## SYLLABUS OF DSE-14

### UNIT – I (12 Hours)

#### Theories on Democracy

- a. Participative
- b. Deliberative
- c. Consociational
- d. Communicative

### UNIT – II (15 Hours)

#### Governance

- a. Meaning of Governance
- b. Relationship between Democracy and Governance
- c. Good Governance and E- Governance

### UNIT – III (9 Hours)

#### Organ of the Government

- a. Legislature: Changing nature of Representation
- b. Executive: PM, President Relationship
- c. Judiciary: PIL and Judicial Appointment

### UNIT – IV (9 Hours)

#### Ideas, Interests and Institutions in Public Policy:

- a. Role of NITI Ayog
- b. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs
- c. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc

### Essential/recommended readings

#### 1. Theories on Democracy

##### a. Participative

Macpherson, C.B. (1992). *The Real World Of Democracy. Second edidtion. Toronto: House of Ansari Press*

Macpherson, C.B. (1973). *Democratic Theory: Essays in Retrieval. New York : Oxford University Press.*

Pateman, Carole. (1970). *Participation and Democratic Theory*. Cambridge: Cambridge University Press.

## **b. Deliberative**

Addis, Adeno. (2009). Deliberative Democracy in Severely Fractured Societies. *Indian Journal of Global Legal Studies*.16(1). Accessed: May 9, 2025. <https://www.jstor.org/stable/10.2979/gls.2009.16.1.59>.

Vij, Kristoffer Ahlstrom. (2012). Why Deliberative Democracy is (still) Untenable. *Public Affairs Quarterly*. 26(3). Accessed: May 9, 2025. <https://www.jstor.org/stable/43575579>.

Hicks, Darrin. (2002). The Promise(s) of Deliberative Democracy. *Rhetoric and Public Affairs*. 5(2). Accessed: May 9, 2025. <https://www.jstor.org/stable/41939741>.

Freeman, Samuel. (2000). Deliberative Democracy: A Sympathetic Comment. *Philosophy & Public Affairs*. 29(4). Accessed: May 9, 2025. <https://www.jstor.org/stable/2672831>.

## **c. Consociational**

Lijphart, Arend. (2011). *Consociational Democracy*. New York: Cambridge University Press.

Lijphart, Arend. (1999). *Patterns of Democracy*. New Haven: Yale University Press.

## **d. Communicative**

Cortina, Adela. (2010). Communicative Democracy: A Version of Deliberative Democracy. *Archives for Philosophy of Law and Social Philosophy*. 96(2). Accessed: May 9, 2025. <https://www.jstor.org/stable/23680920>.

Matustik, Martin J. (1989). Habermas on Communicative Reason and Performative Contradiction. *Economic and Political Weekly*. (47). Accessed: May 9, 2025. <https://www.jstor.org/stable/488111>.

Ingram, David. (1993). The limits and possibilities of Communicative Ethics for Democratic Theory. *Political Theory*. 21(2). Accessed: May 9, 2025. <https://www.jstor.org/stable/191818>.

# **2. Governance**

## **a. Meaning of Governance**

Gravel, Nathalie & Andreanne Lavoie. (2009). Introduction: Governance in Perspective. *Canadian Journal of Latin American and Caribbean Studies*. 34(68). Accessed: May 9, 2025. <https://www.jstor.org/stable/41800465>.

## **b. Relationship between Democracy and Governance**

Kohli, Atul. (2001). *The Success of India's Democracy*. New York : Cambridge University Press

Kothari, Smitu. (1993). *Social Movements and the Redefinition of Democracy*, Boulder : Westview

Mackie, Gerry. (2003). *Democracy Defended*. New York: Cambridge University Press

Mahajan, Gurpreet. (2000). *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press

### **c. Good Governance and E- Governance**

Deva, Vasu. (2005). *E-Governance in India: A Reality*. Delhi: Common wealth Publishers

Moon, M.J. (2002). The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality. American Society for Public Administration. *Public Administration Review*, 62(4).

Sharma, Pankaj. (2004). *E-Governance: The New Age Governance*. New Delhi: APH Publishers

Norris, Pippa. (2001). *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*. Cambridge: Cambridge University Press

## **3. Organ of the Government**

### **a. Legislature: Changing nature of Representation**

Chima, Jugdep S. (2012). Changing Patterns of Democracy and Political Representation in India : An Introduction. *Asian Survey*. 52(2). Accessed: May 9, 2025. <https://www.jstor.org/stable/10.1525/as.2012.52.2.239>.

Saward, Michael. (2014). Shape-Shifting Representation. *The American Political Science Review*. 108(4). Accessed: May 9, 2025. <https://www.jstor.org/stable/44154189>.

### **b. Executive: PM, President Relationship**

Venkatachar, C.S. (1971). Relations between the indian president and the prime minister. *India Quarterly*. 27(2). Accessed: May 9, 2025. <https://www.jstor.org/stable/45069769>.

Kumarasingham, H. (2010). The Indian Version of First among Equals – Executive Power during the First Decade of Independence. *Modern Asian Studies*. 44(4). Accessed: May 9, 2025. <https://www.jstor.org/stable/40664944>.

### **c. Judiciary: PIL and Judicial Appointment**

Rakshit, Nirmalendu Bikash. (2004). Judicial Appointment . *Economic and Political Weekly*. 39(27). Accessed: May 9, 2025. <https://www.jstor.org/stable/4415222>.

Sathe, S.P. (1998). Appointment of Judges: The Issues. *Economic and Political Weekly*. 33(32). Accessed: May 9, 2025. <https://www.jstor.org/stable/4407068>.

Bhushan, Prashant. (2004). Supreme Court and PIL: Changing Perspectives under Liberalisation. *Economic and Political Weekly*. 39(18). Accessed: May 9, 2025. <https://www.jstor.org/stable/4414951>.

## **4. Ideas, Interests and Institutions in Public Policy**

### **a. Role of NITI Ayog**

Santosh Mehrotra and Sylvie Guichard eds., (2020) '*Planning in the 20<sup>th</sup> Century And Beyond : India's Planning Commission and the NITI Aayog*', Cambridge University Press, pp.1-22, Accessed : May 1, 2025, <https://doi.org/10.1017/9781108859448>.

Sylvie Guichard and Santosh Mehrotra, (2020) '*Planning for a 21<sup>st</sup> Century India*', Cambridge University Press, <https://doi.org/10.1017/9781108859448>.

Pronab Sen, (2020) '*Plan, but Do Not Over-plan: Lessons for Niti Aayog*' Cambridge University Press, pp.264-282 <https://doi.org/10.1017/9781108859448>.

Prabhat Patnaik, (2015) 'From the Planning Commission to NITI Aayog', *Economic and Political Weekly*, Vol.50, No.4, <https://www.jstor.org/stable/24481535>.

M. Govinda Rao, (2015) 'Role and Functions of NITI Aayog', *Economic and Political Weekly*, Vol.50, No.4, <https://www.jstor.org/stable/24481536>.

Shukhpal Singh, (2017) 'Tenancy Reforms: A Critique of NITI Aayog's Model Law', *Economic and Political Weekly*, Vol.52, No.2, <https://www.jstor.org/stable/44166880>.

#### **b. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs**

Gupta, L.C. (1996). *Challenges before Securities and Exchange Board of India. Political Weekly. 31(12)*. Accessed: May 9, 2025. <https://www.jstor.org/stable/4403941>.

Tangirala.Maruthi P. (2015). *Design of Regulatory Institutions: TRAI as Work-in-Progress. Economic and Political Weekly. 50(4)*. Accessed: May 9, 2025. <https://www.jstor.org/stable/24481547>.

Sharma, Seema. (2013). *Corporate Social Responsibility in India: The Emerging Discourse & Concerns. Indian Journal of Industrial Relations. 48(4)*. Accessed: May 9, 2025. <https://www.jstor.org/stable/23509816>.

Competition Commission of India. <https://www.cci.gov.in/>.

Bansal, Rita Pawan. (2022). Role of Competition Commission of India in Protecting the Interests of the Consumers. *International Journal of Advanced Research*.10(6).

#### **c. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc**

Shister, Joseph. (1945). Trade-Union Government: A Formal Analysis. The Quarterly Journal of Economics. 60(1). Accessed: May 9, 2025. <https://www.jstor.org/stable/1880644>.

Louis P.F. Smith. (1955). The Role of Farmers Organizations. An Irish Quarterly Review. 44(173). Accessed: May 9, 2025. <https://www.jstor.org/stable/30098603>.

Kochanek, Stanley A. (1971). The Federation of Indian Chambers of Commerce and Industry and Indian Politics. Asian Survey. 11(9). Accessed: May 9, 2025. <https://www.jstor.org/stable/2642778>.

Donald, W.J. (1921). Public Service Through Chambers of Commerce. American Journal of Sociology. 26(5). Accessed: May 9, 2025. <https://www.jstor.org/stable/2764424>.

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

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 15: Power Dilemmas in International Relations

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                              | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                  |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Power Dilemmas in International Relations DSE-15 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

- Introduce students to some of the key dilemmas that power represents in the discipline of International Relations.
- Understand how these dilemmas originate in the contemporary world at critical junctures that challenge political-social-economic transformations at global and local levels.
- Examine the significant implications of these dilemmas for relationships among people, institutions, and states.
- Explore how bipolar-unipolar-multipolar shifts have opened up the discourse on power.

- Engage with the above debates and undertake further discussions around the conceptualization and measurement of power through interdisciplinary readings.
- Analyse the dilemma of assessing power distribution among three levels of actors—states, institutions, and the people.
- Enable understanding of various processes and actors competing for power at the institutional level that render negotiation in trade, economy, and climate change difficult.
- Engage with the rapid emergence of cosmopolitanism, global citizenship, diaspora, and NGOs through social globalisation, as examples of peoples' power.
- Conclude with debates around the notions of hard, soft, and smart power and the limits of power discourse in International Relations.

### Learning outcomes

At the end of this course, the students would have acquired:

- An introductory understanding of the concept of power, with specific reference to different perspectives on power in international relations.
- An understanding of the competing and overlapping categories like Great Powers, Middle Powers, Major Powers, Emerging/Rising Powers and, ability to differentiate these from the concept of hegemony.
- A critical lens to distinguish between overlapping spheres of power in institutional processes such as regionalism and multilateralism.
- Tools to assess the distribution of power in different institutional sites such as the World Trade Organization (WTO) and the United Nations Framework Convention on Climate Change (UNFCCC).
- Comprehension of people's power through concepts like cosmopolitanism and global citizenship, social globalisation and the role of INGOs as examples of power from below.
- Familiarisation with the debates on hard and soft power as well as the limits of the power discourse in IR.

## SYLLABUS OF DSE-15

### UNIT – I (12 Hours)

#### Conceptualising Power in IR

- Understanding Power
- Perspectives : 1. Realist ; 2. Liberal ; 3. Postcolonial ; 4. Sociological ; 5. Critical
- Indian Understandings of Power

### UNIT – II (8 Hours)

#### State Power in IR: Is there a measure?

1. Great Powers, 2. Middle Powers, 3. Major Powers, 4. Emerging/Rising Powers
- Hegemony

### UNIT – III (9 Hours)

#### Power and Institutions

- Shifting Power: Between Regionalism and Multilateralism

- b. Power conundrums at the WTO
- c. Power Negotiations at the UNFCCC

## **UNIT – IV (8 Hours)**

### **People's Power and Contemporary Debates**

- a. Cosmopolitanism and Global citizenship
- b. Social globalisation and the role of INGOs
- c. Debating Power:
  - 1. Hard Power
  - 2. Soft Power
  - 3. Radical Power
- d. Limits of Power

## **Essential/recommended readings**

### **Unit 1. Conceptualising Power in IR**

#### **a) Understanding Power**

##### ***Essential Readings***

Finnemore, M. & Glodstein, J. (2013). *Back to Basics State Power in a Contemporary World*, Oxford University Press: New York, pp: 3-17.

Forsberg, T. (2011). Power in International Relations: An Interdisciplinary Perspective. In: Aalto, P., Harle, V., Moisio, S. (eds) *International Studies*. Palgrave Macmillan, London. pp: 207-227.

##### ***Additional Readings***

Guzzini, S. (2021). Power in World Politics, *DIIS Working Paper* 2021 (17): pp. 3-22.

Lukes, S. (2005). Power and the Battle for the Hearts and Minds. *Millennium: Journal of International Studies*, 33(3): pp. 477-494.

#### **b) Perspectives**

##### **1. Realist Perspective**

##### ***Essential Reading***

Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics*, Norton Press: New York, pp. 29-54.

Paul, T. V. (2004). Introduction: The Enduring Axioms of Balance of Power Theory and Their Contemporary Relevance. In T. V. Paul, J. J. Wirtz, and M. Fortmann (eds.), *Balance of Power Theory and Practice in the 21st Century*, Stanford University Press: Stanford, CA, pp.1-28.

##### ***Additional Reading***

Schmidt, B. C. (2005). Competing Realist Conceptions of Power. *Millennium - Journal of International Studies*, 33(3): pp. 523–549.

##### **2. Liberal Perspective**

##### ***Essential Reading***

Keohane, R. O. & Nye, J. (2012). *Power and Interdependence*, 4<sup>th</sup> ed., Longman: USA, pp.1-19.

Philpott, D. (2001). Liberalism, Power, and Authority in International Relations: On the Origins of Colonial Independence and Internationally Sanctioned Intervention, *Security Studies*, 11(2): pp. 117-163.

### **Additional Reading**

Lebow, R. N. (2007). The power of persuasion. In Felix Berenskoetter and M. J. Williams P. (eds.), *Power in World Politics*. Routledge: UK, pp. 120-140.

### **3. Postcolonial Perspective**

#### **Essential Readings**

Chowdhry, G. & Nair, S. (2004). Introduction: Power in a postcolonial world: race, gender and class in international relations. In Geeta Chowdhry and Sheela Nair (eds.) *Power, Postcolonialism and International Relations: Reading race, gender and class*, Routledge: London, pp: 1-32.

#### **Additional Readings**

Epstein, C. (2014). The Postcolonial Perspective: An Introduction. *International Theory*, 6(2): 294-311.

### **4. Sociological Perspective**

#### **Essential Readings**

Wendt, A. (1999). *Social Theory of International Politics*, Cambridge: Cambridge University Press, pp. 96–97.

Guzzini, S. (2005). The Concept of Power: A Constructivist Analysis. *Millennium: Journal of International Studies*, 33(3): pp. 495-522.

#### **Additional Reading**

MacDonald, D. (2011). The power of ideas in international relations. In Nadine Godehardt, Dirk Nabers (eds.) *Regional Powers and Regional Orders*, London: Routledge. Pp: 33-48.

### **5. Critical Perspective**

#### **Essential Readings**

Jessop, B. (2006). Developments in Marxist Theory. In E. Amenta, K. Nash, A. Scott, eds, *The Wiley Blackwell Companion to Political Sociology*, Oxford: Blackwell, pp. 7-16.

Lukes, S. (2005). *Power A Radical View* (2nd Ed.). Palgrave Macmillan: New York, pp. 14-59 & 108-151.

#### **Additional Readings**

Linklater, A. (1990). Power, Order and Emancipation in International Theory. In *Beyond Realism and Marxism*. Palgrave Macmillan, London. pp: 8-33.

### **c. Indian Understandings of Power**

#### **Essential Readings**

Bisht, M. (2020). *Kautilya's Arthashastra: Philosophy of Strategy*, Routledge: Oxon, pp. 65-78.

Long, W.J. (2021). "Buddha on Politics, Economics, and Statecraft" in *A Buddhist Approach to International Relations*. Palgrave Macmillan: Switzerland, pp. 35-50.

#### **Additional Readings**

Adityakiran, G. (2015). Kautilya's Pioneering Exposition of Comprehensive National Power in the Arthashastra. In P.K. Gautam, S. Mishra, A. Gupta (Eds.) *Indigenous Historical Knowledge Kautilya and His Vocabulary*, Volume I, Pentagon Press: India, pp. 24-38.

## **Unit 2. State Power in IR: Is there a measure?**

### **a) Great Powers, Middle Powers, Major Powers, Emerging/Rising Powers**

#### **1. Great Powers**

#### **Essential Readings**

Erickson, E. (2018). What Do We Mean by Great Power or Superpower? An Introduction to Concepts and Terms, *MCU Journal* 9(2): 9-21.

### **Additional Readings**

Cesa, M. (2011). Great Powers. In R. Devetak, A. Burke, & J. George (Eds.), *An Introduction to International Relations*, Cambridge University Press: Cambridge, pp. 268-280.

## **2. Middle Powers**

### **Essential Reading**

Chapnick, A. (1999). *The Middle Power*. *Canadian Foreign Policy Journal*, 7(2): 73–82.

### **Additional Reading**

Aydin, U. (2021). Emerging middle powers and the liberal international order, *International Affairs*, 97 (5): 1377–1394.

## **3. Major Powers**

### **Essential Readings**

Black, J. (2008) Into the Future: The Rivalry of Major Powers? *The RUSI Journal*, 153(4): 12-17.

### **Additional Readings**

Danilovic, V. (2002). *When Stakes are High: Deterrence and Conflict among Major Powers*. Michigan University Press, pp. 26-46, pp. 225-230.

## **4. Emerging/Rising Powers**

### **Essential Readings**

Hurrell, A. (2019). Rising powers and the emerging global order. In J. Baylis, S. Smith, and P. Owens (eds.) *The Globalization of World Politics: An Introduction to International Relations* (8th edn), Oxford University Press: UK, pp: 84-98.

Chaulia, S. (2011). India's 'power' attributes. In David Scott (ed.) *Handbook of India's International Relations*, Routledge: New York. pp. 23-34.

### **Additional Readings**

Turner, O. & Nymalm, N. (2019). Morality and progress: IR narratives on international revisionism and the status quo, *Cambridge Review of International Affairs*, 32 (4): 407-428.

Mahbubani, K. (2008). *The New Asian Hemisphere: The Irresistible Shift of Global Power to the East*. New York: Public Affairs, pp. 51-100.

## **b) Hegemony**

### **Essential Reading**

Antoniades, A. (2018). Hegemony and international relations. *International Politics*, 55 (5): 595-611.

### **Additional Reading**

Clark, Ian. (2011). *Hegemony in International Society*. Oxford: Oxford University Press, pp. 1-33.

Ikenberry, G. J., & Kupchan, C. A. (1990). Socialization and Hegemonic Power. *International Organization*, 44(3): 283–315.

## **Unit 3. Power and Institutions**

### **a. Shifting Power: Between Regionalism and Multilateralism**

### **Essential Readings**

Buzan, B. & Wæver, O. (2003). "Levels: Distinguishing the Regional from the Global" in *Regions & Powers: The Structure of International Security*, Cambridge University Press: Cambridge, pp: 27-39.

Bhagwati, J. (1993). Regionalism and multilateralism: An overview. In J. De Melo & A. Panagariya (Eds.), *New Dimensions in Regional Integration*, Cambridge University Press: Cambridge, pp. 22-51.

### **Additional Readings**

Patriota, A. A. (2019). Is the World Ready for a Cooperative Multipolarity? In T. Meyer, J.L. de Sales Marques and M. Telò (eds.), *Regionalism and Multilateralism: Politics, Economics, Culture*, Routledge: London, pp.202-214.

Katzenstein, P.J. (2019). Polyvalent Globalism and Constrained Diversity: Multiple Modernities and Regionalisms in World Politics. In T. Meyer, J. L. de Sales Marques and M. Telò (eds), *Regionalism and Multilateralism: Politics, Economics, Culture*, London: Routledge. pp. 17-35.

## **b. Power conundrums at the WTO**

### **Essential Readings**

Shaffer, G. (2005). Power, Governance, and the WTO: A Comparative Institutional Approach. In Michael Barnett and Raymond Duvall (eds.) *Power in Global Governance*, Cambridge University Press: Cambridge, pp: 130-160.

Peet, R. (2009). *The Unholy Trinity: the IMF, World Bank and WTO*. Zed Books: London, New York, pp. 178-243.

### **Additional Readings**

Bonzon, Y. (2008). Institutionalising Public Participation in WTO Decision Making: Some Conceptual Hurdles and Avenues. *Journal of International Economic Law*, 11(4): pp. 751–777.

Hopewell, K. (2016). Power, Multilateralism, and Neoliberalism at the WTO. & Powershift. In *Breaking the WTO: How Emerging Powers Disrupted the Neoliberal Project*. Stanford University Press: California, pp.42-76 & 77-104.

## **c. Power Negotiations at the UNFCCC**

### **Essential Readings**

Iskander, N. N. & Lowe, N. (2020). Climate Change and Work: Politics and Power. *Annual Review of Political Science*. 23(1): pp. 111-131.

Vogler, J. (2016). "The UNFCCC Regime" in *Climate change in world politics*. Palgrave Macmillan, pp: 35-59.

### **Additional Readings**

Hurrell, A. (2005). "Power, Institutions, and the Production of Inequality" in M. Barnett and R. Duvall (eds.) *Power in Global Governance*. Cambridge: Cambridge University Press. pp: 33-58.

Prashad, V. (ed). (2020). *Will the Flower slip through the Asphalt? Writers Respond to Capitalist Climate Change*. India: Left Word Books, pp.12-28.

## **Unit 4. Power from People's perspective**

### **a. Cosmopolitanism and Global citizenship**

### **Essential Readings**

Parekh, B. (2003). Cosmopolitanism and global citizenship. *Review of International Studies*, 29(1): pp. 3-17.

Kunz, R. (2012). The Diffusion of Power and the International 'Discovery' of 'Diasporas'. In: Guzzini, S., Neumann, I.B. (eds) *The Diffusion of Power in Global Governance*. Palgrave Studies in International Relations. Palgrave Macmillan, London.

### **Additional Readings**

Avant, D.D., Finnemore, M. and Sell, S.K. eds., 2010. *Who governs the globe?* Cambridge University Press: Cambridge. pp:1-34.

Adamson, F. B. (2016). The Growing Importance of Diaspora Politics. *Current History*, 115 (784): 291–297.

## **b. Social Globalisation and the Role of INGOs**

### **Essential Readings**

Stroup, S. S. (2019). NGOs' interactions with states. In *Routledge Handbook of NGOs and International Relations* ed. Thomas Davies. Abingdon: Routledge, pp. 32-45.

Krut, R., Howard, K., Howard, E., Gleckman, H. & Pattison, D. (1997). Globalization and Civil Society: NGO Influence in International Decision Making, The United Nations Research Institute for Social Development Discussion Paper 83, April: pp. 6-48.

### **Additional Readings**

Grant, R. W., & Keohane, R. O. (2005). Accountability and Abuses of Power in World Politics. *American Political Science Review*, 99(01): pp 29-43.

Ruhlman, M. (2019). NGOs in Global Governance. In Thomas Davis (Ed.), *Routledge Handbook of NGOs and International Relations*. New York: Routledge, pp. 46-62.

## **Unit 5: Debating Power**

### **a.1. Hard power**

#### **Essential Reading**

Nye, J. S. (2020). *The Future of Power*, Public Affairs: New York, pp.25-52.

Bilgin, P., & Elis, B. (2008). Hard Power, Soft Power: Toward a More Realistic Power Analysis. *Insight Turkey*, 10(2): pp.5–20.

#### **Additional Reading**

Wagner, C. (2005). From Hard Power to Soft Power? *Heidelberg Papers in South Asian and Comparative Politics*, 26: pp. 1-17.

### **a.2. Soft power**

#### **Essential Reading**

Nye, J. S. (2009). *Soft Power: The Means to Success in World Politics*. New York Public Affairs: New York, pp: 1-32.

Ohnesorge, H. W. (2020). *Soft Power: The Forces of Attraction in International Relations*, Springer: Switzerland, pp. 23-67.

#### **Additional Readings**

Thussu, D. K. (2013). *Communicating India's Soft Power: Buddha to Bollywood*, Palgrave, Macmillan: USA, pp. 45–63.

### **a.3. Smart Power**

#### **Essential Reading**

Nye, J. S. (2020). *The Future of Power*, Public Affairs: New York, pp.207-234.

#### **Additional Reading**

Wilson, E. J. (2008). Hard Power, Soft Power, Smart Power. *ANNALS of the American Academy of Political and Social Sciences*, Issue 616: pp. 110-124.

Lackey, D.P. (2015). Soft Power, Hard Power, and Smart Power. *The Philosophical Forum*, 46(1): pp.121-126.

## **b. Limits of Power**

### **Essential Reading**

Katzenstein, P., & Seybert, L. (2018). Uncertainty, Risk, Power and the Limits of International Relations Theory. In P. Katzenstein & L. Seybert (eds.), *Protean Power: Exploring the Uncertain and Unexpected in World Politics*. Cambridge Studies in International Relations, Cambridge: Cambridge University Press, pp. 27-56.

### **Additional Readings**

Naim, M. (2013). *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being in Charge Isn't What It Used to Be*, Basic Books: USA, pp.114-136.

Bacevich, A. J. (2008). *The Limits of Power: The End of American Exceptionalism*, Holt Paperbacks: New York, pp. 215-23.

### **Reference Literature**

Chowdhry, G. & Nair, S. (2004). *Power, Postcolonialism and International Relations: Reading race, gender and class*, Routledge: London.

Biswas, S. (2014). *Nuclear Desire: Power and the Postcolonial Nuclear Order*, University of Minnesota Press: Minneapolis

Vasquez, J.A. (2004). *The Power of Power Politics From Classical Realism to Neo-traditionalism*, Cambridge University Press: Cambridge.

Berenskoetter, F. & Williams, M.J. (2007). *Power in World Politics*, Routledge: Oxon.

Mearsheimer, J.J. (2001). *The Tragedy of Great Power Politics*, W.W. Norton & Company: London, New York.

Kennedy, P. (2017). *The Rise and Fall of the Great Powers*, William Collins: United Kingdom.

Bacevich, A.J. (2008) *The Limits of Power: The End of American Exceptionalism*, Metropolitan Books, Henry Holt & Co.: New York.

Baldwin, D. A. (2016). *Power in International Relations: A Conceptual Approach*, Princeton University Press: New Jersey.

Prys, M. (2012). *Redefining Regional Powers in International Relations: Indian and South African Perspectives*, Routledge: London & New York.

Isakovic, Z. (2019). *Introduction to a Theory of Political Power in International Relations*, Routledge: Oxon.

Gallarotti, G. M. (2010). *Cosmopolitan Power in International Relations: A synthesis of Realism, Neoliberalism and Constructivism*, Cambridge University Press: Cambridge

**Note:** Examination scheme and mode shall be as prescribed by the

**DISCIPLINE SPECIFIC ELECTIVE COURSE- 16: Environment**

**Examination Branch, University of Delhi, from time to time.**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Environment DSE-16  | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

### Course Objective

- Examine the relationship between civilization and the environment, focusing on ecological principles, global policies, and India's sustainability strategies.
- Explore biodiversity conservation, the gender-environment interface, and major international agreements.
- Analyze national initiatives such as the NAPCC and the National Green Tribunal for their roles in environmental governance.

### Learning outcomes

- Develop a comprehensive grasp of environmental philosophies, ecology, and biodiversity frameworks.
- Critically evaluate climate policies, resource-management strategies, and sustainability challenges via case studies (e.g. Ganga Action Plan).
- Formulate practical, grounded solutions for waste management and enhancing balance between forests and local communities.

## SYLLABUS OF DSE-16

### Unit 1: Environment: Philosophies and Politics

- Environment-civilization interface
- Ecology and Biodiversity
- The Value of Nature: Utilitarian Perspective

### Unit 2: Perspective of Environment

- Gender and Environment Debate
- Global Commons

### Unit 3: Global Environmental Issues and Policies

- Earth Summit and Sustainable Development Goal
- Montreal Protocol and Kigali Amendment
- Kyoto Protocol and Paris Agreement
- Convention on Biological Diversity (CBD)
- Ramsar convention and CITES
- International Solar Alliance (ISA)

### Unit 4: Environment and India Strategies

- National Action Plan on Climate Change (NAPCC)
- Pollution case studies: Ganga Action plan (GAP)
- Environment legislation in India

- d) Forest management case studies of Uttarakhand and Jharkhand and North east areas
- e) Eco-Mark and National Green Tribunal

### **Essential/Suggested Readings:**

#### **Unit 1:**

1. Ismail Serageldin & Andrew Steer (eds), *Valuing the Environment*, The World Bank, Washington D.C., 1993.
2. John S. Dryzek, *The Politics of the Earth: Environmental Discourses*, Oxford: Oxford University Press, 1997.
3. Jamieson, Dale. *Ethics and the Environment: An Introduction*. Cambridge: Cambridge University Press, 2008.
4. Ramachandra Guha & Juan Martinez-Alier, *Varieties of Environmentalism: Essays North & South*, London: Earthscan, 1997. Ramachandra Guha, *Environmentalism*, Delhi: Oxford University Press, 2000
5. Gadgil, Madhav, and Ramachandra Guha. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: Penguin Books India, 1995.
6. Menon, U. (1988, August 13). Technology and development aid: The case of Ganga Action Plan. *Economic & Political Weekly*, 23(33), 1693–1701. Retrieved from <https://www.jstor.org/stable/4378893>

#### **Unit 2:**

1. Bina Agarwal, *The Gender and Environment Debate: Lessons from India*, *Feminist Studies*, 18(1), Spring, pp. 119-158, 1992.
2. Vandana Shiva, *Staying Alive: Women, Ecology & Survival in India*, New Delhi: Kali for Women, 1988
3. L C Zelezny et al, *New Ways of Thinking About Environmentalism: Elaborating on Gender Differences in Environmentalism*, *Journal of Social Issues*, 56(3), pp. 443-457, 2000.
4. David Hardiamn, *Power in the Forest: The Dangs, 1820-1940*, *Subaltern Studies VIII*, David Arnold and David Hardiman eds., pp. 89-147, Delhi: Oxford University Press, 1994.
5. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, Cambridge, 1990.
6. Frischmann, Brett, Alain Marciano, and Giordano Ramello. "Retrospectives: Tragedy of the Commons after 50 Years." *Journal of Economic Perspectives* 33, no. 4 (2019)211–228.  
<https://doi.org/10.1257/jep.33.4.211>.

### Unit 3:

1. Ramphal, Shridath S. "I. The Environment And Sustainable Development." *Journal of the Royal Society of Arts* 135, no. 5376 (1987):879–90. <http://www.jstor.org/stable/41374434>.
2. Chichilnisky, Graciela. "What Is Sustainable Development?" *Land Economics* 73, no. 4 (1997): 467–91. <https://doi.org/10.2307/3147240>.
3. Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post 2015 Framework" July 27, 2013 vol xlvii, no. 30. *Economic & Political Weekly*
4. Sathaye, Jayant, P. R. Shukla, and N. H. Ravindranath. "Climate Change, Sustainable Development and India: Global and National Concerns." *Current Science* 90, no. 3 (2006): 314–25. <http://www.jstor.org/stable/24091865>.
5. Caytas, Joanna Diane. "The COP21 Negotiations: One Step Forward, Two Steps Back." *Consilience*, no. 19 (2018): 1–16. <http://www.jstor.org/stable/26427709>.
6. Böhringer, Christoph, and Carsten Vogt. "Economic and Environmental Impacts of the Kyoto Protocol." *The Canadian Journal of Economics / Revue Canadienne d'Economie* 36, no. 2 (2003): 475–94. <http://www.jstor.org/stable/3131853>.
7. Caytas, J. D. (2018). The COP21 negotiations: One step forward, two steps back. *Consilience*, (19), 1–16. Retrieved from <https://www.jstor.org/stable/26427709>

### Unit 4:

1. Divan, Shyam, and Armin Rosencranz. *Environmental Law and Policy in India: Cases, Material & Statutes*. 2nd ed. New Delhi: Oxford University Press, 2002.
2. Singh, J.S., Singh, S.P., and Gupta, S.R. *Ecology, Environmental Science and Conservation*. New Delhi: S. Chand Publishing, 2017
3. Atteridge, Aaron, Manish Kumar Shrivastava, Neha Pahuja, and Himani Upadhyay. "Climate Policy in India: What Shapes International, National and State Policy?" *Ambio* 41 (2012): 68–77. <http://www.jstor.org/stable/41417390>.
4. DUBASH, NAVROZ K, and NEHA B JOSEPH. "Evolution of Institutions for Climate Policy in India." *Economic and Political Weekly* 51, no. 3 (2016): 44–54. <http://www.jstor.org/stable/44004204>.
5. Satyajit Singh, *The Local in Governance: Politics, Decentralization, and Environment*, New Delhi, Oxford University Press, 2016. S Buckingham-Hatfield, *Gender and Environment*, Routledge, 1999.
6. Ghosh, A. *The Great Derangement: Climate Change and the Unthinkable* Penguin Random House India, Gurgaon, 2016

7. DUBASH, NAVROZ K, and NEHA B JOSEPH. "Evolution of Institutions for Climate Policy in India." *Economic and Political Weekly* 51, no. 3 (2016): 44–54.
8. Mall, R. K., Akhilesh Gupta, Ranjeet Singh, R. S. Singh, and L. S. Rathore. "Water Resources and Climate Change: An Indian Perspective." *Current Science* 90, no. 12 (2006): 1610–26. <http://www.jstor.org/stable/24091910>.
9. Singh, C., Deshpande, T., & Basu, R. How do we assess vulnerability to climate change in India? A systematic review of literature. *Regional Environmental Change*, Berlin Heidelberg, 17(2), 2017, pp. 527-538.
10. K. Sivaramakrishnan, A Limited Forest Conservancy in Southwest Bengal, 1864-1912, *Journal of Asian Studies* 56(1): 75-112, 1997.
11. Brara, Rita. "Courting Nature: Advances in Indian Jurisprudence." *RCC Perspectives*, no. 6 (2017): 31–36. <http://www.jstor.org/stable/26268373>.
12. Mishra, Vinod Shankar. "National Green Tribunal: Alternative Environment Dispute Resolution Mechanism." *Journal Of The Indian Law Institute* 52, No. 3/4 (2010): 522–52. [Http://www.jstor.org/stable/45148537](http://www.jstor.org/stable/45148537).
13. Jagannathan, Vijay. "Cleaning the Ganga River: What Needs To Be Done Differently." *Economic and Political Weekly* 49, no. 37 (2014): 24–26
14. Praveen Singh. "Bridging the Ganga Action Plan: Monitoring Failure at Kanpur." *Economic and Political Weekly* 41, no. 7 (2006): 590–92. <http://www.jstor.org/stable/4417826>
15. Singh, P. (2006). Bridging the Ganga Action Plan: Monitoring failure at Kanpur. *Economic & Political Weekly*, 41(7), 590–592. Retrieved from <https://www.jstor.org/stable/4417826>

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

#### DISCIPLINE SPECIFIC ELECTIVE COURSE – 17: Ethics, Politics and Governance

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |

|                                                           |          |          |          |          |           |           |
|-----------------------------------------------------------|----------|----------|----------|----------|-----------|-----------|
| <b>Ethics,<br/>Politics and<br/>Governance<br/>DSE-17</b> | <b>4</b> | <b>3</b> | <b>1</b> | <b>-</b> | <b>NA</b> | <b>NA</b> |
|-----------------------------------------------------------|----------|----------|----------|----------|-----------|-----------|

## Learning Objectives

- Understand how and why ethical issues lie at the centre of politics and governance.
- Examine questions of distributive justice and other contemporary political practices that demand ethical reasoning.
- Explore choices related to the use of technology through an ethical lens.
- Enable a more focused and comprehensive engagement between ethics, politics, and governance.

## Learning outcomes

After taking this course, the learner will be able to appreciate:

- Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making.
- How to use specific capacities and skills to make moral decisions and ethical judgments.

## SYLLABUS OF DSE-17

### UNIT – I (12 Hours)

#### The Nature of Ethical Reasoning

- What is Ethics
- Rationality and Objectivity in Ethics
- Ethical in Politics: Consequentialist, Deontological and Virtue Ethics theories

### UNIT – II (12 Hours)

#### Issues

- Food Securities, Homelessness and Freedom
- Hunger: Capabilities and the Right to Food
- International Obligations to Remove Poverty
- Corruption in Public and Private Life

### UNIT – III (11 Hours)

#### Free Speech

- Values of Free Speech and its Moral Limits
- Free Speech and Democracy
- Social Media: Enabler or Deceptive?

### UNIT – IV (10 Hours)

#### Ethics of New Emerging technologies

- Technology and Neutrality: AI, Big Data Analytics, IOT, Digital Surveillance
- Technology and Autonomy: The Dilemma of Control, Manipulation of Choice
- Transhumanism

#### d. Ethical Conduct of Technology

### Essential/recommended readings

#### Unit- 1

1. Raz, Joseph, *Ethics in the Public Domain: Essays in the Morality of Law and Politics*, Oxford, Oxford University Press, 1995.
2. Boston, Jonathan, Andrew Bradstock, David Eng, *Public Policy: Why Ethics Matters*, Canberra, ANU E-Press, 2010.
3. Rachels, James and Stuart Rachels, *The Elements of Moral Philosophy*, 9<sup>th</sup> Edition, McGraw Hill, 2018.
4. Lazari-Radek, Katarzyna de, and Peter Singer. "The Objectivity of Ethics and the Unity of Practical Reason." *Ethics* 123, no. 1 (2012): 9–31.
5. Scott, Elizabeth D. "Organizational Moral Values." *Business Ethics Quarterly* 12, no. 1 (2002): 33–55.
6. Beauchamp, Tom. I and James F. Childress, *Principles of Biomedical Ethics*, Oxford, Oxford University Press, 2012.

#### Unit- 2

1. Dimitri, C., & Rogus, S. (2014). Food Choices, Food Security, And Food Policy. *Journal of International Affairs*, 67(2), 19–31. <http://www.jstor.org/stable/24461733>
2. Schramm, Michael, Thomas Pogge, Elke Mack, *Absolute Poverty and Global Justice Empirical Data - Moral Theories – Initiatives*, Routledge, 2009. Chs. 1-3.
3. Cabrera, Luis. 'Poverty, Inequality and Global Distributive Justice' in Patrick Hayden (ed.), *The Ashgate Research Companion to Ethics and International Relations*, Ashgate, 2009, Ch. 18.
4. Williams, Bernard, "Politics and Moral Character", in Stuart Hampshire (ed.), *Public and Private Morality*, Cambridge: Cambridge University Press, pp. 55–73, 1978.

#### Unit- 3

1. Stone, Adrienne, and Frederick Schauer. *The Oxford Handbook of Freedom of Speech*. Oxford University Press, 2021. Chs. 4, 5, 8
2. Redish, Martin H. "The Value of Free Speech." *University of Pennsylvania Law Review* 130, no. 3 (1982): 591–645.
3. Scanlon, Thomas, A Theory of Freedom of Expression, *Philosophy & Public Affairs*, Vol. 1, No. 2 (Winter, 1972), pp. 204-226 (23 pages)
4. Gunatilleke, Gehan. "Justifying Limitations on the Freedom of Expression." *Hum Rights Rev* 22, 91–108 (2021).

5. Rogers, Richard, and Sabine Niederer, eds. *The Politics of Social Media Manipulation*. Amsterdam University Press, 2020. Chs. 1, 2, 4
6. Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs* 90, no. 1 (2011): 28–41.
7. Zeitzoff, Thomas. "How Social Media Is Changing Conflict." *The Journal of Conflict Resolution* 61, no. 9 (2017): 1970–91.

#### **Unit- 4**

1. Liao, S. Matthew. *Ethics of Artificial Intelligence*. New York, NY, United States of America: Oxford University Press, 2020. Chs. 1, 13, 17
2. Sandler, Ronald L. (Ed). *Ethics and Emerging Technologies*. Palgrave Macmillan, 2014: Chs. 1, 3, 5, 8, 9, 31 & 35.
3. Dignum, Virginia. *Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way*.: Springer, 2020. Chs. 2, 3, 5
4. Strate, Lance. "If It's Neutral, It's Not Technology." *Educational Technology* 52, no. 1 (2012): 6–9.
5. Genus, Audley, and Andy Stirling. "Collingridge and the Dilemma of Control: Towards Responsible and Accountable Innovation." *Research Policy*. North-Holland, October 5, 2017.
6. Stinson, Catherine. "Algorithms Are Not Neutral - AI and Ethics." SpringerLink. Springer International Publishing, January 31, 2022. <https://link.springer.com/article/10.1007/s43681-022-00136-w>
7. Williams, Betsy Anne, Catherine F. Brooks, and Yotam Shmargad. "How Algorithms Discriminate Based on Data They Lack: Challenges, Solutions, and Policy Implications." *Journal of Information Policy* 8 (2018): 78–115.
8. Graham, Elaine. "Nietzsche Gets A Modem': Transhumanism And The Technological Sublime." *Literature and Theology* 16, no. 1 (2002): 65–80.

#### **Unit 6**

9. Wagner, Ben, Matthias C. Kettemann, and Kilian Vieth. *Research Handbook on Human Rights and Digital Technology: Global Politics, Law and International Relations*. Cheltenham, UK: Edward Elgar Publishing, 2020. Chs. 2, 5, 6, 11
10. Zuboff, Shoshana. "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization." *Journal of Information Technology* 30, no. 1 (March 2015): 75–89.
11. Adeney, Bernard T. 1994. "The Dark Side of Technology". *Transformation* 11 (2): 21-25
12. Russo, Federica. "Digital Technologies, Ethical Questions, and the Need of an Informational Framework." *Philos. Technol.* 31, 655–667 (2018). <https://doi.org/10.1007/s13347-018-0326-2>
13. Susser, Daniel, Beate Roessler, and Helen Nissenbaum. "Online Manipulation: Hidden Influences in a Digital World." SSRN, January 8, 2019.

14. Nadler, Anthony, and Joan Donovan. "Weaponizing the Digital Influence Machine." Data & Society. Data & Society Research Institute, October 17, 2018. <https://datasociety.net/library/weaponizing-the-digital-influence-machine/>.
15. Brown, Shea, Jovana Davidovic, and Ali Hasan. "The Algorithm Audit: Scoring the Algorithms That Score Us." *Big Data & Society* (January 2021)

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

**Common Pool of GE courses for Sem-VII is at the end of the document**

## Category II

### **Political Science Courses for Undergraduate Programme of study with Political Science as one of the Core Disciplines (B.A. Programmes with Political Science as Major discipline)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Development Process and Social Movements in Contemporary India**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title &<br>Code                                                                               | Credits  | Credit distribution of the<br>course |          |                        | Eligibility<br>criteria | Pre-<br>requisite<br>of the<br>course<br>(if any) |
|------------------------------------------------------------------------------------------------------|----------|--------------------------------------|----------|------------------------|-------------------------|---------------------------------------------------|
|                                                                                                      |          | Lecture                              | Tutorial | Practical/<br>Practice |                         |                                                   |
| <b>Development<br/>Process and<br/>Social<br/>Movements in<br/>Contemporary<br/>India<br/>MDSC-8</b> | <b>4</b> | <b>3</b>                             | <b>1</b> | <b>-</b>               | <b>NA</b>               | <b>NA</b>                                         |

#### **Learning Objectives**

This course aims to develop an understanding of the development process in India and provide an understanding among the students to:

- Explore the trajectory and signposts in the development process that have occurred to enable redistribution.
- Build a relationship between state practices of development planning and implementation and the demands that come from social groups protesting dispossession and the high costs of social reproduction.
- Trace the centrality of state in developmental planning, the ramifications of liberalisation and globalisation, innovations and strategies deployed to raise revenue and curtail social expenditure, and the relationship between planning, development and social vulnerabilities.
- Generate an understanding of the challenges that are faced in planning for development, the relationship between planning and democracy and the role that social movements play in the formulation of policies incorporate the voices of the people.
- In this context an understanding of the changes in policies impacting the industrial and agrarian sectors become crucial for understanding the role of the state and social movements.

#### **Learning outcomes**

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

- Show knowledge of development policies and planning in India since independence
- Understand the development strategies and their impact on industrial economy and agriculture
- Understand the emergence of social movements in response to the development policies adopted by successive governments
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

## SYLLABUS OF DSC-20

### UNIT – I (10 Hours)

#### Development Process since Independence

- d. State and planning
- e. Liberalization and reforms
- f. Recent trends in monetary, fiscal and taxation policy including the Goods and Services Tax

### UNIT – II (9 Hours)

#### Industrial Development Strategy and its Impact on the Social Structure

- c. Mixed economy, privatisation, the impact on organised and unorganized labour
- d. Emergence of the new middle class

### UNIT – III (9 Hours)

#### Agrarian Development Strategy and its Impact on the Social Structure

- c. Land Reforms, Green Revolution
- d. Agrarian crisis since the 1990s and its impact on farmers, land acquisition and development of land markets

### UNIT – IV (9 Hours)

#### Social Movements, Migration and Development

- d. Tribal, Farmers, Dalit and Women's movements
- e. Civil rights movement
- f. Migration and Development

## Essential/recommended readings

### Unit I

Santosh Mehrotra and Sylvie Guichard (eds.), *Planning in the 20<sup>th</sup> Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge, 2020 [Sylvie Guichard and Santosh Mehrotra, 'Planning for a 21<sup>st</sup> Century India' (Ch 1: pp. 1-22); Pronab Sen, 'Plan, but Do Not Over-plan: Lessons for Niti Aayog' (Ch 13: pp. 264-282); Santosh Mehrotra, 'Why Does India Need a Central Planning Institution in the 21<sup>st</sup> Century' (Ch 14: pp.283-217).

A.Mozoomdar (1994) 'The Rise and Decline of Development Planning in India', In T J Byres (ed.), *The State and Development Planning in India*, Delhi. OUP, pp.73-108

T. Byres (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, pp.1-35.

A. Varshney (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms', in R. Mukherji (ed.), *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp. 146-169.

P. Chatterjee (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar (2007), 'India: Dirigisme, Structural Adjustment, and the Radical Alternative' in B. Nayar (ed.), *Globalization and Politics in India*, Delhi: Oxford University Press, pp.218-240.

P. Bardhan (2005), 'Epilogue on the Political Economy of Reform in India', in the Political

Economy of Development in India, 6<sup>th</sup> Impression, Delhi: Oxford University Press.

Arun Kumar (2017), Money Supply and Economic Structure Economic Consequences of Demonetisation, *Economic and Political weekly*, 52(1)

Surajit Das (2017) Some Concerns Regarding the Goods and Services Tax, *Economic and Political Weekly*, 52(9)

S. Mehrotra and S. Guichard, eds. (2020), *Planning in the 20th Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge.

## **Unit II**

A. Aggarwal (2006), 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp. 4533-36.

B. Nayar (1989), *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel (2005), *Crisis of National Economic Planning in India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes (2007), *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam (2003), 'Organising the Unorganised', in *Seminar* [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531], pp. 47-53.

S. Chowdhury (2007), 'Globalisation and Labour', in B. Nayar (ed.) *Globalisation and Politics in India*, Delhi: Oxford University Press, pp. 516-526.

V. Chibber (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation in to the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp. 32-60.

## **Unit III**

F. Frankel (1971), 'Introduction', in *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey, Princeton University Press.

F. Frankel (2009), *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.

J. Harriss (2006), 'Local Power and the Agrarian Political Economy' in Harriss, J.(ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp.29-32.

K. C. Suri (2006) 'Political Economy of Agrarian Distress', in *Economic and Political Weekly*, XLI (16) pp.1523-1529.

P. Sainath (2010), 'Agrarian Crisis and Farmers' Suicide', Occasional Publication 22, New Delhi: India International Centre (IIC).

M. Sidhu (2010), 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora (eds.), *Agrarain Crisis and Farmer Suicides*, New Delhi: Sage, pp. 149-174.

Pradeep Nayak (2020) *Land Reforms to Land Tilling*, New Delhi. Sage.

V. Sridhar (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

Gian Singh et al (2017), *Indebtedness among Farmers and Agricultural Labourers in Rural Punjab*, *Economic and Political Weekly*, 52 (6).

A. Shrivastava and A. Kothari (2012) 'Land Wars and Crony Capitalism', in A. Shrivastava and A. Kothari, *Churning the Earth* pp. 193-203 New Delhi, Penguin

Dhanmanjiri Sathe, 2017, Introduction and A Review of Some Other Acquisitions in Indian and Policy Implications, in *The Political Economy of Land Acquisition in India, How a Village Stops Being One*, Springer.

#### **Unit IV**

G. Haragopal, and K. Balagopal (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist (eds.), *People's Rights: Social Movements and the State in Third World*, New Delhi: Sage, pp. 353-371.

A.Ray (1996), 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28), pp.1202-1205.

M. Mohanty (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K Raj (ed.), *Thinking Social Sciences in India: Essays in Honour of Alice Thorner*, New Delhi, Sage.

G. Omvedt (2012) 'The Anti-caste Movement and the Discourse of Power', in N.G. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

M. Weiner (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

A. Roy (2010), 'The Women's Movement', in N. Jayal and P. Mehta (eds.), *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 409-422.

D. N. Dhanagare 2017, Understanding the Farmers' Movement in Maharashtra: Towards an Analytical Framework, in *Populism and Power: Farmers' movement in western India, 1980—2014*, Routledge

Sudhir Kumar Suthar, 2018, Contemporary Farmers' Protests and the 'New Rural–Agrarian' in India, *Economic and Political Weekly*, 53 (26-27)

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: [10.1080/03066159408438553](https://doi.org/10.1080/03066159408438553)

Baviskar, A. and Levien, M. (2021) 'Farmers' protests in India: introduction to the JPS Forum,' *The Journal of Peasant Studies*, 48:7, DOI: [10.1080/03066150.2021.1998002](https://doi.org/10.1080/03066150.2021.1998002)

Satendra Kumar (2021), Class, Caste and Agrarian Change: The Making of Farmers' Protest, *Journal of Peasant Studies*, Vol 48, No.7, Pp 1371-1379.

S. Sinha (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

K. Sankaran (2021) The Fundamental Freedom to Migrate within India, *Economic and Political Weekly*, 56(23)

C. Upadhyay, and R. Mario (2012) "Migration, transnational flows, and development in India: a regional perspective." *Economic and Political Weekly* (2012): 54-62.

P. Deshingkar (2008). Circular internal migration and development in India. *Migration and development within and across broader: Research and policy perspectives on internal and international migration*, 161-188.

R. Marchang (2022) Emerging Pattern and Trend of Migration in Megacities, *Economic and Political Weekly*, 57 (15)

#### **Additional Readings:**

A. R. Desai (ed.) *Agrarian Struggles in India after Independence*, Delhi: Oxford University Press, pp. 566-588.

B. Nayar (ed.) (2007) *Globalisation and Politics in India*, Delhi: Oxford University Press.

S. Roy and K. Debal (2004), *Peasant Movements in Post-Colonial India: Dynamics of Mobilisation and Identity*, Delhi: Sage.

G. Omvedt (1983), *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah (ed.) (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Shah (2004), *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

G. Rath (ed.) (2006), *Tribal Development in India: The Contemporary Debate*, New Delhi: Sage publications.

J. Harris (2009), *Power Matters: Essays on Institutions, Politics and Society in India*, Delhi: Oxford University Press.

K. Suresh (ed.) (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherje and O. Tornquist (1998), *People's Rights: Social Movements and the State in the Third World*, New Delhi: Sage Publications.

M.S.A. Rao (ed.) (1978) *Social Movements in India*, Vol.2, Delhi: Manohar.

N.G. Jayal, and P.B. Mehta (eds.) (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.

P. Bardhan (2005), *The Political Economy of Development in India*, 6<sup>th</sup> Impression, Delhi: Oxford University Press.

R. Mukherji (ed.), *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R. Ray and M. Katzenstein (ed.) (2005), *Social Movements in India*: Delhi: Oxford University Press.

S. Chakravarty (1987), *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

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

### Category III

#### **Political Science Courses for Undergraduate Programme of study with Political Science as one of the Core Disciplines (B.A. Programmes with Political Science as non-Major or Minor discipline)**

##### **DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Development Process and Social Movements in Contemporary India**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title &<br>Code                                                                               | Credits  | Credit distribution of the<br>course |          |                        | Eligibility<br>criteria | Pre-<br>requisite<br>of the<br>course<br>(if any) |
|------------------------------------------------------------------------------------------------------|----------|--------------------------------------|----------|------------------------|-------------------------|---------------------------------------------------|
|                                                                                                      |          | Lecture                              | Tutorial | Practical/<br>Practice |                         |                                                   |
| <b>Development<br/>Process and<br/>Social<br/>Movements in<br/>Contemporary<br/>India<br/>MDSC-8</b> | <b>4</b> | <b>3</b>                             | <b>1</b> | <b>-</b>               | <b>NA</b>               | <b>NA</b>                                         |

#### **Learning Objectives**

This course aims to develop an understanding of the development process in India and provide an understanding among the students to:

- Explore the trajectory and signposts in the development process that have occurred to enable redistribution.
- Build a relationship between state practices of development planning and implementation and the demands that come from social groups protesting dispossession and the high costs of social reproduction.
- Trace the centrality of state in developmental planning, the ramifications of liberalisation and globalisation, innovations and strategies deployed to raise revenue and curtail social expenditure, and the relationship between planning, development and social vulnerabilities.
- Generate an understanding of the challenges that are faced in planning for development, the relationship between planning and democracy and the role that social movements play in the formulation of policies incorporate the voices of the people.
- In this context an understanding of the changes in policies impacting the industrial and agrarian sectors become crucial for understanding the role of the state and social movements.

#### **Learning outcomes**

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

- Show knowledge of development policies and planning in India since independence
- Understand the development strategies and their impact on industrial economy and agriculture
- Understand the emergence of social movements in response to the development policies adopted by successive governments
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

## SYLLABUS OF DSC-20

### UNIT – I (10 Hours)

#### Development Process since Independence

- g. State and planning
- h. Liberalization and reforms
- i. Recent trends in monetary, fiscal and taxation policy including the Goods and Services Tax

### UNIT – II (9 Hours)

#### Industrial Development Strategy and its Impact on the Social Structure

- e. Mixed economy, privatisation, the impact on organised and unorganized labour
- f. Emergence of the new middle class

### UNIT – III (9 Hours)

#### Agrarian Development Strategy and its Impact on the Social Structure

- e. Land Reforms, Green Revolution
- f. Agrarian crisis since the 1990s and its impact on farmers, land acquisition and development of land markets

### UNIT – IV (9 Hours)

#### Social Movements, Migration and Development

- g. Tribal, Farmers, Dalit and Women's movements
- h. Civil rights movement
- i. Migration and Development

## Essential/recommended readings

### Unit I

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T. Byres (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, pp.1-35.

A. Varshney (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms', in R. Mukherji (ed.), *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp. 146-169.

P. Chatterjee (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar (2007), 'India: Dirigisme, Structural Adjustment, and the Radical Alternative' in B. Nayar (ed.), *Globalization and Politics in India*, Delhi: Oxford University Press, pp. pp.218-240.

P. Bardhan (2005), 'Epilogue on the Political Economy of Reform in India', in the Political Economy of Development in India, 6<sup>th</sup> Impression, Delhi: Oxford University Press.

Arun Kumar (2017), Money Supply and Economic Structure Economic Consequences of Demonetisation, *Economic and Political weekly*, 52(1)

Surajit Das (2017) Some Concerns Regarding the Goods and Services Tax, *Economic and Political Weekly*, 52(9)

S. Mehrotra and S. Guichard, eds. (2020), *Planning in the 20th Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge.

## **Unit II**

A. Aggarwal (2006), 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp. 4533-36.

B. Nayar (1989), *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel (2005), *Crisis of National Economic Planning in India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes (2007), *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam (2003), 'Organising the Unorganised', in *Seminar* [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531], pp. 47-53.

S. Chowdhury (2007), 'Globalisation and Labour', in B. Nayar (ed.) *Globalisation and Politics in India*, Delhi: Oxford University Press, pp. 516-526.

V. Chibber (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation in to the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp. 32-60.

## **Unit III**

F. Frankel (1971), 'Introduction', in *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey, Princeton University Press.

F. Frankel (2009), *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.

J. Harriss (2006), 'Local Power and the Agrarian Political Economy' in Harriss, J.(ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp.29-32.

K. C. Suri (2006) 'Political Economy of Agrarian Distress', in *Economic and Political Weekly*, XLI (16) pp.1523-1529.

P. Sainath (2010), 'Agrarian Crisis and Farmers' Suicide', Occasional Publication 22, New Delhi: India International Centre (IIC).

M. Sidhu (2010), 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora (eds.), *Agrarain Crisis and Farmer Suicides*, New Delhi: Sage, pp. 149-174.

Pradeep Nayak (2020) *Land Reforms to Land Tilling*, New Delhi. Sage.

V. Sridhar (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

Gian Singh et al (2017), *Indebtedness among Farmers and Agricultural Labourers in Rural Punjab*, *Economic and Political Weekly*, 52 (6).

A. Shrivastava and A. Kothari (2012) 'Land Wars and Crony Capitalism', in A. Shrivastava and A. Kothari, *Churning the Earth* pp. 193-203 New Delhi, Penguin

Dhanmanjiri Sathe, 2017, Introduction and A Review of Some Other Acquisitions in Indian and Policy Implications, in *The Political Economy of Land Acquisition in India, How a Village Stops Being One*, Springer.

#### **Unit IV**

G. Haragopal, and K. Balagopal (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist (eds.), *People's Rights: Social Movements and the State in Third World*, New Delhi: Sage, pp. 353-371.

A.Ray (1996), 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28), pp.1202-1205.

M. Mohanty (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K Raj (ed.), *Thinking Social Sciences in India: Essays in Honour of Alice Thorner*, New Delhi, Sage.

G. Omvedt (2012) 'The Anti-caste Movement and the Discourse of Power', in N.G. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

M. Weiner (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

A. Roy (2010), 'The Women's Movement', in N. Jayal and P. Mehta (eds.), *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 409-422.

D. N. Dhanagare 2017, Understanding the Farmers' Movement in Maharashtra: Towards an Analytical Framework, in *Populism and Power: Farmers' movement in western India, 1980—2014*, Routledge

Sudhir Kumar Suthar, 2018, Contemporary Farmers' Protests and the 'New Rural–Agrarian' in India, *Economic and Political Weekly*, 53 (26-27)

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: [10.1080/03066159408438553](https://doi.org/10.1080/03066159408438553)

Baviskar, A. and Levien, M. (2021) 'Farmers' protests in India: introduction to the JPS Forum,' *The Journal of Peasant Studies*, 48:7, DOI: [10.1080/03066150.2021.1998002](https://doi.org/10.1080/03066150.2021.1998002)

Satendra Kumar (2021), Class, Caste and Agrarian Change: The Making of Farmers' Protest, *Journal of Peasant Studies*, Vol 48, No.7, Pp 1371-1379.

S. Sinha (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

K. Sankaran (2021) The Fundamental Freedom to Migrate within India, *Economic and Political Weekly*, 56(23)

C. Upadhyay, and R. Mario (2012) "Migration, transnational flows, and development in India: a regional perspective." *Economic and Political Weekly* (2012): 54-62.

P. Deshingkar (2008). Circular internal migration and development in India. *Migration and development within and across broader: Research and policy perspectives on internal and international migration*, 161-188.

R. Marchang (2022) Emerging Pattern and Trend of Migration in Megacities, *Economic and Political Weekly*, 57 (15)

#### **Additional Readings:**

A. R. Desai (ed.) *Agrarian Struggles in India after Independence*, Delhi: Oxford University Press, pp. 566-588.

B. Nayar (ed.) (2007) *Globalisation and Politics in India*, Delhi: Oxford University Press.

S. Roy and K. Debal (2004), *Peasant Movements in Post-Colonial India: Dynamics of Mobilisation and Identity*, Delhi: Sage.

G. Omvedt (1983), *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah (ed.) (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Shah (2004), *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

G. Rath (ed.) (2006), *Tribal Development in India: The Contemporary Debate*, New Delhi: Sage publications.

J. Harris (2009), *Power Matters: Essays on Institutions, Politics and Society in India*, Delhi: Oxford University Press.

K. Suresh (ed.) (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherje and O. Tornquist (1998), *People's Rights: Social Movements and the State in the Third World*, New Delhi: Sage Publications.

M.S.A. Rao (ed.) (1978) *Social Movements in India*, Vol.2, Delhi: Manohar.

N.G. Jayal, and P.B. Mehta (eds.) (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.

P. Bardhan (2005), *The Political Economy of Development in India*, 6<sup>th</sup> Impression, Delhi: Oxford University Press.

R. Mukherji (ed.), *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R. Ray and M. Katzenstein (ed.) (2005), *Social Movements in India*: Delhi: Oxford University Press.

S. Chakravarty (1987), *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

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

## Discipline Specific Elective (DSE) Courses for Sem – VII [Category II and III – Multidisciplinary]

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 12: Ethics, Politics and Governance

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                        | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                            |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Ethics, Politics and Governance<br>MDSE-12 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

This course dwells on how and why ethical issues lie at the centre of politics and governance. From the issues of distributive justice to choices related to the use of technology, many contemporary political practices demand ethical reasoning for which a more focused and comprehensive engagement between ethics, politics and governance is called for.

#### Learning outcomes

After taking this course, the learner will be able to appreciate:

- Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making.
- How to use specific capacities and skills to make moral decisions and ethical judgments.

#### SYLLABUS OF MDSE-12

##### UNIT – I (12 Hours)

##### The Nature of Ethical Reasoning

- d. What is Ethics
- e. Rationality and Objectivity in Ethics
- f. Ethical in Politics: Consequentialist, Deontological and Virtue Ethics theories

##### UNIT – II (12 Hours)

##### Issue

- e. Food Securities, Homelessness and Freedom
- f. Hunger: Capabilities and the Right to Food
- g. International Obligations to Remove Poverty
- h. Corruption in Public and Private Life

##### UNIT – III (11 Hours)

##### Free Speech

- a. Values of Free Speech and its Moral Limits
- b. Free Speech and Democracy
- c. Social Media: Enabler or Deceptive?

## UNIT – IV (10 Hours)

### Ethics of New Emerging technologies

- e. Technology and Neutrality: AI, Big Data Analytics, IOT, Digital Surveillance
- f. Technology and Autonomy: The Dilemma of Control, Manipulation of Choice
- g. Transhumanism
- h. Ethical Conduct of Technology

## Essential/recommended readings

### Unit 1

7. Raz, Joseph, *Ethics in the Public Domain: Essays in the Morality of Law and Politics*, Oxford, Oxford University Press, 1995.
8. Boston, Jonathan, Andrew Bradstock, David Eng, *Public Policy: Why Ethics Matters*, Canberra, ANU E-Press, 2010.
9. Rachels, James and Stuart Rachels, *The Elements of Moral Philosophy*, 9<sup>th</sup> Edition, McGraw Hill, 2018.
10. Lazari-Radek, Katarzyna de, and Peter Singer. "The Objectivity of Ethics and the Unity of Practical Reason." *Ethics* 123, no. 1 (2012): 9–31.
11. Scott, Elizabeth D. "Organizational Moral Values." *Business Ethics Quarterly* 12, no. 1 (2002): 33–55.
12. Beauchamp, Tom. I and James F. Childress, *Principles of Biomedical Ethics*, Oxford, Oxford University Press, 2012.

### Unit 2

5. Dimitri, C., & Rogus, S. (2014). Food Choices, Food Security, And Food Policy. *Journal of International Affairs*, 67(2), 19–31. <http://www.jstor.org/stable/24461733>
6. Schramm, Michael, Thomas Pogge, Elke Mack, *Absolute Poverty and Global Justice Empirical Data - Moral Theories – Initiatives*, Routledge, 2009. Chs. 1-3.
7. Cabrera, Luis. 'Poverty, Inequality and Global Distributive Justice' in Patrick Hayden (ed.), *The Ashgate Research Companion to Ethics and International Relations*, Ashgate, 2009, Ch. 18.
8. Williams, Bernard, "Politics and Moral Character", in Stuart Hampshire (ed.), *Public and Private Morality*, Cambridge: Cambridge University Press, pp. 55–73, 1978.

### Unit 3

8. Stone, Adrienne, and Frederick Schauer. *The Oxford Handbook of Freedom of Speech*. Oxford University Press, 2021. Chs. 4, 5, 8
9. Redish, Martin H. "The Value of Free Speech." *University of Pennsylvania Law Review* 130, no. 3 (1982): 591–645.
10. Scanlon, Thomas, A Theory of Freedom of Expression, *Philosophy & Public Affairs*, Vol. 1, No. 2 (Winter, 1972), pp. 204-226 (23 pages)
11. Gunatilleke, Gehan. "Justifying Limitations on the Freedom of Expression." *Hum Rights Rev* 22, 91–108 (2021).
12. Rogers, Richard, and Sabine Niederer, eds. *The Politics of Social Media Manipulation*. Amsterdam University Press, 2020. Chs. 1, 2, 4
13. Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs* 90, no. 1 (2011): 28–41.
14. Zeitzoff, Thomas. "How Social Media Is Changing Conflict." *The Journal of Conflict Resolution* 61, no. 9 (2017): 1970–91.

#### Unit IV

16. Liao, S. Matthew. *Ethics of Artificial Intelligence*. New York, NY, United States of America: Oxford University Press, 2020. Chs. 1, 13, 17
17. Sandler, Ronald L. (Ed). *Ethics and Emerging Technologies*. Palgrave Macmillan, 2014: Chs. 1, 3, 5, 8, 9, 31 & 35.
18. Dignum, Virginia. *Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way*.: Springer, 2020. Chs. 2, 3, 5
19. Strate, Lance. "If It's Neutral, It's Not Technology." *Educational Technology* 52, no. 1 (2012): 6–9.
20. Genus, Audley, and Andy Stirling. "Collingridge and the Dilemma of Control: Towards Responsible and Accountable Innovation." *Research Policy*. North-Holland, October 5, 2017.
21. Stinson, Catherine. "Algorithms Are Not Neutral - AI and Ethics." SpringerLink. Springer International Publishing, January 31, 2022. <https://link.springer.com/article/10.1007/s43681-022-00136-w>
22. Williams, Betsy Anne, Catherine F. Brooks, and Yotam Shmargad. "How Algorithms Discriminate Based on Data They Lack: Challenges, Solutions, and Policy Implications." *Journal of Information Policy* 8 (2018): 78–115.
23. Graham, Elaine. "Nietzsche Gets A Modem': Transhumanism And The Technological Sublime." *Literature and Theology* 16, no. 1 (2002): 65–80.
24. Unit 6
25. Wagner, Ben, Matthias C. Kettemann, and Kilian Vieth. *Research Handbook on Human Rights and Digital Technology: Global Politics, Law and International Relations*. Cheltenham, UK: Edward Elgar Publishing, 2020. Chs. 2, 5, 6, 11
26. Zuboff, Shoshana. "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization." *Journal of Information Technology* 30, no. 1 (March 2015): 75–89.
27. Adeney, Bernard T. 1994. "The Dark Side of Technology". *Transformation* 11 (2): 21-25
28. Russo, Federica. "Digital Technologies, Ethical Questions, and the Need of an Informational Framework." *Philos. Technol.* 31, 655–667 (2018). <https://doi.org/10.1007/s13347-018-0326-2>
29. Susser, Daniel, Beate Roessler, and Helen Nissenbaum. "Online Manipulation: Hidden Influences in a Digital World." SSRN, January 8, 2019.
30. Nadler, Anthony, and Joan Donovan. "Weaponizing the Digital Influence Machine." *Data & Society*. Data & Society Research Institute, October 17, 2018. <https://datasociety.net/library/weaponizing-the-digital-influence-machine/>.
31. Brown, Shea, Jovana Davidovic, and Ali Hasan. "The Algorithm Audit: Scoring the Algorithms That Score Us." *Big Data & Society* (January 2021)

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

#### DISCIPLINE SPECIFIC ELECTIVE COURSE- 13: Environment

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |

|                                |          |          |          |          |           |           |
|--------------------------------|----------|----------|----------|----------|-----------|-----------|
| <b>Environment<br/>MDSE-13</b> | <b>4</b> | <b>3</b> | <b>1</b> | <b>-</b> | <b>NA</b> | <b>NA</b> |
|--------------------------------|----------|----------|----------|----------|-----------|-----------|

## Course Objective

This course examines the relationship between civilization and the environment, focusing on ecological principles, global policies, and India's strategies for sustainability. Students will explore biodiversity conservation, gender perspectives, major international agreements, and national initiatives like the NAPCC and National Green Tribunal, gaining a comprehensive understanding of environmental governance.

## Learning outcomes

Students will develop a solid grasp of environmental philosophies, ecology, and biodiversity. They will critically evaluate climate policies, resource management, and sustainability challenges using case studies like the Ganga Action Plan. Additionally, they will formulate practical solutions for waste management and fostering balance between forests and human communities.

## SYLLABUS OF MDSE-13

### Unit 1: Environment: Philosophies and Politics

- a) Environment-civilization interface
- b) Ecology and Biodiversity
- c) The Value of Nature: Utilitarian Perspective

### Unit 2: Perspective of Environment

- a) Gender and Environment Debate
- b) Global Commons

### Unit 3: Global Environmental Issues and Policies

- a) Earth Summit and Sustainable Development Goal
- b) Montreal Protocol and Kigali Amendment
- c) Kyoto Protocol and Paris Agreement
- d) Convention on Biological Diversity (CBD)
- e) Ramsar convention and CITES
- f) International Solar Alliance (ISA)

### Unit 4: Environment and India Strategies

- a) National Action Plan on Climate Change (NAPCC)
- b) Pollution case studies: Ganga Action plan (GAP)
- c) Environment legislation in India
- d) Forest management case studies of Uttarakhand and Jharkhand and North east areas
- e) Eco-Mark and National Green Tribunal

## Essential/Suggested Readings:

### Unit 1:

1. Ismail Serageldin & Andrew Steer (eds), Valuing the Environment, The World Bank, Washington D.C., 1993.
2. John S. Dryzek, The Politics of the Earth: Environmental Discourses, Oxford: Oxford University Press, 1997.
3. Jamieson, Dale. *Ethics and the Environment: An Introduction*. Cambridge: Cambridge University Press, 2008.

4. Ramachandra Guha & Juan Martinez-Alier, *Varieties of Environmentalism: Essays North & South*, London: Earthscan, 1997. Ramachandra Guha, *Environmentalism*, Delhi: Oxford University Press, 2000
5. Gadgil, Madhav, and Ramachandra Guha. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: Penguin Books India, 1995.

#### Unit 2:

- a. Bina Agarwal, *The Gender and Environment Debate: Lessons from India*, *Feminist Studies*, 18(1), Spring, pp. 119-158, 1992.
2. Vandana Shiva, *Staying Alive: Women, Ecology & Survival in India*, New Delhi: Kali for Women, 1988
3. L C Zelezny et al, *New Ways of Thinking About Environmentalism: Elaborating on Gender Differences in Environmentalism*, *Journal of Social Issues*, 56(3), pp. 443-457, 2000.
4. David Hardiamn, *Power in the Forest: The Dangs, 1820-1940*, *Subaltern Studies VIII*, David Arnold and David Hardiman eds., pp. 89-147, Delhi: Oxford University Press, 1994.
5. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, Cambridge, 1990.
6. Frischmann, Brett, Alain Marciano, and Giordano Ramello. "Retrospectives: Tragedy of the Commons after 50 Years." *Journal of Economic Perspectives* 33, no. 4 (2019): 211–228. <https://doi.org/10.1257/jep.33.4.211>.

#### Unit 3:

8. Ramphal, Shridath S. "I. The Environment And Sustainable Development." *Journal of the Royal Society of Arts* 135, no. 5376 (1987): 879–90. <http://www.jstor.org/stable/41374434>.
9. Chichilnisky, Graciela. "What Is Sustainable Development?" *Land Economics* 73, no. 4 (1997): 467–91. <https://doi.org/10.2307/3147240>.
10. Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post 2015 Framework" July 27, 2013 vol xlvii, no. 30. *Economic & Political Weekly*
11. Sathaye, Jayant, P. R. Shukla, and N. H. Ravindranath. "Climate Change, Sustainable Development and India: Global and National Concerns." *Current Science* 90, no. 3 (2006): 314–25. <http://www.jstor.org/stable/24091865>.
12. Caytas, Joanna Diane. "The COP21 Negotiations: One Step Forward, Two Steps Back." *Consilience*, no. 19 (2018): 1–16. <http://www.jstor.org/stable/26427709>.
13. Böhringer, Christoph, and Carsten Vogt. "Economic and Environmental Impacts of the Kyoto Protocol." *The Canadian Journal of Economics / Revue Canadienne d'Economie* 36, no. 2 (2003): 475–94. <http://www.jstor.org/stable/3131853>.

#### 1. Unit 4:

2. Divan, Shyam, and Armin Rosencranz. *Environmental Law and Policy in India: Cases, Material & Statutes*. 2nd ed. New Delhi: Oxford University Press, 2002.
3. Singh, J.S., Singh, S.P., and Gupta, S.R. *Ecology, Environmental Science and Conservation*. New Delhi: S. Chand Publishing, 2017
4. Atteridge, Aaron, Manish Kumar Shrivastava, Neha Pahuja, and Himani Upadhyay. "Climate Policy in India: What Shapes International, National and State Policy?" *Ambio* 41 (2012): 68–77. <http://www.jstor.org/stable/41417390>.
5. DUBASH, NAVROZ K, and NEHA B JOSEPH. "Evolution of Institutions for Climate Policy in India." *Economic and Political Weekly* 51, no. 3 (2016): 44–54. <http://www.jstor.org/stable/44004204>.

6. Satyajit Singh, *The Local in Governance: Politics, Decentralization, and Environment*, New Delhi, Oxford University Press, 2016. S Buckingham-Hatfield, *Gender and Environment*, Routledge, 1999.
7. Ghosh, A. *The Great Derangement: Climate Change and the Unthinkable* Penguin Random House India, Gurgaon, 2016
8. DUBASH, NAVROZ K, and NEHA B JOSEPH. "Evolution of Institutions for Climate Policy in India." *Economic and Political Weekly* 51, no. 3 (2016): 44–54.
9. Mall, R. K., Akhilesh Gupta, Ranjeet Singh, R. S. Singh, and L. S. Rathore. "Water Resources and Climate Change: An Indian Perspective." *Current Science* 90, no. 12 (2006): 1610–26. <http://www.jstor.org/stable/24091910>.
10. Singh, C., Deshpande, T., & Basu, R. How do we assess vulnerability to climate change in India? A systematic review of literature. *Regional Environmental Change*, Berlin Heidelberg, 17(2), 2017, pp. 527-538.
11. K. Sivaramakrishnan, A Limited Forest Conservancy in Southwest Bengal, 1864-1912, *Journal of Asian Studies* 56(1): 75-112, 1997.
12. Brara, Rita. "Courting Nature: Advances in Indian Jurisprudence." *RCC Perspectives*, no. 6 (2017): 31–36. <http://www.jstor.org/stable/26268373>.
13. Mishra, Vinod Shankar. "National Green Tribunal: Alternative Environment Dispute Resolution Mechanism." *Journal Of The Indian Law Institute* 52, No. 3/4 (2010): 522–52. <http://www.jstor.org/stable/45148537>.
14. Jagannathan, Vijay. "Cleaning the Ganga River: What Needs To Be Done Differently." *Economic and Political Weekly* 49, no. 37 (2014): 24–26
15. Praveen Singh. "Bridging the Ganga Action Plan: Monitoring Failure at Kanpur." *Economic and Political Weekly* 41, no. 7 (2006): 590–92. <http://www.jstor.org/stable/4417826>

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

#### DISCIPLINE SPECIFIC ELECTIVE COURSE – 14: RURAL-URBAN LOCAL DEVELOPMENT IN INDIA

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                            | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| RURAL-URBAN LOCAL DEVELOPMENT IN INDIA MDSE-14 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Course Objective

- This course looks at the Indian experience in respect of rural-urban development and local government both before and after the passing OF 73<sup>rd</sup> and 74<sup>th</sup> Amendment in India.
- It aims to familiarize students with important institutions that aid the working of these institutions
- To acquaint students with development debates and its changing dimension
- To discuss emerging issues in rural –urban sphere.

## Learning outcomes

- After the completion of the course the students would have got the knowledge of historical context of rural and urban local bodies
- They would have come to gain knowledge about importance of rural urban governance in development sector
- Students would have familiarised themselves with good models that are practised in various parts of India

## SYLLABUS OF MDSE-14

### Unit 1- Concept and History

- a. Understanding the 'rural and the 'urban' in India – Census definition
- b. Historical Legacies: continuities and discontinuities

### Unit 2- Development in India

- a. The Origins of Development
- b. Changing dimension of development

### Unit 3- Constitutional framework for Rural & Urban Development

- a. Part IX and Part IX A of the Indian Constitution
- b. District planning committees
- c. Metropolitan Planning committees
- d. Co-operatives
- e. Women participation

### Unit 4 – Issues in rural urban development – successful case studies from different parts of India

- a. Land
- b. Water
- c. Housing
- d. Sanitation
- e. Environment

## Essential/Suggested Readings:

### Unit 1

Census definition.

<https://eacpm.gov.in/wp-content/uploads/2023/07/15-What-is-Urban-Rural-India.pdf>

George Mathew; Status of Panchayati Raj in the states of India, Concept Publishing Company, New Delhi, 1994.

A handbook of Urban statistics: Ministry of housing and Urban affairs  
<https://mohua.gov.in/pdf/5853c4c9864675832b25ba492dhandbook%20of%20urban%20statistics.pdf>

## Unit 2

Robinson Mark & Gordon White (eds) The Democratic Developmental State: Politics and Institutional Design. Oxford, Oxford University Press, 1999.

Mukherji, R. (2009). The State, Economic Growth, and Development in India. India Review, 8(1), 81–106. <https://doi.org/10.1080/14736480802665238>

Oommen, M. A. (2023). Indian Development and Its Discontents. Social Change, 53(4), 448-468. <https://doi.org/10.1177/00490857231203411> (Original work published 2023)

## Unit 3

Kumar, R. (2022). Universal's guide to the constitution of India. Universal Law Publishing.

## Unit 4

Sivaramakrishnan, K. C., Kundu, A., & Singh, B. N. (2006). Handbook of Urbanization in India: An Analysis of Trends and Processes. Oxford University Press.

SIVARAMAKRISHNAN, K.C. BIPLAB DASGUPTA and M.N. BUCH, Urbanisation in India: Basic services and people's participation. Urban Studies Series-2. New Delhi: Institute of Social Sciences and Concept Publishing Company, 1993.

Ahluwalia, I. J. (2017). Urban governance in India. Journal of Urban Affairs, 41(1), 83–102. <https://doi.org/10.1080/07352166.2016.1271614>

Ahluwalia, Isher; Kanbur, Ravi; Mohanty, P. K. Mohanty (2014). Urbanisation in India: challenges, opportunities and the way forward. New Delhi: Sage.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE –15: INDIA AND THE WORLD

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code         | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                             |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| INDIA AND THE WORLD MDSE-15 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

### Course Objective

This paper is about the internal and external determinants of Indian foreign policy and its evolution since independence as well as the new pressures brought about by economic globalization and how India has sought to respond to them by involving itself and interrogating various regional and global groupings. Particular attention is paid to Indian post-cold War relations with various countries and regions.

## Learning outcomes

India's foreign policy is shaped by strategic interests, economic priorities, and geopolitical influences. It maintains relations with major powers like the USA, Russia, China, and Japan while engaging with regions such as Africa and Latin America. Participation in blocs like QUAD, BRICS, and ASEAN strengthens India's global presence and diplomatic outreach.

## SYLLABUS OF MDSE-15

### Unit 1- Situating India's foreign Policy

- a. Key determinants of India's foreign Policy
- b. Factors influencing India's foreign Policy- cold war , nuclear armaments

### Unit 2 - India and major countries

- a. USA
- b. Russia
- c. China
- d. Japan

### Unit 3- India and other Regions

- a. Latin America
- b. Africa
- c. Central Asia
- d. Australia

### Unit 4- India and Regional blocs

- a. QUAD
- b. ASEAN
- c. EU
- d. BRICS
- e. SAARC

## Suggested Readings:

### Unit 1-

Ahmed, Imtiaz., State and Foreign Policy: India's Role in South Asia, Delhi, Vikas Publishing House Ltd, 1993.

Mathur, D. and Kamath, P.M.. Conduct of India Foreign Policy. Delhi, South Asian Publishers. 1996.

Bandyopadhyaya, Jayanta, The Making of India's Foreign Policy. New Delhi, Allied, 1970.

Bradnock, Robert. India's Foreign Policy Since 1971. London., Royal Institute for International Affairs, 1990.

Damodaran, AX and Rajpai.U.S., (eds.), Indian Foreign Policy: The Indira Gandhi years. New Delhi, Radiant, 1990.

Nanda, B.R. (ed.), India's Foreign Policy in the Nehru Years. New Delhi, Vikas, 1976.

C Rajamohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy (New Delhi: Penguin, 2005).

P. Hirst, War and Power in the 21st Century, Polity Press, Cambridge, UK, 2001

F. Halliday, The Making of the Second Cold War, Verso, London, 1983

Ganguly, Sumit. The Origins of War in South Asia, Boulder, Westview, 1986.

Kapur, Ashok, Pokhran and Beyond: India's Nuclear Behavior. New Delhi, Oxford University Press, 2001.

## **Unit 2 - India and major countries**

### **a. USA**

Brands, H.W. India and the United States: The Cold Peace. Boston, Twayne Publishers, 1990.  
Gould, Harold A. and Ganguly, Sumit, (eds.), The Hope and the Reality: U.S - Indian Relations from Roosevelt to Bush. Boulder. Westview, 1992.

Kheli, Shirim and Tahir R.. India, Pakistan and the United States: Breaking with the Past. New York, Council on Foreign : Relations Press, 1997.

Limaye, Satu P. U.S-Indian Relations: The Pursuit of Accommodation. Boulder, Westview, 1993.

Merrill, Dennis and et al. The United States and India's Economic Development, 1947-1961. Chapel Hill, University of North Carolina Press, 1990.

### **b. Russia**

Kanet, Roger E and Kozhemiakin, Alexander V., The Foreign Policy of Russian Federation, Houndsmill. Macmillan, 1997.

Budhwar, Prem k. (2007). India-Russia Relations: Past, Present and the Future. India Quarterly. 63(3). Accessed: May 10, 2025. <https://www.jstor.org/stable/45073205>.

### **c. China**

Hoffmann, Steven A. India and the China Crisis. Berkeley, University of California Press, 1990.

Sutter, Robert G., Shaping China's Future in World Affairs: The Role of U.S. Boulder, Westview, 1996.

### **d. Japan**

Masahide, Shibusawa. edited, Japan and the Asian Pacific Region, London, Croom Helm, 1984.

Kaura, Vinay. (2016). India-Japan Relations and Asia's Emerging Geopolitics. Indian Journal of Asian Affairs. 29(1/2). Accessed: May 10, 2025. <https://www.jstor.org/stable/44123127>.

## **Unit 3- India and other Regions**

Ake, Claude, A Political Economy of Africa, Houndsmill, Macmillan, 1987

Alerl, T, An Introduction to African Politics, NY, Routledge, 2000.

Paul Nugent, Africa since Independence, Palgrave, Houndmills, UK, 2004.

Chaliand, G., The Struggle for Africa. Houndsmill, Macmillan, 1982.

Harbeson, J. and Rothchild D. (ed.), Africa in World Politics. Boulder, Westview, 1991

Jaishankar, D. (2020). The Australia–India Strategic Partnership: Accelerating Security Cooperation in the Indo–Pacific. Lowy Institute for International Policy.

<http://www.jstor.org/stable/resrep26113>

DAVIS, M. (2020). *AUSTRALIA AS A RISING MIDDLE POWER*. S. Rajaratnam School of International Studies. <http://www.jstor.org/stable/resrep24285>

## **Unit 4**

Chanlett-Avery, E. (2018). *Japan, the Indo-Pacific, and the "Quad."* Chicago Council on Global Affairs. <http://www.jstor.org/stable/resrep17325>

Le Thu, H. (Ed.). (2019). *Quad 2.0: New perspectives for the revived concept: Views from The Strategist*. Australian Strategic Policy Institute. <http://www.jstor.org/stable/resrep23015>

- Kim, M. (2011). Theorizing ASEAN Integration. *Asian Perspective*, 35(3), 407–435. <http://www.jstor.org/stable/42704763>
- CIORCIARI, J. D. (2017). ASEAN and the Great Powers. *Contemporary Southeast Asia*, 39(2), 252–258. <http://www.jstor.org/stable/44683766>
- Okano-Heijmans, M., & Sundar, V. (2018). *Bridging the gap: Sustainable connectivity in EU—India relations*. Clingendael Institute. <http://www.jstor.org/stable/resrep21304>
- KÄKÖNEN, J. (2014). BRICS AS A NEW POWER IN INTERNATIONAL RELATIONS? *Geopolitics, History, and International Relations*, 6(2), 85–104. <https://www.jstor.org/stable/26805954>
- Jain, R. (2005). India and SAARC: An Analysis. *Indian Journal of Asian Affairs*, 18(2), 55–74. <http://www.jstor.org/stable/41950459>
- Bhatia, R. (2014). India, and SAARC: Some Future Determinants. *Indian Foreign Affairs Journal*, 9(4), 313–319. <http://www.jstor.org/stable/45340963>

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

#### DISCIPLINE SPECIFIC ELECTIVE COURSE – 16: Political Ideas of Ancient India

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                         | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                             |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| Political Ideas of Ancient India<br>MDSE-16 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

#### Learning Objectives

This course explores Ancient Indian governance, economy, and diplomacy, focusing on Vedic ideals, Purusharthas, Rajadharma, and interstate relations. Students will analyze historical political frameworks, economic systems, and diplomatic strategies, including Raj Mandala Theory, Shadgunyas, and war ethics. By the end, they will understand India's civilizational identity and its relevance today.

#### Learning outcomes

Students will gain a comprehensive understanding of Bharatvarsha as a civilizational entity, exploring its Vedic foundations, governance models, economic systems, and diplomatic principles. They will analyze concepts like Purusharthas, Rajadharma, Janapadas, Mahajanapadas, and international relations, including Raj Mandala Theory and war ethics.

#### SYLLABUS OF MDSE-16

### **Unit 1: Bharatvarsha as a Civilizational Entity**

- c) Vedic Idea of India
- d) Purusharthas- Dharma, Artha, Kama, Moksha

### **Unit 2: Idea of Republic in Ancient India**

- d) Rajadharma
- e) Prajadharma
- f) Apadharma

### **Unit 3: Aartha Niradharan in Ancient India**

- d) Aartha Niradharan of Janapadas and Mahajanapadas
- e) Dayabhaga, Mitakshara and other Laws governing Economic life
- f) Temple Economy in Ancient India

### **Unit 4: Guiding Principle for International Politics in Ancient India**

- f) Raj Mandala Theory
- g) Shadgunyas
- h) Definition of Dūta and duties and responsibilities of diplomatic ministers
- i) The law of war (Vigraha)
- j) Aspect of National Security

### **Suggested Readings:**

#### **Unit-Wise Essential Readings**

#### **Unit 1:**

15. B. D. Chattopadhyaya, The Concept of Bharatavarsha and Other Essays. Ranikhet: Permanent Black, 2017.
16. R M. Mookerji. The Fundamental Unity of India, New Delhi: Bhartiya Vidya Bhawan 2003
17. Madhusūdana, Ojhā, : Bharatavarsha, the India narrative: as told in Indravijayah New Delhi: Rupa Publication Pvt. Ltd., 2017.
18. Ray, B.N. Tradition and Innovation in Indian Political Thought, Ajanta, Delhi 1998
19. Jagadish P. Sharma, “Non-Monarchical Governments in Vedic India”, Republics in Ancient India. Brill, Leiden, 1968, pp.15-60
20. A.S. Altekar, “Origin and Types of the State” in State and Government in Ancient India. Motilal Banarsidass, Banaras, 1949, pp. 12-23.
21. Benoy Kumar Sarkar, “The Hindu Theory of the State”, Political Science Quarterly, Vol. 36, No. 1 (March 1921), pp. 79-90.
22. Kane, P.V., History of Dharmashastra (Ancient and Medieval Religious and Civil Law), Vol. I. Poona: Bhandarkar Oriental Research Institute 1930
23. Beni Prasad, The State in Ancient India: Study in the Structure and Practical Working of Political Institutions in North India in Ancient Times, The Indian Press, Allahabad, 1928, pp. 1- 16.
24. Benoy Kumar Sarkar, “Hindu Political Philosophy.” Political Science Quarterly 33, no. 4 (1918), pp. 482–500.
25. Bhagwandas, Purushartha, Chaukabha Prakashan, 1966
26. R. N. P. Singh, Indian Civilization and the Constitution, Vivekanand International Foundation, New Delhi, 2017.
27. सतीश चंद्र मिश्र, भारतीय संस्कृति के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
- 28.

**Unit 2:**

7. K.P Jayaswal, Hindu Polity: A Constitutional History of India in Hindu Times. Chaukhamba Sanskrit Pratishthan, Delhi. 2005
8. P. Sharan, Ancient Indian Political Thought and Institutions. Meenakshi Prakashan, 1983
9. V. P. Varma, Hindu Political Thought and its Metaphysical Foundations, Motilal Banarsidas, New Delhi, 1974.
10. Kane, P.V, History of Dharmashastra (Ancient and Medieval Religious and Civil Law), Vol. I. Poona: Bhandarkar Oriental Research Institute. 1930
11. Mahabharata Original Text: Shanti Parva
12. वासुदेव शरण अग्रवाल, पाणिनि कालीन भारतवर्ष, पृथ्वी प्रकाशन, वाराणसी 1969

**Unit 3:**

7. Rai Bahadur Srisa Chandra Vidyarnava, Yajnavalkya Smriti: With the commentary of Vijnaneśvara called the Mitaksara and notes from the gloss of Balambhatta Panini Office, 1918
8. R, Mehta, Trade and Economic Development in Ancient India. New Delhi: Academic Foundation. 2010
9. Balbir Singh Sihag, Kautilya: The true founder of Economics, Vitasta Publishing Pvt Ltd, Delhi, 2014
10. Kulkarni, Rohan. "Tax System According To 'Kauṭīlīya Arthaśāstra, Manusmṛti And Śukranīti, And Its Relevance." Bulletin Of The Deccan College Research Institute 70/71 (2010): 439–43. [Http://Www.Jstor.Org/Stable/42931268](http://Www.Jstor.Org/Stable/42931268).
11. S K Sharma, Ancient Indian Financial Administration and Taxation. The Indian Journal of Political Science, 75(2), 237–254. 2014
12. Radha Kumud Mookerji, Indian Shipping, South Asia Books, 1999.

**Unit 4:**

6. Hiaralal Chattrjee International Law and Inter-State Relations in Ancient India Firma KLM Private Limited, Calcutta, 1958
7. Sihag, Balbir Singh. Kautilya's Proactive and Pragmatic Approach to National Security. 2014 URL: [http://www.du.ac.in/du/uploads/events/20102014\\_Abstract.pdf](http://www.du.ac.in/du/uploads/events/20102014_Abstract.pdf)
8. B. K., Sarkar,. Hindu Theory of International Relations. The American Political Science Review, 13(3), 400–414. 1919 <https://doi.org/10.2307/1945958>
9. Arvind Gupta and Arpita Mitra (ed.), Vasudhaiva Kutumbakam - Relevance of India's Ancient Thinking to Contemporary Strategic Reality, Ed. Vivekanand International Foundation and Aryan Book International, New Delhi, 2020.
10. L. N., Rangrajan, Kautilya Arthshashtra, New Delhi: Penguin 1987

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE –17: Corporate Citizenship and Governance: Theories and Practices**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code                            | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                                |         | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| RURAL-URBAN LOCAL DEVELOPMENT IN INDIA MDSE-17 | 4       | 3                                 | 1        | -                   | NA                   | NA                                   |

## Course Objective

- It is an innovative programme that highlights the global power and impact of corporation's and their concomitant responsibilities. It aims to study the taxonomy of power and responsibilities of corporates or MNCs.
- The course examines the social, ethical and environmental issues faced in current model of development.
- A broad range of reasons underpin the increase in significance of this area of study, such as financial crisis (2008) high-profile corporate scandals; auditing Frauds; a growing need to demonstrate accountability, transparency and sustainability; a decreasing tolerance for corporate excess and irresponsibility; as well as the need to protect corporate reputation and to develop brand loyalty and competitive advantage.

## Learning outcomes

- It provides students with a theoretically underpinned analytical perspective on Corporate Citizenship and enabling them to critically assess issues, initiatives, drivers and responses by government and corporates.
- The paper designed would have provided critical insights to terms like Corporate Citizenship and governance
- To train oneself into problem-focused decision-making on a range of inextricably interlinked aspects of economic, social and environmental issues that affect the theory and operation of global economy.

## SYLLABUS OF MDSE-17

### Unit I: Introduction to Corporate Citizenship and Governance:

Definitions and drivers

### Unit II: Background: How Globalization is Affecting Corporate Social Responsibility

a) Dynamics of the Interaction Between Corporate Social Responsibility and Globalization (Current Economic Crisis, Inequality and Responsible Capitalism (Conscious Capitalism) debate

b) The Triple bottom line debate Rio 20+ debates)

### Unit III: Corporate Responsibility Typology- Global Public Rules and Citizenship

#### Rights: A New Responsibility of Private Business Firms

a) Corporates and "Economic Society": Social Responsibility

b) Corporates and “Political Society”: Civil Responsibility

c) Corporates and Governance – The Political Role of Corporations

#### **Unit IV: Transnational Actors and World Politics, Regulatory Arbitrage and MNCs**

Underpinning debates in Power and Responsibility taxonomy (Policy capture, lobbying and costs of failed corporate responsibilities - Examples – Union Carbide, Nike, B.P, Enron, Shell, Satyam)

#### **Suggested Readings**

##### **Unit 1**

Andreas Georg Scherer and Guido Palazzo, Corporate Citizenship in a Globalized World, (Introduction), in Georg Scherer and Guido Palazzo eds. Handbook of Research on Global Corporate Citizenship, Cheltenham: Edward Elgar, 2008, pp. 1-21.

Andreas Georg Scherer and Guido Palazzo, Handbook of Research on Global Corporate Citizenship, Elgar Original Reference, 2008.

Andrew Crane, Dirk Matten and Jeremy Moon, The Emergence of Corporate Citizenship: Historical Development and Alternative Perspectives, (Chapter 2) in Scherer, A.; Palazzo, G. eds.

Handbook of Research on Global Corporate Citizenship, Cheltenham : Edward Elgar, 2008, pp 25-49.

##### **Unit 2**

Bidyut Chakrabarty, Corporate Social Responsibility in India, Routledge, Contemporary South Asia Series, 2011.

Dirk Matten & Jeremy Moon, eds. Corporate Citizenship: Introducing Business as an Actor in Political Governance, The International Library of Critical Writings on Business and Management, Cheltenham : Edward Elgar, 2013.

Dirk Matten, Jeremy Moon and Andrew Crane, Can Corporations Be Citizens? Corporate Citizenship as a Metaphor for Business Participation in Society, Business Ethics Quarterly, 15, (1), 2005.

##### **Unit 3**

Hunniche, Mahad; Pedersen and Esben Rahbek, eds. Corporate Citizenship in Developing Countries - New Partnership Perspectives, Frederiksberg: Copenhagen Business School, 2006.

Jesús Conill, Christoph Luetge and Tatjana Schnwalder-Kuntze, Corporate Citizenship, Contractarianism and Ethical Theory, Ashgate, 2008.

Marc Orlitzky and Diane L. Swanson, eds. Toward Integrative Corporate Citizenship: Research

Advances in Corporate Social Performance, Palgrave Macmillan, 2008.

Munmun Dey and Shouvik Sircar, Integrating Corporate Social Responsibility Initiatives with Business Strategy: A Study of Some Indian Companies, The IUP Journal of Corporate Governance, 11, (1) pp. 36-51, January 2012.

##### **Unit 4**

Panozzo, Fabrizio, Triple Bottom Lines, Standards and Balanced Scorecards: The Making of Private Firms Commensurable with the Public Good, available at:

<http://ssrn.com/abstract=1857544> on 5.6.2015.

Paul Tracey, Nelson Phillips and Helen Haugh eds. Beyond Philanthropy: Community Enterprise

as a Basis for Corporate Citizenship, Journal of Business Ethics, 58, (4), 2005, pp. 327-44.

Peter Utting and José Carlos Marques eds. Business, Politics and Public Policy, Palgrave

Macmillan, 2010.

Peter Utting and José Carlos Marques Eds. Corporate Social Responsibility and Regulatory Governance: Towards Inclusive Development? Palgrave Macmillan, 2010.

Robert A. Phillips and R. Edward Freeman, Corporate Citizenship and Community Stakeholders,

in Andriase Georg Scherer and Guido Palazzo eds. Handbook of Research on Global Corporate

Citizenship, Cheltenham: Edward Elgar, pp.99-115, 2008.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

### GENERIC ELECTIVES (GE-1): Ideas in Indian Political Thought

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                    | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|----------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                                        |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Ideas in Indian Political Thought GE-1 | 4       | 3                                 | 1        | -                   | NA                   | NA                          | Political Science              |

#### Learning 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 key concepts based on original texts, enabling critical engagement with the ideas.

#### Learning outcomes

After completion of this course, students will be able to

- answer about the nature and form of statecraft that existed in Ancient India.
- explain how the texts in ancient India interpreted Dharma and Danda
- answer what were sources and mechanisms to practice Nyay in ancient India.
- make distinction between Rastra and Rajya.
- explain the meaning and foundations of Varna and how are they different from caste.

### SYLLABUS OF GE-1

#### **UNIT – I (7 Hours)**

Dharma and Danda: Kautilya

#### **UNIT – II (6 Hours)**

Gender: Tarabai Shinde

#### **UNIT – III (6 Hours)**

Culture and Nationalism: Vivekananda

#### **UNIT – IV (6 Hours)**

Swaraj: Gandhi

## **UNIT – V (6 Hours)**

Nyaya: Ambedkar

## **UNIT – VI (7 Hours)**

Hindutva: Savarkar

## **UNIT – VII (7 Hours)**

Integral Humanism: Deen Dayal Upadhyaya

### **Essential/recommended readings**

#### **1. Dharma and Danda: Kautilya**

Mehta, V.R. (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88- 109.

Sharma, R S (2005), Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, New Delhi pp 143-164

#### **2. Gender: Tarabai Shinde**

O' Hanlon, Rosalind (2002) A comparison between women and men: Tarabai Shinde and the critique of Gender Relations in Colonial India. New Delhi: Oxford University Press.

Lele, Jayant (1998) Gender Consciousness in Mid-Nineteenth Century Maharashtra, in Anne Feldhaus *Images of women in Maharastrain Society*. The University of New York Press: New York

#### **3. Culture and Nationalism: Vivekananda**

Sen, Amiya P. (2011), 'Vivekanand: Cultural Nationalism', in M. P. Singh and Himanshu Roy (ed.), *Indian Political Thought: Themes and Thinkers* Delhi. Pearson

Kiggley, Dermot (1990) 'Vivekananda's western message from the East' in William Radice (ed) *Swami Vivekananda and modernization of Hinduism*, New Delhi: Oxford University Press.

#### **4. Swaraj: Gandhi**

Parel, A. (ed.) (2002), 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

Dalton, Denis (1982) Indian Idea of freedom, Gurgaon: Academic Press, pp 154-190

#### **5. Nyaya: Ambedkar**

Pantham, Thomas and Kenneth Deutsch (ed) (1986) Political Thought in Modern India, New Delhi: Sage, pp 161-175

Rodrigues, Valerian (2002) The Essential writings of B.R Ambedkar, Delhi: Oxford University Press, pp 1-44

#### **6. Hindutva: Savarkar**

Savarkar, Vinayak Damodar (1922-23) Essentials of Hindutva, 1922, available at: [http://savarkar.org/en/encyc/2017/5/23/2\\_12\\_12\\_04\\_essentials\\_of\\_hindutva.v001.pdf](http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf)

Sampath, Vikram (2021) Savarkar: A Contested Legacy, 1924-1966, Gurugram: Penguin Random House India

#### **7. Integral Humanism: Deen Dayal Upadhyaya**

Upadhyaya, Deendayal. (1964), Integral Humanism, Delhi: Bharatiya Jan Sangh.

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

## GENERIC ELECTIVES (GE-2) : Introduction to the Indian Constitution

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                          | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                              |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Introduction to the Indian Constitution GE-2 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Learning Objectives

The course aims to:

- To introduce students to the foundational text of constitutional democracy in India – the Indian Constitution.
- To provide an overview of the socio-political context of the Constitution's origin and its basic tenets, which form the organizing framework for democracy in India.
- To bring historical insights that make the constitutional text comprehensible.
- To trace the history of the Constitution through colonial legislations and the declarations and reports of the Indian National Movement.
- To focus on the creation and functioning of the Constituent Assembly as part of a transformative vision for independent India.
- To examine the basic features of the Constitution, introducing students to the philosophy behind them and their final adopted form in the Indian Constitution as a document for social revolution.
- To provide students with both a textual and contextual introduction to the Indian Constitution.

### Learning outcomes

On successful completion of the course, the students will demonstrate

- Knowledge of the origin and contents of the Indian Constitution
- Awareness of the rights and duties of the citizens and the obligations of the state
- Familiarity with the functioning of constitutional governance in India and the division of power between different tiers of the government.

## SYLLABUS OF GE-2

### UNIT – I (8 Hours)

Constitutional antecedents and the making of the Constitution of India

### UNIT – II (7 Hours)

Basic features of the Indian Constitution

### UNIT – III (8 Hours)

Fundamental Rights

## **UNIT – IV (7 Hours)**

Obligations of State and Duties of Citizens

## **UNIT – V (7 Hours)**

Organs of Constitutional Governance- Legislature, Executive and Judiciary

## **UNIT – VI (8 Hours)**

Centre-State Relations and Decentralization

### **Essential/recommended readings**

#### **Readings:**

#### **1. Constitutional antecedents and the making of the Constitution of India**

##### **(a) Constitutional antecedents**

Shibani Kinkar Chaube, 2010, Pre History, in *The Making and Working of the Indian Constitution*, NBT, India.

Arun Thiruvengadam, 2018, Origin and Crafting of the Constitution (pp. 11 to 26), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

D D Basu, 2011, The Historical background, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

##### **(b) Making of the Constitution of India**

Shibani Kinkar Chaube, 2000, Birth of the Constituent Assembly, in *Constituent Assembly of India: Springboard of Revolution*, Manohar.

Granville Austin, 1966, The Constituent Assembly- Microcosm in Action, in *Indian Constitution, Cornerstone of a Nation*, OUP.

Subhash Kashyap, 1994, Making of the Constitution, in *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT, India.

#### **2. Basic Features of the Indian Constitution**

B R Ambedkar, 2010, Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.

D D Basu, 2011, Outstanding Feature of Our Constitution, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Ivor Jennings, 1953, Introduction, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

#### **3. Fundamental Rights**

Primary text: Article 14- 32, Part III, The Constitution of India

Granville Austin, 1966, The Conscience of the Constitution- Fundamental Rights and Directive Principles of State Policy- I (pp. 63-94), in *Indian Constitution, Cornerstone of a Nation*, OUP

Shibani Kinkar Chaube, 2010, Rights of Indians, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Fundamental rights, Directive Principles and the Judiciary (pp. 118-137), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

#### **4. Obligations of State and Duties of Citizens**

Primary text: Article 36- 51A, Part IV and IVA, The Constitution of India

Shibani Kinkar Chaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Directive Principles of State Policy (pp. 79- 142), in *Introduction to the Constitution of India* (20<sup>th</sup> ed.). Lexis Nexis, India.

Gautam Bhatia, 2016, Directive Principles of State Policy, in Sujit Choudhry, *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP

Ivor Jennings, 1953, Directives of Social Policy, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

## 5. Organs of Constitutional Governance- Legislature, Executive and Judiciary

Primary Text: Part V, The Constitution of India

S.K. Chaube, Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube, Union Government 2: The Legislature, in *The Making and Working of Indian Constitution*, NBT, India

Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230.

Arun Thiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

M.R. Madhavan, 2017, Parliament, in D. Kapur, P.B. Mehta and M Vaishnav (eds.), *Rethinking Public Institutions in India*, Oxford University Press

D.D. Basu, 2011, The Judicature (pp. 299- 313), in *Introduction to the Constitution of India* (20<sup>th</sup>ed.). Lexis Nexis, India.

Pratap Bhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP, India.

Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.

## 6. Centre-State Relations and Decentralization

D D Basu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India* (20<sup>th</sup>ed.). Lexis Nexis, India.

M.P. Singh and Rekha Saxena, 2013, Asymmetrical Federalism, in *Federalising India in the Age of Globalisation*, Primus

Ivor Jennings, 1953, Indian Federalism, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

S.K. Chaube, Local Government, in *The Making and Working of Indian Constitution*, NBT, India.

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

### GENERIC ELECTIVES (GE-3): Nationalism in India

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code          | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                              |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Nationalism in India<br>GE-3 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Learning Objectives

The course aims

- To help students understand the national movement in India.
- To examine the movement from different theoretical perspectives that highlight its varied dimensions.
- To begin by exploring Indian responses to colonial dominance in the nineteenth century and trace the development of the anti-colonial struggle up to the mid-20th century.
- To focus on the events leading to Partition and Independence in 1947.
- To explore the various tensions and debates within Indian nationalism as it engaged with the questions of communalism, class struggle, caste, and gender.

## Learning outcomes

On successful completion of the course, students would:

- Gain an understanding of the different theoretical views on the emergence and development of nationalism in India and the tensions that existed between them
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle
- Demonstrate awareness of the history of partition and independence

## SYLLABUS OF GE-3

### UNIT – I (8 Hours)

**Approaches to the Study of Nationalism in India:** Nationalist, Imperialist, Marxist, and Subaltern

### UNIT – II (8 Hours)

**Reformism and Anti-Reformism in the Nineteenth Century:** Major Social and Religious Movements in 19th century

### UNIT – III (11 Hours)

**Nationalist Politics and Expansion of its Social Base**

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Revolutionaries, Socialists, and Communists

### UNIT – IV (9 Hours)

**Social Movements**

Peasants, Tribals, Workers, Women and anti-caste movements

### UNIT – V (9 Hours)

**Partition, Independence and Integration of states**

Communalism in Indian Politics, The Two-Nation Theory and Partition, Independence and Integration of Indian States

## Essential/recommended readings

## **Approaches to the Study of Nationalism in India**

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

## **Reformism and Anti-Reformism in the Nineteenth Century**

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

## **Nationalist Politics and Expansion of its Social Base**

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,

P. Chatterjee (1993) 'The Nation and its Past', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

## **Social Movements**

S. Bandopadhyay (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

Desai, A.R. (2019, reprint- 6<sup>th</sup> edition) *Crusade Against Caste System*, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6<sup>th</sup> edition) *Crusade Against Untouchability*, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6<sup>th</sup> edition) *Movement for the Emancipation of Women*, in *Social Background of Indian Nationalism*, Sage.

G. Shah (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

## **Partition, Independence and Integration of States**

A. Jalal, and S. Bose (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy (2005) *Rashtravadbanam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy (1994) New Delhi: Oxford University Press, pp. 1-8.)

V P Menon (1956), CH I- Setting the Stage and Ch XXV- The Cost of Integration, in *The Story of the Integration of the Indian States*, Orient Longman.

## **Suggestive readings**

B.Chakrabarty and R. Pandey (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam (2006) *Bharat Mein Algaovaadaur Dharm*, New Delhi: Vani Prakashan.

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

## GENERIC ELECTIVES (GE-4): Understanding International Relations

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                        | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|--------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                            |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Understanding International Relations GE-4 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Learning Objectives

#### The course aims:

- To help students understand the intersections between politics, economics, culture, and nature that shape human life in the contemporary world.
- To highlight how these intersectional relations give rise to multiple interactions that constitute the collective life of human societies.
- To examine key global issues, including the role of the state in international politics, cultural identities such as the nation, and challenges like global poverty and inequalities.
- To explore the psycho-cultural and politico-economic causes of violence, oppression, and injustice that render the world a contested space.
- To analyze how information technology influences human life in the age of globalization, and how international phenomena manifest in both virtual and material realms.
- To go beyond the Westphalian conception of territoriality and study how international relations are reflected in domains such as art, cinema, and museums.

### Learning outcomes

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

- Understand the nature of the contemporary world in which we live through connected histories, economies and societies.
- Analyze the ways in which our world is shaped in both territorial and non-territorial forms leading to basic planetary understandings of both human and non-human relations.
- Enhance cognitive abilities to map out the multiple and complex interactions in international relations between peoples, histories and civilisations.
- To understand the role of the state and its interface with the market, probe into the cultural identities of a nation, analyse global poverty and climate change politics.
- To critically analyse the politics of 'common yet differentiated responsibilities.'
- Think critically about issues of global inequalities, violence, and injustices in the age of globalization.
- Appreciate the ways in which aesthetic articulation(s) problematize and interrogate the international and our ways of being therein.

## SYLLABUS OF GE-4

### UNIT – I (7 Hours)

#### Making Sense of the World

- 1.1 What is IR?
- 1.2 Understanding Space: How do we sense our planet
- 1.3 Ways of knowing and being: - Peoples, Histories and Civilisations

## **UNIT – II (12 Hours)**

### **States, Nations and Markets**

- 2.1 State and Diffusion of authority/power
- 2.2 Nations and Nationalism
- 2.3 States and Markets

## **UNIT – III (12 Hours)**

### **Inequalities**

- 3.1 Politico-military inequalities: big states, small states
- 3.2 Economic inequalities: rich states, poor states
- 3.3 Climate Change: Global commons and differentiated responsibilities

## **UNIT – IV (7 Hours)**

### **Sites of Conflict and Forms of Violence**

- 4.1 Changing Landscape/ Nature of Conflict
- 4.2 Forms of Violence

## **UNIT – V (7 Hours)**

### **Knowing our Virtual and Creative World: The Visual Turn in IR**

- 5.1 Internet
- 5.2 Museums
- 5.3 Cinemas

## **Essential/recommended readings**

### 1.1. What is IR?

David Blaney, "Where, When and What is IR?" in Arlene B. Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 38-55.

### 1.2. Understanding Space: How can we understand our planet.

Simon Dalby, "What happens if we don't take nature for granted," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 39-60.  
Dipesh Chakrabarty, 'The Climate of History in a Planetary Age,' London: University of Chicago Press, 2021, pp. 1-20.

### 1.3. Ways of knowing and being: - Peoples, Histories and Civilisations

Veronique Pin-Fat, "How do we begin to think about the world," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 20-38.  
Tamara A. Trowsell, Amaya Querejazu, Giorgio Shani, Navnita Chadha Behera, Jarrad Reddekop and Arlene B. Tickner Recrafting International Relations through Relationality," *E-International Relations*, January 2019. <https://www.e-ir.info/2019/01/08/recrafting-international-relations-through-relationality/>.

Tamara A. Trowsell, Arlene B. Tickner, Amaya Querejazu, Jarrad Reddekop, Giorgio Shani, Kosuke Shimizu, Navnita Chadha Behera and Anahita Arian, 'Differing about difference: relational IR from around the world,' *International Studies Perspectives*, 22:1, February 2021, pp. 25-64.

Giorgio Shani, 'IR as inter-cosmological relations?' *International Politics Review*, 9 (2021) 306–312. <https://doi.org/10.1057/s41312-021-00120-2>.

### **Additional Readings:**

Milja Kurki, "International Relations in a Relational Universe," *Oxford University Press* (2020) 1-16.

Arturo Escobar, 'Introduction: Another possible is possible,' and 'Theory and the un/real: Tools for rethinking "Reality" and the possible,' in *Pluriversal Politics: The Real and the Possible*, Durham: Duke University Press, 2020, pp. 1-30.

Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, Albert Acosta, 'Introduction: Finding Pluriversal Paths', in Ariel Salleh, Arturo Escobar, Federico Demaria, Albert Acosta

(eds.), *'Pluriverse: a post-development dictionary'*, New Delhi: Tulika Books, 2019, pp. xxii-xl. Also, see, <https://kalpavriksh.org/ourteam/ashish-kothari/>

### 2.1 State and Diffusion of authority/power

Shibashish Chatterjee, 'Reconsidering the State in International Relations,' in Kanti and Siddharth Mallavarapu (eds.), *International Relations in India: Bringing Theory back home*, New Delhi: Orient Longman, 2005, pp. 451-489.

David Held, "The territorial State and Global Politics," in *Global Transformations: Politics, Economics and Culture*, USA: Stanford University Press, 1999, pp. 32-48.

Susan Strange, "The State of the State," in *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: Cambridge University Press, 1996, pp. 66- 88.

### 2.2 Nations and Nationalism

Andrew Heywood, "Nations and Nationalism" in *Politics*, China: Palgrave Macmillan, 2013, pp. 108-127.

Michael J. Shapiro, "Does the nation-state work?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 269- 287.

Elena Barabantseva, "How do people come to identify with nations?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 245-268.

Sanjay Chaturvedi, 'Indian Geo-politics: 'Nation-State and the Colonial Legacy' in Kanti Bajpai and Siddharth Mallavarapu (eds.), *International Relations in India: Theorising the Region and Nation*, New Delhi: Orient Longman, 2005, pp. 238-283.

### 2.3 States and Markets

Lavanya Rajamani, "The principle of common but differentiated responsibilities and respective capabilities in the international climate change regime" in Ludwig Kramer and Emanuela Orlando (eds.), *Principles of Environmental Law*, Sussex: Edward Elgar publishing, 2018, pp. 46-60.

David Held, Chapter five on "Corporate Power and Global Production Networks," in *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999, pp. 236-282.

Matthew Watson, 'Understanding the State within Modern Society' and 'Understanding the Market within Modern Society' in *Foundations of International Political Economy*, New York: Palgrave, 2005, pp. 161-196.

### **Additional Readings:**

Thomas L. Friedman, *The World is Flat: A Brief History of the Twenty-First Century*, New York: Picador Publication, 2005, pp. 1-50.

Yuval Noah Harari, "Nationalism," in *21 Lessons for the 21<sup>st</sup> Century*, USA: Spiegel & Grau, Jonathan Cape, 2018, pp. 104-117.

Dr V. Basil Hans, 'State and the Market- Debate and Developments,' January 2014, <http://dx.doi.org/10.2139/ssrn.2373827>

Andrew Heywood, "Sovereignty, the Nation and Supranationalism," in *Political Ideas and Concept*, New York: St. Martin's Press, 1994, pp. 48-77.

Stuart Elden, "Why the World Divided Territorially," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, , pp. 220-244.

Robert Gilpin, "Nature of political economy," in *Global Political Economy: Understanding the International Economic Order*, Princeton: Princeton University Press, 2001, pp- 25-45.

Stephen D. Krasner, 'Sharing Sovereignty: New Institutions for Collapsed and Failing States,' *International Security*, 29: 2, 2004, pp. 85-120.

Susan Strange, Chapters 3-6, on 'The Security Structure', 'The Production Structure', 'The Financial Structure', 'The Knowledge Structure', in *States and Markets*, London: Bloomsbury, 2015,

### Unit 3. Inequalities

Mohammad Ayooob, 'Inequality and Theorizing in International Relations: The Case for Subaltern Realism,' *International Studies review*, 4:3, 2002, pp. 27-48.

### 3.1 Mapping inequalities in IR

Joao Pontes Nogueira, "Inequality," in Arlene B, Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 240-255.

Paul Cammack, "Why are Some People Better off than Others," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 405-428.

### 3.2 Climate Change: Global commons and differentiated responsibilities

A. Damodaran, 'Encircling the Seamless- India, Climate Change, and the Global Commons,' Oxford University Press, 2010, India. Chapters 1 and 2.

### **Additional Readings:**

Amartya Sen, "Capabilities and Resources," in *The Idea of Justice*, New York: Penguin Books, 2009, pp. 253-268.

Amartya Sen, "Measures of Inequality," in *On Economic Inequality*, New York: Clarendon Press Oxford, 1997, pp. 24-46.

Dipesh Chakrabarty, Chapter 7 on 'Anthropocene Time,' in *The Climate of History in a Planetary Age*, University of Chicago Press London, 2021, pp. 155-181.

Graham Thompson, "Global Inequality, Economic Globalization and Technological Change," Chapter Eleven in 'A World of Whose Making- Ordering the International: History, Change and Transformation' by William Brown, Simon Bromley, and Suma Athreye. Pluto Press, 2004, pp. 377-415.

### Unit 4. Sites of Conflict and Forms of Violence

Arlene B. Tickner, "War and Conflict," in Arlene B. Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 115-138.

#### 4.1 Changing Landscape/ Nature of Conflict

Michael Dillon, "What makes the world dangerous," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 519-538

Mary Kaldor, 'In Defense of New Wars', *Stability: International Journal of Security and Development*, 2:1, 2013, 1-16. <http://dx.doi.org/10.5334/sta.at>.

#### 4.2 Forms of Violence

Joanna Bourke, "Why Does Politics Turns into Violence?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 472-495.

Anuradha M. Chenoy, "Militarization, Conflict and Women in South Asia," in Lois Ann Lorentzen and Jennifer Turpin (eds.), *The Women and War Reader*, New York: New York University Press, 1998, pp. 101-110.

### **Additional Readings:**

Roland Bleiker, "Can we move beyond Conflict," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 564- 589.

David Held, "Expanding reach of organized violence," in *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999, pp. 87- 92.

#### 5.1 Internet

M. I. Franklin, "How does the way we use the Internet make a difference?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 176-199.

Jr. Harry M. Cleaver, 'The Zapatista Effect: The Internet and the Rise of an Alternative Political Fabric,' *Journal of International Affairs*, 51:2, 1998, pp. 621- 640.

#### 5.2 Museums

Christine Sylvester, "Can International Relations and Art/Museums Come Together," in *Art/Museums: International Relations Where We Least Expect it*, New York: Routledge, 2016, pp. 1-24.

<https://www.ushmm.org/teach/teaching-materials/holocaust>

<https://www.partitionmuseum.org/event/remembering-the-jallianwala-bagh-massacre-100-years-later/>

#### 5.3 Cinemas

Cynthia Weber, "Culture, Ideology, and the Myth Function in IR Theory," in *International Relations Theory: A Critical Introduction*, London: Routledge, 2013, pp. 1-12.

Cynthia Weber, "Case Study: Modernization and Development theory: is there a clash of civilizations? Movie analysis of East is East," in *International Relations Theory: A Critical Introduction*, London: Routledge, 2013, pp. 173-202.

### **Additional Readings:**

Maria Elena Martinez- Torres, 'Civil Society, the Internet, and the Zapatistas,' *Journal of Social Justice*, 13:3, 2001, pp. 347-355.

Lene Hansen, Rebecca Adler-Nissen and Katrine Emelie Andersen, 'The visual international politics of the European refugee crisis: Tragedy, humanitarianism, borders,' *Cooperation and Conflict*, 56:44, 2021, pp. 367-393.

Mirzoeff, Nicholas, "Global Visual Cultures" in *An Introduction to Visual Culture* 2nd Edition, London: Routledge, 2009, pp. 1-16.

Azmat Rasul and Mudassir Mukhtar, 'Bollywoodization of foreign policy: How film discourse portrays tensions between states' *Journal of Media Critiques*, 1:1, June 2015, pp. 11-27.

Roland Bleiker, *Visual Global Politics*, London and New York: Routledge, 2018, pp.1-29.

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

### GENERIC ELECTIVES (GE-5): Governance: Issues and Challenges

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                    | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|----------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                        |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Governance: Issues and Challenges GE-5 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Learning Objectives

The course aims:

- To introduce the concepts and various dimensions of governance, highlighting major contemporary debates.
- To help students understand the significance of governance in the context of a globalising world, environmental challenges, administration, and development.
- To explore the essence of governance through key good governance initiatives undertaken in India.

#### Learning outcomes

On successful completion of the course, the students will be

- acquainted with the changing nature of governance in the era of globalization.
- introduced to the most contemporary ideas of sustainable development and green governance.
- familiarised with a rigorous introduction to the best practices in India on good governance.

### SYLLABUS OF GE-5

#### UNIT – I (10 Hours)

##### Government and Governance: Concepts

- a) Role of State in The Era of Globalisation
- b) State, Market and Civil Society

#### UNIT – II (8 Hours)

##### Governance and Development

Changing Dimensions of Development Strengthening Democracy through Good Governance

### **UNIT – III (8 Hours)**

#### **Environmental Governance**

- a) Human-Environment Interaction
- b) Green Governance: Sustainable Human Development

### **UNIT – IV (9 Hours)**

#### **Local Governance**

- a) Democratic Decentralisation
- b) People's Participation in Governance

### **UNIT – V (10 Hours)**

#### **Good Governance Initiatives in India: Best Practices**

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

### **Essential/recommended readings**

#### **Government and Governance: Concepts**

B. Chakrabarty and M. Bhattacharya (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham (eds.), Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997

Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001

Vasudha Chotray and Gery Stroker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czemiapl (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, Engendering Governance Institutions: State, Market and Civil Society, Sage Publications, 2008

Neera Chandhoke, State and Civil Society Explorations in Political Theory, Sage Publishers, 1995

#### **Governance and Development**

B. C. Smith, Good Governance and Development, Palgrave, 2007

World Bank Report, Governance and Development, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in The Political Economy of Development in India. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal [ed.], Democracy in India, Oxford University Press, 2007

#### **Environmental Governance**

Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999

J.P. Evans, Environmental Governance, Routledge, 2012

Emilio F. Moran, Environmental Social Science: Human - Environment interactions and Sustainability, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights and the Law of the Commons, Cambridge University Press, 2013

Bina Agarwal, Gender And Green Governance, Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.  
 A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.  
 N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

#### **Local Governance**

Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006  
 T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013  
 Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011  
 P. de Souza (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002  
 Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', *Economic and Political Weekly*, Vol. 42(39), 2007

#### **Good Governance Initiatives in India: Best Practices**

Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999  
 Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011  
 Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors*, International Institute For Educational Planning, UNESCO: Paris, 2001  
 Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002  
 Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005  
 Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995  
 K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983  
 Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007  
 K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012  
 Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998  
 Jean Dreze and Amartya Sen, *An Uncertain Glory: India and Its Contradictions*, Princeton University Press, 2013  
 Reetika Khera, 'Rural Poverty and Public Distribution System', *Economic and Political Weekly*, Vol-XLVIII, No.45-46, Nov 2013  
 Pradeep Chaturvedi, *Women and Food Security: Role Of Panchayats*, Concept Publishing House, 2002  
 Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014  
 D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008  
 Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008  
 Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013.

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

#### **GENERIC ELECTIVES (GE-6): Western Political Philosophy**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Western Political Philosophy GE-6 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Learning Objectives

### The course aims:

- To familiarize students with how political questions are posed and answered normatively by select political thinkers.
- To introduce key questions, ideas, and values of political philosophy as addressed by major thinkers.
- To juxtapose classical political thought with contemporary political thinking to enable critical engagement and reflection.

## Learning Outcomes

By the end of the course, students would be able to:

- Understand how to read and decode the classics and use them to engage contemporary socio-political issues.
- Connect with historically written texts and their interpretations.
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter.

## SYLLABUS OF GE-6

### UNIT I: Classical Political Philosophy (15 Hours)

- Plato: Justice, Ideal State, Theory of Forms, Philosopher-King
- Aristotle: State and Citizenship, Classification of Governments, Politics as Practical Science

### UNIT II: Early Modern Political Thought (15 Hours)

- Machiavelli: Power, Virtù and Fortuna, Separation of Ethics and Politics
- Hobbes: Human Nature, Social Contract, Leviathan, Absolutism

### UNIT III: Social Contract and Liberalism (15 Hours)

- Rousseau: General Will, Social Contract, Critique of Inequality
- Mill: Liberty, Utilitarianism, Representative Government

### UNIT IV: Radical Political Thought (15 Hours)

- Marx: Historical Materialism, Class Struggle, Alienation, Critique of Capitalism

## Essential/recommended readings

### Unit 1

- R. Kraut (1996) 'Introduction to the Study of Plato', in *The Cambridge Companion to Plato*, Cambridge: Cambridge University Press, pp. 1–50.
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62–80.

- A. Skoble and T. Machan (2007), *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 53–64.
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*, Cambridge: Cambridge University Press.
- Kumar, N., & Agarwal, S. (2025). *Pashchatya Rajnitik Darshan* (Greek aur Prārambhik Adhunik Rājneetik Vichārak). Orient BlackSwan.

## Unit 2

- Q. Skinner (2000), *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23–53.
- C. Macpherson (1962), *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford University Press.
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 207–224.
- I. Hampsher-Monk (2001), *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers.

## Unit 3

- C. Macpherson (1962), *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford University Press. (for background on liberalism)
- I. Hampsher-Monk (2001), *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers. (Rousseau & Mill chapters)
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press. (Relevant chapters on Rousseau and Mill)

## Unit 4

- I. Hampsher-Monk (2001), *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers. (Relevant chapters on Marx)
- D. Boucher and P. Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press. (Relevant chapters on Marx)

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

## GENERIC ELECTIVES (GE-7): Politics of Globalisation

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Politics of Globalisation<br>GE-7 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Learning Objectives

#### The course aims:

- To examine the paradoxes of contemporary globalization.
- To introduce students from diverse disciplinary backgrounds to the complex, multifaceted nature of the contemporary phenomenon of globalization.
- To help students learn about the evolution of globalization by examining whether globalization is a mere historical process or also a socio-cultural, politico-economic, and psychological phenomenon, and understand these through different conceptual frames.

- To make students understand the debates that have been put forth for and against globalization.
- To introduce the discourse regarding the Eurocentric formulations of globalization and the ways in which the non-European voices have historically been marginalized in the shaping of Western modernity.
- To help students learn about the political, economic, and cultural facets of globalization.
  - As a political phenomenon: to understand how globalization has impacted the functioning of the sovereignty of nation-states.
  - In the realm of economy: to introduce the impact of time/space compression upon the macroeconomic structures of trade and finance, as well as the structural transformation that information and communications technology has brought in the working of the global political economy.
  - As a cultural phenomenon: to discuss the new global mobilizations in the form of global social movements, movements of people across borders, and the political and economic impact of global epidemics.

## Learning outcomes

Upon successful completion of this course, students will have the knowledge and skills to:

- Understand the nature, significance, and principal debates in the literature on globalisation and the concept of globalization as both a historical process and, a socio-cultural phenomenon.
- Study various approaches which will augment student's knowledge on international political economy.
- Demonstrate basic knowledge of the interconnectedness of global issues, processes, and dynamics.
- Develop insight into the alternative understanding of globalisation and various critical aspects related to it like who are the beneficiaries in this process.
- Understand diverse global challenges like global migration and epidemics.
- Learn the ways in which globalization holds promise for a better world and a developed world and, at the same time, understand how it is laden with deep-seated tendencies to engender strands of inequalities and spur erosion of local cultures.

## SYLLABUS OF GE-7

### UNIT – I (9 Hours)

#### Conceptualizing Globalisation

- 1.1 Is Globalisation New? Historical Perspectives
- 1.2 Approaches to Understand globalisation
- 1.3 The Globalisation Debate

### UNIT – II (9 Hours)

#### Globalization: A Eurocentric Project?

- 2.1 The Question of Post-Coloniality
- 2.2 Making Sense of Globalization for the People at the Margins

### UNIT – III (9 Hours)

#### Sovereign State in a Globalised World

- 3.1 Political Dimensions
- 3.2 Shift from State to Market?

### UNIT – IV (9 Hours)

#### Role of International Institutions: Multi-dimensionality of Globalisation

- 4.1 World Bank, International Monetary Fund, World Trade Organisation and, G-20
- 4.2 The Globalisation of Trade
- 4.3 Global Epidemics and Working of World Health Organization

## **UNIT – V (9 Hours)**

### **Responses and Resistances to Globalization**

5.1 Global Social Movements

5.2 International Migration

### **Essential/recommended readings**

#### **Unit 1. Conceptualizing Globalisation**

##### ***Essential Readings***

##### **1.1 Is Globalisation New? Historical Perspectives**

Hirst, Paul and Thompson, G. “*Globalisation in Question*” (Third Edition), UK: Polity Press, 2009, pp. 25-52.

Ritzer, George and Paul D. Paul, *Globalization: A Basic Text* (Second Edition), UK: Wiley Blackwell, 2015, pp. 14-53.

##### **1.2 Approaches to Understand Globalisation**

Held, D and et. al. “Rethinking Globalisation” in Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate*, (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 60-67.

Ritzer, G and Dean, P. *Globalisation: The Essentials*, UK: Wiley-Blackwell, 2019, pp. 55-92.

##### **1.3 The Globalisation Debate**

Bishop, Matthew Louis & Anthony, “The political economies of different Globalizations: Theorising Reglobalization”, *Globalizations*, Vol. 18, June 2020, pp. 1-21.

Keohane, Robert O. and Nye Jr, Joseph S., “What’s New? What’s Not? (And So What?)”, in Held, D and McGrew, A (ed.), *The Global Transformations Reader: An Introduction to the Globalisation Debate* (2<sup>nd</sup> edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 75-84.

##### ***Additional Readings***

Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2000, pp 1-42.

Bhagwati, J. “*In Defence of Globalisation*”, UK: Oxford University Press, 2007, pp. 3-36, 199-220.

Dwivedi, Sangit S., “Localisation vs Globalisation: A Conscious Vision of India” in Tyagi, R., S. Mangla and Giri (eds.), *Glocalization and Federal Governance in India*, Bloomsbury. 2019, pp. 141-154.

Michie, Jonathan. (eds.), “Globalisation in Questions?”, *Handbook of Globalisation*, UK, Edward Elgar, 2003, pp: 17-79.

McGrew, A. “Globalisation and Global Politics” in Baylis J., Smith and Owens (eds.), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press. 2017, pp. 15-31.

#### **Unit 2. Globalization: A Eurocentric Project?**

##### ***Essential Readings***

##### **2.1 The Question of Post-Coloniality**

Chatterjee, P. *Our Modernity* (SEPHIS) and (CODESRIA), Rotterdam/Dakar. 1997 pp. 3-20.

Sanjeev Kumar H.M., “Contesting Modernity: Crisis of Democratization in South Asia,” *India Quarterly*, LXIV (4), October-December 2008, pp. 124-155.

##### **2.2 Making Sense of Globalization for the People at the Margins**

Vandana Shiva, “Ecological Balance in an Era of Globalisation,” in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 422-429.

Kirsten Foot, "Actors and Activities in the Anti-Human Trafficking Movement," in Jorge Heine and Ramesh Thakur (eds.), *The Dark Side of Globalization*, Tokyo: UN University Press, 2011, pp. 249-265.

### **Additional Readings**

Sen, A. "Introduction" and "The Perspective of Freedom" *Development as freedom* (2<sup>nd</sup> ed.). New York: Oxford University Press. 2001 pp.1- 34.

Hirst, P. and Thompson, G. "The Future of Globalization", *Cooperation and Conflict*, Vol. 37, No. 3, Special Issue on Globalization, *Cooperation and Conflict*, September 2002, pp. 247-265.

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press, 1996, pp. 66-88.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffins, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989, pp.1-32; 193-220.

Gustava Esteva and Madhu Suri Prakash, "From Global to Local: Beyond Neo-liberalism to International Hope," in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 410-416.

Research Foundation for Science, Technology and Diversity, "Jaiv Panchayat: Biodiversity Protection at the Village Level," in Robin Broad (ed.), *Global Backlash: Citizen Initiatives for a Just World Economy*, Boulder: Rowman and Littlefield, 2002, pp. 269-272.

## **Unit 3. Sovereign State in a Globalised World**

### **Essential Readings**

#### **3.1 Political Dimensions**

Bull, Hedley. "Beyond the state system?" in Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2000, pp 577-582.

Elizabeth, A. and Ozioko, M. V, *Effect of Globalisation on Sovereignty of States*, UN Document, 2000, pp. 256-270.

#### **3.2 Shift from State to Market?**

Susan Strange, "The Declining Authority of States," in in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 219-224.

Jessica T. Mathews, "Power Shift," in David Held and Anthony McGrew (eds.), *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 204-212.

## **Unit 4. Role of International Institutions: Multi-dimensionality of Globalisation**

### **Essential Readings**

#### **4.1 World Bank, International Monetary Fund, World Trade Organisation and, G-20**

Coffey Peter, Riley, Robert, *Reform of the International Institutions - The IMF, World Bank and the WTO*, Part-2, Edward Elgar Publishing, 2006, pp. 12-84.

Dash, P., Shaw, Khandelwal, "Evolution of G20 Process: From Crisis Management to Development Cooperation", *G 20 Digest*, pp. 5-12. Available at: [https://www.g20-insights.org/wp-content/uploads/2020/01/Dash\\_Shaw\\_Khandelwal\\_Evolution\\_G20.pdf](https://www.g20-insights.org/wp-content/uploads/2020/01/Dash_Shaw_Khandelwal_Evolution_G20.pdf)

#### **4.2 The Globalisation of Trade**

Woods, N. "International Political Economy in an Age of Globalisation", and Watson, M. "Global Trade and Global Finance", in Baylis J., Smith and Owens (eds.) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press. 2017, pp. 243-257, 417-428.

#### **4.3. Global Epidemics and Working of World Health Organization**

Editors, CFR. "What does the World Health Organisation do?" *Council on Foreign Relations*, 29 Jan. 2021, New York: 1-14. <https://www.cfr.org/backgrounder/what-does-world-health-organization-do>

Lee, Kelley and Julliane Piper, "The WHO and Covid-19 Pandemic", *Global Governance and Review of Multilateral Organizations*, 2020. <https://brill.com/view/journals/gg/gg-overview.xml>

### **Additional Readings**

Stiglitz, J. "The Promise of Global Institutions", *Globalisation and its Discontents*, New York: Norton, 2002, pp. 3–22.

Cypher, J. and Dietz, J. "The International Monetary Fund, the World Bank and Foreign Aid", *The Process of Economic Development*. New York: Routledge, 2009, pp. 555-591.

Oatley, Thomas, "Trade and Development: Import Substitution Industrialization", *International Political Economy: Interests and Institutions in the Global Economy*, 2011. 5th ed, pp. 111-132.

Hoekman, B. and Kostecki, M, "The Trading System in Perspective", *The Political Economy of the World Trading System: From GATT to WTO*, 3rd Ed, 2009, New York: OUP, pp. 7-57.

Friedman, T., *Lexus and the Olive Tree: Understanding Globalization*, 2000, New York: Anchor, pp. 101-142.

Gilpin, Robert, *The Challenge of Global Capitalism: The World Economy in the 21st Century*, USA: Princeton University Press, 2000, pp. 15-52, 293–324.

Charles, Cliff. *The Role of the World Health Organisation in the International System*. London: Chatham House, 2013: 1-51.

Lorena, Barberia et.al. "The Political Science of Covid-19: An Introduction", *Social Science Quarterly*, 2021. pp. 2045-2054.

Lebni Javed Y. and Abbas Jaffar et al., "How the COVID-19 pandemic affected economic, social, political, and cultural factors: A lesson from Iran", *Journal of Social Psychiatry*, 2021, 63 (7). pp: 298-300

## **Unit 5. Responses and Resistances to Globalization**

### **Essential Readings**

#### **5.1 Global Social Movements**

Donatella della Porta, et al, "The Study of Social Movements: Recurring Questions" and "Social Movements and Democracy", *Social Movements in a Globalising World*, UK: Macmillan, 1999, pp. 3-23; 223-248.

#### **5.2 International Migration**

Keeley, B. "International Migration: The Human Face of Globalisation", OECD, 2009, pp: 9-40

Inglis Christine et al (edited), "Introduction," in *The Handbook of International Migration*, New Delhi: Sage Publication, 2020, pp. 1-17

### **Additional Readings**

Khagram, Sanjeev et al (ed.) "Women's Rights are Human Rights", and "Globalisation, Global Alliances, and the Narmada Movement", *Restructuring World Politics: Transnational Social Movements: Social Movements, Protest, and Contention, Volume 14*, MN: University of Minnesota Press. 2002. pp. 96-122; pp. 231-244

Berger, S., "Globalisation and Politics", *Annual Review of Political Science*, 2000, vol- 3, pp. 43-62.

Schaeffer, Robert K. *Social Movement and Global Social Change: The Rising Tide*, UK: Rowman & Littlefield, 2014, pp. 1-18.

Tarrow, S. "The Global in the Local: Global Framing", *The New Transnational Activism*, New York: Cambridge University Press, 2005, pp 35-59.

## Suggestive readings

Gottlieb, G. *"Nation against State: New Approach to Ethnic Conflicts and The Decline of Sovereignty"*, New York: Council on Foreign Press, 1993, pp: 6-47

Smith, G. and Naim, M. *Altered States: Globalization, Sovereignty and Governance*, IDRC, 2000. pp. 5-20.

Hardt, M. and Negri, A., "Passages of Sovereignty", *Empire*, England: Harvard University Press, 2000 pp. 67-183.

Stiglitz, J. E., *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company, 2018. pp. 89-132

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

### GENERIC ELECTIVES (GE-8): Introduction to Public Policy

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                    |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Introduction to Public Policy GE-8 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

#### Learning Objectives

##### The course aims:

- To provide an understanding of the concept of Public Policy.
- To explain Public Policy as a proposed course of action of a government to realize its socio-economic objectives.
- To highlight that the essence of public policy lies in its effectiveness in translating the governing philosophy into programmes and policies, and making it a part of community living.
- To help understand the complexities of public policy and its interaction with the socio-economic structure.

#### Learning outcomes

By the end of this course a student will acquire the following knowledge and skills.

- a. Contextualization of knowledge;
- b. Praxis and technique;
- c. Critical Thinking;
- d. Research and Communication

## SYLLABUS OF GE-8

### UNIT – I (10 Hours)

#### Public Policy

- (a) Concept, Characteristics and Significance
- (b) Determinants of Public Policy
- (c) Policy Impact: Socio-Economic

## **UNIT – II (10 Hours)**

### **Theoretical Approaches to Public Policy**

- (a) Elite Theory
- (b) Group Theory
- (c) Incremental Theory
- (d) Rational Choice Theory

## **UNIT – III (10 Hours)**

### **Process of Public Policy**

- (a) Policy Formulation
- (b) Policy Implementation
- (c) Policy Evaluation

## **UNIT – IV (15 Hours)**

### **Public Policy: Case Studies**

- (a) Education – National Education Policy (NEP) 2020
- (b) Health – National Health Mission (NHM)
- (c) Employment – Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA)
- (d) Economic Empowerment – Pradhan Mantri Jan-Dhan Yojana (PMJDY), Direct Benefit Transfer (DBT)

## **Essential/recommended readings**

### Unit 1

Anderson, J. (1975) Public Policy making. New York: Thomas Nelson and Sons Ltd.  
Dye, T. (2002) Understanding Public Policy. New Delhi: Pearson.

### Unit 2

Henry, Nicholas (2019) Public Administration and Public Affairs. New York: Routledge.  
Simon, Herbert A. (1997) Administrative Behavior. New York: MacMillan.

### Unit 3

Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling.  
Self, Peter (1972) Administrative Theories and Politics. London: Allen and Unwin.

### Unit 4

National Education Policy (NEP) 2020, Ministry of Human Resource Development, Government of India.  
National Health Mission, Ministry of Health, Government of India.  
Mahatma Gandhi National Rural Employment Guarantee Act-2005, Ministry of Rural Development, Government of India.

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

**GENERIC ELECTIVES (GE-9): Women and Politics in India: Concepts and Debates**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                                           | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                               |          | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| <b>Women and Politics in India: Concepts and Debates GE-9</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>-</b>            | <b>NA</b>            | <b>NA</b>                   |

## Learning Objectives

The course aims:

- To bring together feminist theory and praxis by focusing on conceptual categories theorized by feminism.
- To mobilize feminist epistemology to address key concerns surrounding the everyday existence of women.
- To serve as a fundamental introduction to the history of the women's movement, with particular emphasis on the women's movement in India.
- To open up the question of women's agency, taking it beyond the question of women's empowerment and locating women as radical social agents.
- To question the complicity of social structures and relations in preserving gender inequality.
- To extend this critique to cover new forms of precarious work and labour under the new economy

## Learning outcomes

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

- Understand the concept of patriarchy, feminism, gender, etc.
- Understand the intersection between family, community and state in feminist debates
- Demonstrate awareness of the history of the women's movement in India
- Show familiarity with and awareness of the key issues taken up by the women's movement

## SYLLABUS OF GE-9

### UNIT – I (8 Hours)

#### Patriarchy and Feminism

- a. Sex-Gender Debates
- b. Public and Private Dichotomy
- c. Power

### UNIT – II (7 Hours)

#### Family and Community

### UNIT – III (7 Hours)

#### Law, State and Women

### UNIT – IV (8 Hours)

#### History of the Women's Movement in India

## **UNIT – V (7 Hours)**

### **Violence against women**

## **UNIT – VI (8 Hours)**

### **Women and Labour: Unpaid labour, Reproductive and care work, Sex work**

### **Essential/recommended readings**

#### **Patriarchy and Feminism**

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson

V Geetha (2002) *Gender*, Kolkata, Stree, pp. 1-20.

M. Kosambi (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

B. Hooks (2010) 'Feminism: A Movement to End Sexism', in C. McCann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.

R. Delmar (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

N. Menon (2015), Is Feminism about 'Women'? A Critical View on Intersectionality from India, *International Viewpoint*,  
[http://www.internationalviewpoint.org/IMG/article\\_PDF/article\\_a4038.pdf](http://www.internationalviewpoint.org/IMG/article_PDF/article_a4038.pdf).

T. Shinde (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

#### **Family and Community**

R. Palriwala (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

Saheli Women's Centre (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114

U. Chakravarti (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.

S. Rege (2005), A Dalit Feminist Standpoint, in Gender and Caste, in Anupama Rao (ed) *Gender and Caste*, Zed Books, pp. 90-101

Kumkum Sangari (1995) Politics of Diversity: Religious Communities and Multiple Patriarchies, *Economic and Political Weekly*, Vol. 30, No. 52., pp. 3381-3389

#### **Law, State and Women**

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>

R. Kapur & B. Cossman (1999) 'On Women, Equality and the Constitution: Through the Looking Glass of Feminism' in Nivedita Menon (ed) *Gender and Politics in India*, Oxford University Press

C MacKinnon (2006) 'Sex Equality under the Constitution of India: Problems, Prospects and Personal Laws', *International Journal of Constitutional Law*, Volume 4, Issue 2, 181–202.

Ved Kumari (1999) 'Gender Analyses of Indian Penal Code' in Amita Dhanda, Archana Parashar(eds) *Engendering Law - Essays in Honour of Lotika Sarkar*, Eastern Book Company, 139-160

## History of the Women's Movement in India

Radha Kumar (1993), *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Zubaan

Anupama Roy (2010) *Women's Movement in India*, N.G. Jayal and P.B. Mehta (Ed.) *Oxford Companion to Indian Politics*, New Delhi, Oxford

I. Agnihotri and V. Mazumdar (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

## Violence against women

N. Menon (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

F. Agnes (1992), Protecting Women Against Violence – Review of a Decade of Legislation 1980-89, *Economic and Political Weekly*, Vol. 27, Issue No. 17, Apr. 25.

Sunita V S Bandewar, Amita Pitre & Lakshmi Lingam (2018) Five Years Post Nirbhaya: Critical Insights into the Status of Response to Sexual Assault, in *Indian Journal Of Medical Ethics*, available at <https://pubmed.ncbi.nlm.nih.gov/29650498/>

A. Verma, H. Qureshi & J.Y. Kim (2017) Exploring the trend of violence against women in India, *International Journal of Comparative and Applied Criminal Justice*, 41:1-2, 3-18

## Women and Labour

P Swaminathan (2014) Outside the Realm of Protective Legislation: The Saga of Unpaid Work in India, in *Women and Law: Critical Feminist Perspective*: New Delhi: Sage, pp. 115-143

P. Swaminathan (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

J. Tronto (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

## Suggestive readings

K. Millet (1968) *Sexual Politics*, <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>

S. de Beauvoir (1997) *Second Sex*, London: Vintage.

F. Engels, *Family, Private Property and State*, <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>

S. Brownmiller (1975) *Against our Wills*, New York: Ballantine.

R. Hussain (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press.

S. Ray 'Understanding Patriarchy', [http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf),

C. Zetkin, 'Proletarian Woman', <http://www.marxists.org/archive/zetkin/1896/10/women.htm>

J. Ghosh (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited

*Justice Verma Committee Report*, <http://nlrd.org/womensrightsinitiative/justiceverma-committee-report-download-full-report>

N. Gandhi and N. Shah (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.

V. Bryson (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196-200

M. Mies (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>

R. Ghadially (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *NariwadiRajneeti*, Delhi, pp. 284-306

V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

### Readings in Hindi:

D. Mehrotra (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aajka Stree Andolan*, Delhi: Shabd Sandhan, 2001.

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

### GENERIC ELECTIVES (GE-10): Digital Social Sciences

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code           | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                               |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Digital Social Sciences GE-10 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Learning Objectives

#### The course aims:

- To highlight that digital technology in the discipline of Social Science cannot be viewed only as a tool for research, but as something that transforms both the nature of Social Science and its object of study—society—during the course of research.
- To emphasize that this transformative aspect of digital technology is the mainstay of the emerging field of Digital Social Sciences.
- To introduce students to the field of Digital Social Sciences by primarily focusing on two intertwined aspects:

- First, the impact of digital technologies on society.
- Second, the role of digital technologies in the study of Social Sciences or the study of society.
- To understand social change taking place under the impact of digital technology while exploring how digital technology also provides the tools to map out these changes.
- To begin with a basic introduction to digital literacy and its contribution to pedagogic Social Science.
- To provide a foundational introduction to prominent technologies and digital spaces through which aspects of the social can be understood.
- To examine how the digital turn has redefined debates surrounding personal identity and social identification through biometric techniques, which have consequences for both social welfare and social surveillance.
- To explore whether access to digital spaces is impacting social cleavages, creating space for democracy, or re-entrenching social inequality through the digital divide.
- To assess whether the digital economy is offering new forms of employment or restructuring the vulnerability of existing forms of labour.
- To analyze how algorithm-driven digital spaces are reformulating social choice and social classification.
- To reflect upon the evolving relationship between digital technologies and social sciences through these illustrative questions.

### Learning outcomes

On successful completion of the course, the students would demonstrate:

- An understanding of digital technology and the ways in which it shapes the society.
- An understanding into how digital tools are used as research and pedagogic devices to map out social changes
- Clarity on concepts of the digital world such as Big Data, Artificial Intelligence, Algorithm, etc.
- Familiarity with digital techniques such as the biometrics and digital spaces such as the social media in the sphere of communication or the Gig Economy in the market sphere

## SYLLABUS OF GE-10

### UNIT – I (6 Hours)

#### Digital Literacy in Social Sciences

### UNIT – II (7 Hours)

#### Digital Information and Science of Society

### UNIT – III (6 Hours)

#### Biometrics and identification

### UNIT – IV (7 Hours)

#### Access to Technology and the Internet

### UNIT – V (7 Hours)

#### Social Media and Public Sphere

### UNIT – VI (6 Hours)

#### Labour in Digital Economy

### UNIT – VII (6 Hours)

#### Artificial Intelligence and Algorithm

## Essential/recommended readings

### 1. Digital Literacy in Social Sciences

Polizzi, Gianfranco, 'Information literacy in the digital age: why critical digital literacy matters for democracy.' In: Goldstein, Stéphane (ed.) *Informed societies: why information literacy matters for citizenship, participation and democracy*. Facet Publishing, London, UK (2020), 1-23.

Robert Todd Perdue & Joshua Sbicca (2013) "Public Access: For Socially Relevant. Knowledge Production and a Democratic Cybersphere", *Fast Capitalism*, Volume 10, Issue 1, 2013

### 2. Digital Information, Data and Society

Buckland, Michael. *Information and Society*. United Kingdom: MIT Press, 2017. (Chapter 1 and 2)

Sandeep Mertia (edited), *Lives of Data: Essays on Computational Cultures from India*. Netherlands: Institute of Network Cultures, 2020. (Introduction), pp. 9-25.

Holmes, Dawn E.. *Big Data: A Very Short Introduction*. United Kingdom: Oxford University Press, 2017.

Sinha, Amber (2019). "The Politics of India's Data Protection Ecosystem," *Economic and Political Weekly*. Vol. 54, Issue No. 49, 14 Dec, 2019.

### 3. Biometrics and identification

Fairhurst, Michael. *Biometrics: A Very Short Introduction*. United Kingdom: OUP Oxford, 2018.

Nayar, Pramod K., 'I Sing the Body Biometric': Surveillance and Biological Citizenship,' *Economic and Political Weekly*, Vol. 47, No. 32 (August 11, 2012)

Singh, P. 'Aadhaar: Platform over Troubled Waters.' In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

### 4. Access to Technology and the Internet

Agrawal, Ravi. 2018. *India Connected: How the Smartphone is Transforming the World's Largest Democracy*. New Delhi: Oxford University Press.

Jeffrey, Robin and AssaDoron. 2013. *Cell Phone Nation: How Mobile Phones Have Revolutionized Business, Politics and Ordinary Life in India*. Hachette India.

Narayanan Shalini and SunetraSen Narayan, *India Connected: Mapping the Impact of New Media*. India: SAGE Publications, 2016.

Venkatraman, Shriram. *Social Media in South India*. United Kingdom: UCL Press, 2017. (Chapter 6: *The Wider World: Social Media and Education in a Knowledge Economy*)

### 5. Social Media and Public Sphere

Sunstein, Cass R. *#Republic: Divided Democracy in the Age of Social Media*. United Kingdom: Princeton University Press, 2018.

Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Germany: Polity Press, 2015. (Chapter 1)

Sinha, Amber. *The Networked Public: How Social Media Changed Democracy*. New Delhi: Rupa, 2019.

Philipose, Pamela. *Media's Shifting Terrain: Five Years that Transformed the Way India Communicates*. India: Orient BlackSwan, 2019.

Biju. P. R., *Political Internet: State and Politics in the Age of Social Media*. Taylor & Francis, 2016.

Rodrigues, U. (2020). Political Communication on Social Media Platforms. In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

### 6. Labour in Digital Economy

Chander, Anupam. *The Electronic Silk Road: How the Web Binds the World Together in Commerce*. United Kingdom: Yale University Press, 2013.

Dolber, Brian, ChenjeraiKumanyika, Michelle Rodino-Colocino, Todd Wolfson (edited), *The Gig Economy: Workers and Media in the Age of Convergence*. United Kingdom: Taylor & Francis, 2021. (Chapter 1 and 3)

Verma, Ravinder Kumar, P. Vigneswarallavarasan, and Arpan Kumar Kar, 'Inequalities in Ride-Hailing Platforms.' In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

## 7. Artificial Intelligence and Algorithms

Boden, Margaret A. *Artificial Intelligence: A Very Short Introduction*. London: Oxford University Press, 2018.

Frey, Carl Benedikt. *The Technology Trap: Capital, Labor, and Power in the Age of Automation*. United Kingdom: Princeton University Press, 2020. (Chapter 12: Artificial Intelligence)

Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police and Punish the Poor*. St Martin's Press. (2018) (Introduction: Red Flags)

Cheney-Lippold, J. *We Are Data: Algorithms and the Making of Our Digital Selves*. United States: NYU Press. (2017). (Introduction)

Pasquale, Frank. *The Black Box Society: The Secret Algorithms That Control Money and Information*. United States: Harvard University Press, 2015. (Introduction)

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

### GENERIC ELECTIVES (GE-11): Election commission and Process in India

## Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                               | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                   |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Election commission and Process in India<br>GE-11 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Course Objectives:

### The course aims:

- To provide an understanding of the structure, role, and functioning of the Election Commission and the election management process in India.
- To offer a comprehensive understanding of the constitutional framework, institutional structure, and operational processes of the Election Commission of India.
- To critically examine the administration of elections, challenges to electoral integrity, and the scope for democratic reforms in the Indian electoral system.

## Learning Outcome

Elections uphold democracy by enabling citizen participation in governance. India's electoral system, guided by constitutional provisions, ensures fair representation and a transparent process. The Election Commission oversees elections, from constituency delimitation to result declaration. Political parties, media, and civil society shape the democratic landscape, while reforms aim to enhance integrity and accountability.

## Syllabus of Course GE-10

### Unit 1: Introduction to Election and Democracy

- a) Importance of elections in a democracy
- b) Electoral systems: Types and features
- c) Universal adult franchise and representation and Acts
- d) Evolution of the electoral process in India

### Unit 2: Constitutional Framework and Election Commission of India

- a) Articles 324-329 of the Constitution
- b) Structure and composition of the Election Commission of India (ECI)
- c) Powers and functions of ECI
- d) Autonomy and accountability of ECI

### Unit 3: Election Process and Administration

- a) Delimitation of constituencies
- b) Preparation and revision of electoral rolls
- c) Nomination of candidates, scrutiny, and withdrawal Polling, counting, and declaration of results
- d) Code of Conduct and its enforcement

### Unit 4: Political Parties and Electoral Reforms

- a) Registration and recognition of political parties
- b) Election symbols and party system
- c) Electoral malpractices and legal provisions
- d) Role of media and civil society
- e) Electoral reforms: Past, present, and recommendations

## Essential/recommended readings

### Unit 1

1. Katz, R. S. (1997). Democracy and elections. Oxford University Press.
2. Crisp, B. F., & Simoneau, W. M. (2018). ELECTORAL SYSTEMS. The Oxford handbook of electoral systems, 345.
3. Kundu, T. (2022). Equality Versus Excellence: Does Universal Adult Franchise Complement Democratic Values? International Journal of Applied Ethics, 8.

4. SRIDHARAN, E. (2004). THE ORIGINS OF THE ELECTORAL SYSTEM. India's Living Constitution: Ideas, Practices, Controversies, 344.
5. McMillan, A. (2012). The election commission of India and the regulation and administration of electoral politics. Election Law Journal, 11(2), 187-201.

#### Unit 2

1. Manual on election law and procedure (ECI,2023)-Constitutional provisions.
2. Gopal Krishna (2021)-chapter on ECI structure and legal framework.
3. Second administrative reforms commission reports- Relevant
4. Constitution of India: Article 324-329(can be accessed Via India code website or PRS India)

#### Unit 3

1. Manual on election law and procedure (ECI,2023)-procedural chapter.
2. ECI website and sveep portal- official guidelines and training videos
3. Palshikar et al.(2017)- chapters on electoral process challenges
4. .McMillan,A.(2012).The election commission of India and the regulation and administration of electoral politics. Election Law Journal,11(2),187-201

#### Unit 4

1. Suri,K.C.(2004). Democracy, economic reforms and election results in India.Economic and political Weekly,5404-5411.
2. Brass, P.R. (2019). Political parties and Electoral politics.In India Briefing,1989(pp.61-82). Routhledge.
3. Ziegfeld,A.(2012). Coalition government and party system change: Explaining.the rise of regional political parties in India.Comparative Politics,45(1),69-87.
4. Suri,K.C.(2013). Party system and party politics in India.Political science,2,209-252

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

5.

**\*Approved by AC**

### GENERIC ELECTIVES (GE-12): Parliamentary and Procedures and Practices

#### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                                      | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|----------------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                          |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Parliamentary Procedures and Practices in India<br>GE-12 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Course Objectives:

### The course aims:

- To provide students with a comprehensive understanding of the structure, procedures, and functions of the Indian Parliament.
- To critically examine legislative practices, parliamentary behavior, and the evolving challenges and reforms in India's parliamentary democracy.

## Course Learning Outcome

This course will provide learners with a comprehensive understanding of India's parliamentary system, electoral mechanisms, and democratic principles. Students will develop the ability to analyze the roles and responsibilities of Parliament, the election process, and relevant constitutional provisions. Through exploration of law-making procedures, parliamentary discussions, and electoral reforms, learners will enhance their critical thinking on governance and accountability. Additionally, they will gain insights into the influence of media, civil society, and political parties in shaping India's democracy.

## Syllabus of GE-12

### Unit 1: Structure, Composition and Function of Parliament

- a) Composition and functions of Lok Sabha and Rajya Sabha
- b) Qualifications and Disqualifications for Members
- c) Speaker and Chairman: Powers and responsibilities
- d) Parliamentary Privileges and impunities of Members of Parliament
- e) Parliamentary Secretariat and support systems

### Unit 2: Law-making Process

- a) Stages of a bill: Introduction to Presidential assent
- b) Types of bills: Ordinary, Money, Financial, Constitutional Amendment Bills
- c) Role of committees in the legislative process
- d) Role of opposition and coalition dynamics

### Unit 3: Parliamentary Devices and Procedures

- a) Question Hour, Zero Hour, Short Duration Discussions
- b) Calling Attention Motion, Adjournment Motion, No-Confidence Motion
- c) Budget Session: Union Budget and Appropriation Bill

### Unit 4: Parliamentary Committees

- a) Standing and Ad Hoc Committees
- b) Departmentally Related Standing Committees (DRSCs)
- c) Public Accounts Committee (PAC), Estimates Committee, Committee on Public Undertakings
- d) Role of committees in policy review and accountability

## Essential/recommended readings

### Unit 1

1. G. Austin (1966), Indian Constitution, Cornerstone of a Nation, OUP,

2. V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 28-42.
3. Singh, M. P. (2001). Towards a More Federalized Parliamentary System in India: Explaining Functional Change. *Pacific Affairs*, 74(4), 553–568.  
<https://doi.org/10.2307/3557806>

## Unit 2

1. Parliament of India. (n.d.). Rajya Sabha and the law-making process. Retrieved from [official website or source]  
[https://sansad.in/uploads/mfm\\_G8\\_04fa398e83.pdf?updated\\_at=2022-11-29T06:58:05.044Z](https://sansad.in/uploads/mfm_G8_04fa398e83.pdf?updated_at=2022-11-29T06:58:05.044Z)

## Unit 3

1. GAHRANA, K. (1990). PARLIAMENTARY SYSTEM AND UNITARIANISM IN INDIA: IS A SYSTEMIC CHANGE NEEDED? *The Indian Journal of Political Science*, 51(3), 348–359.  
<http://www.jstor.org/stable/41855502>
2. M.R. Madhavan, (2017) 'The Parliament'. in Devesh Kapur, Pratap Bhanu Mehta and Milan Vaishnav (eds.), *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp.66-103

## Unit IV

1. Kashyap, S. C. (1990). A New Parliamentary Initiative: Subject-Based Standing Committees of Parliament. *Economic and Political Weekly*, 25(40), 2273–2279.  
<http://www.jstor.org/stable/4396842>
2. SHARMA, P. D., & SHARMA, P. D. (1976). PARLIAMENTARY CONTROL OVER ADMINISTRATION IN INDIA. *The Indian Journal of Political Science*, 37(2), 96–107.  
<http://www.jstor.org/stable/41854732>

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

1.

**\*Approved by AC**

## GENERIC ELECTIVES (GE-13): Introduction to Human Rights

## Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                   | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                       |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Introduction to Human Rights<br>GE-13 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

## Course Objectives

- To introduce students to the fundamental principles and history of human rights.
- To develop an understanding of key international and national human rights frameworks.
- To explore the status and protection of human rights in India.
- To critically engage with contemporary human rights challenges and debates.

## Course Outcomes

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

- Define and explain the fundamental concepts, nature, and historical development of human rights.
- Identify and analyze key international instruments and bodies related to human rights.
- Evaluate the Indian constitutional and institutional mechanisms for the protection of human rights.
- Critically examine contemporary human rights issues affecting vulnerable populations and global society.
- Develop an informed and empathetic perspective on human rights concerns across various disciplines and professions.

## Syllabus of GE-13

### UNIT 1: Introduction to Human Rights

- a) Definition and Nature of Human Rights
- b) Historical Development: Magna Carta, French Revolution, American Bill of Rights
- c) Generations of Human Rights: Civil & Political, Economic, Social & Cultural, Solidarity Rights

### Unit 2: International Human Rights Framework

- a) Universal Declaration of Human Rights (UDHR), 1948 – Historical Significance & Articles
- b) Major UN Conventions: ICCPR (1966), ICESCR (1966), CEDAW, CRC, CAT, CERD
- c) UN Human Rights Bodies: Human Rights Council, OHCHR

### Unit 3: Human Rights in the Indian Context

- a. Fundamental Rights and Directive Principles of State Policy
- b) Constitutional Remedies: Role of Judiciary and Public Interest Litigation

- c) Protection of Human Rights Act, 1993 – NHRC and SHRCs: Structure, Functions, Powers
- d) Role of Civil Society and Media in Human Rights Promotion

#### **Unit 4: Contemporary Issues World and India**

- a) Rights of Vulnerable Groups: Women, Children, Dalits, Tribals, LGBTQ+, Persons with Disabilities, Refugees, Manual Scavengers, Prisoners

### **Suggested Readings:**

#### **Unit 1.1**

Anyabolu, M.N. "The Nature of Human Rights." *Journal of International Human Rights and Contemporary Legal Issues*, Vol. 1, No. 1 (2019), pp. 53–60.

Skelton, Renee & Hugman, Richard. "Before and Beyond the Universal Declaration of Human Rights. In: *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions*," Sage Publications

#### **Unit 1.2**

Conley, Patrick T. "Teaching Magna Carta in American History: Land, Law, and Legacy."

*OAH Magazine of History*, Vol. 25, No. 3 (2011), pp. 17–20.

Hunt, Lynn. "The French Revolution and Human Rights: A Brief Documentary History."

Bedford/St. Martin's, 1996.

Howard-Hassmann, Rhoda E. "By What Right Do We Invoke Human Rights?" *Ethics & International Affairs*, Vol. 9 (1995), pp. 1–11.

Maier, Pauline. "The Birth of the Bill of Rights, 1776–1791."

*The William and Mary Quarterly*, Vol. 44, No. 3 (1987), pp. 463–464.

#### **Unit 1.3**

Clapham, Andrew. "Human Rights as Peacemaker: An Integrative Theory of International Law." *Human Rights Quarterly*, Vol. 38, No. 1 (2016), pp. 1–36.

Cornescu, Adrian Vasile. "The Generations of Human Rights."

In *Dny práva – 2009 – Days of Law: The Conference Proceedings*, Masaryk University, 2009.

#### **Unit 2.1**

Skelton, Renee & Hugman, Richard. "Before and Beyond the Universal Declaration of Human Rights. In: *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions*". Sage Publications.

United Nations. Universal Declaration of Human Rights. United Nations, 1948

Scholar Publishing. The History of the Universal Declaration of Human Rights. *Advances in Social Sciences Research Journal*, Vol. 7, No. 10 (2020), pp. 1–10.

### **Unit 2.2**

Healy, Lynne M. "An Introduction to Treaties for International Social Workers." *International Social Work*, Vol. 55, No. 2 (2012), pp. 248–264.

Sage Publications.

Neumayer, Eric. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution*, Vol. 49, No. 6 (2005), pp. 925–953.

### **Unit 2.3**

Spohr, Maximilian. "United Nations Human Rights Council: Between Institution-Building Phase and Review of Status."

*Max Planck Yearbook of United Nations Law*, Vol. 14, 2010, pp. 169–218.

Freedman, Rosa. "The United Nations Human Rights Council: More of the Same?" *Wisconsin International Law Journal*, Vol. 31, No. 2, 2013, pp. 208–234.

### **Unit 3.1**

Duhan, Roshni. "Fundamental Rights and Directive Principles: An Analytical Approach Towards Social Justice." *Journal of Advance Research in Social Science and Humanities*, vol. 2, no. 5, 2016.

Ratn, Archisa, and Ashna Vashist. "Fundamental Rights and Directive Principles: Inter-Relationship and Recent Trends." *Indian Journal of Law and Legal Research*, 20 Jan. 2024.

Ojha, Aditya. "Relationship Between Fundamental Rights and Directive Principles of State Policy." *Legal Service India*.

*Law Times Journal*. "Relationship between Fundamental Rights, Directive Principles and Fundamental Duties." *Law Times Journal*.

### **Unit 3.2**

"Constitutional Rights and Social Justice in India: An Analysis." *Journal of Namibian Studies*, 2023.

"Social Justice in India: Constitutional Vision and Reality." *Economic and Political Weekly (EPW)*, Vol. 45, Issue 27 (2010).

National Human Rights Commission (NHRC). *Annual Reports*. NHRC, India.

Sage Publications. "Human Rights Institutions in India: An Overview." *SAGE Journals*.

### **Unit 3.3**

Ghatak, Sandip Kumar. "Social Exclusion and Dalits in India: A Note on Violation of Human Rights." *Contemporary Voice of Dalit*, vol. 4, no. 2, 2011.

Patil, Smita M. "Law of One's Own: On Dalit Women's Arduous Struggles for Social Justice." *Economic and Political Weekly*, vol. 56, 2021.

## Unit 4.1

Ghatak, Sandip Kumar. "Social Exclusion and Dalits in India: A Note on Violation of Human Rights." Contemporary Voice of Dalit, vol. 4, no. 2, 2011.

Patil, Smita M. "Law of One's Own: On Dalit Women's Arduous Struggles for Social Justice." Economic and Political Weekly, vol. 56, 2021.

"Justice for the Marginalized in a Constitutional Democracy." CASTE: A Global Journal on Social Exclusion, Vol. 3 No. 1 (2022).

"The Path to Equity: Constitutional Principles in Social Justice." International Journal for Multidisciplinary Research (IJFMR), Vol. 6, Issue 2 (2024).

Journal of Indian Law and Society. "The State of Exception: Dalit Women and the Law [Part I]." JILS Blog, 13 Sept. 2023.

SAGE Publications. "Disability Rights in India: A Review." SAGE Journals.

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

**\*Approved by AC**

## GENERIC ELECTIVES (GE-14): Fundamental rights, duties and directive principle of state policy

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code                                                         | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course |
|-----------------------------------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
|                                                                             |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |
| Fundamental rights, duties and directive principle of state policy<br>GE-14 | 4       | 3                                 | 1        | -                   | NA                   | NA                          |

### Course Objectives

This course aims to provide students with a foundational understanding of the constitutional framework of Fundamental Rights in ensuring (Justice, liberty and freedom), Duties and their relevance in contemporary society and Directive Principles of State Policy, their role in promoting justice and socio-economic transformation, and the evolving judicial and legislative interpretations that shape India's democratic governance.

### Course Outcomes

Upon successful completion of this course, students will:

1. Understand the foundational structure and philosophy of the Indian Constitution through the Preamble and Basic Features.
2. Critically analyze the scope, nature, and limitations of Fundamental Rights, and evaluate related constitutional debates and remedies.
3. Examine the significance and classifications of Directive Principles of State Policy and their relationship with Fundamental Rights through judicial interpretations.
4. Comprehend the origin, nature, and importance of Fundamental Duties, and their role in promoting civic sense and constitutional obligations.

## **Syllabus of GE-14**

### **Unit 1: Introduction to the Indian Constitution**

- a) Preamble and its significance
- b) Basic features of the Constitution and Basic structure Debate

### **Unit 2: Fundamental Rights (Part III)**

- a) Meaning, features, and types of Fundamental Rights
- b) Constitutional debates on fundamental rights
- c) Constitutional Remedies
- d) Limitations of Fundamental Rights

### **Unit 3: Directive Principles of State Policy (Part IV)**

- a) Concept, classification, and significance
- b) Economic and social rights, Gandhian and liberal principles
- c) Relationship between Fundamental Rights and DPSPs
- d) Judicial recognition and implementation and Landmark judgments and PIL

### **Unit 4: Fundamental Duties (Part IVA)**

- a) Origin and incorporation (42nd Amendment)
- b) Nature and significance of Fundamental Duties
- c) Judicial recognition and implementation
- d) Civic sense and constitutional obligations

## **Suggested Readings**

### **Unit 1.1**

Austin, Granville. The Indian Constitution: Cornerstone of a Nation. Oxford University Press, 1966.

Sai Deepak, J. India That is Bharat: Coloniality, Civilisation, Constitution. Bloomsbury India, 2021.

"We, the People." Economic and Political Weekly, vol. 55, no. 4, 2020.

## **Unit 1.2**

Khosla, Madhav. The Indian Constitution. Oxford University Press, 2012.

Sinha, Nandini. "Basic Structure and Constitutional Morality." Economic and Political Weekly, vol. 58, no. 27, 2023.

Seervai, H.M. Constitutional Law of India: A Critical Commentary, Vol. I. Universal Law Publishing, latest edition.

## **Unit 2.1**

Bhatia, Gautam. Offend, Shock, or Disturb: Free Speech under the Indian Constitution. Oxford University Press, 2016.

Kashyap, Subhash C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. National Book Trust, 2013.

Khosla, Madhav. The Indian Constitution. Oxford University Press, 2012.

Basu, Durga Das. Introduction to the Constitution of India. LexisNexis Butterworths, 2020.

## **Unit 2.2**

Austin, Granville. Working a Democratic Constitution: The Indian Experience. Oxford University Press, 1999

"Safeguarding Fundamental Rights." Economic and Political Weekly, vol. 55, no. 45, 2020.

"Article 19: Mapping the Free Speech Debate in India." EPW Engage, 2019

"National Security vs Fundamental Rights." Economic and Political Weekly, vol. 56, no. 41, 2021.

## **Unit 2.3**

Kashyap, Subhash C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. National Book Trust, 2013.

Rakshit, Nirmalendu B. "Right to Constitutional Remedy." Economic and Political Weekly.

## **Unit 2.4**

"Sedition in India: Colonial Legacy, Misuse and Effect on Free Speech." EPW Engage, 2019.

Khosla, Madhav. The Indian Constitution. Oxford University Press, 2012.

"Constitutional Limits to Ridicule." Economic and Political Weekly, vol. 56, no. 49, 2021.

## **Unit 3.1**

Basu, Durga Das. Introduction to the Constitution of India. LexisNexis Butterworths, 2020.

Bhatia, Gautam. The Transformative Constitution: A Radical Biography in Nine Acts. HarperCollins India, 2019.

Shukla, V.N. Constitution of India, edited by Mahendra P. Singh. Eastern Book Company, latest edition.

## **Unit 3.2**

Austin, Granville. Working a Democratic Constitution: The Indian Experience. Oxford University Press, 1999.

Baxi, Upendra. "Directive Principles and the Constitution." Law & Politics in India, Oxford University Press, 2008.

## **Unit 3.3**

Kashyap, Subhash C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. National Book Trust, 2013.

Rakshit, Nirmalendu B. "Directive Principles and Fundamental Rights." Economic and Political Weekly.

### **Unit 3.4**

Bhatia, Gautam. *The Transformative Constitution: A Radical Biography in Nine Acts*. HarperCollins India, 2019.

Bhagwati, P.N. *Judicial Activism and Public Interest Litigation*. *Columbia Journal of Transnational Law*, Vol. 23, 1985.

Choudhry, Sujit. "Courting the People: Public Interest Litigation in Post-Emergency India." *International Journal of Constitutional Law*, Vol. 16, No. 2, 2018, pp. 710–725.

Ramanathan, Usha. *Public Interest Litigation in India: A Critical Review*. Social Science Research Network, 2009.

### **Unit 4.1**

Sai Deepak, J. *India, Bharat and Pakistan: The Constitutional Journey of a Sandwiched Civilisation*. Bloomsbury India, 2022

Basu, Durga Das. *Introduction to the Constitution of India*. LexisNexis Butterworths, 2020.

Shukla, V.N. *Constitution of India*, edited by Mahendra P. Singh. Eastern Book Company, latest edition.

### **Unit 4.2**

Kaushik, Abhishek. "Significance of Fundamental Duties in Indian Perspective." *International Journal of Humanities and Social Science Invention*, Vol. 5, Issue 1, 2023, pp. 63–65.

Ghatol, Akanksha, and Khandare, Jayashree. "Fundamental Rights and Duties: Two Sides of a Coin." *International Journal of Humanities and Social Science*, Vol. 3, Issue 2, 2021.

The Concept of Fundamental Duties under the Constitution of India. *JETIR*, Vol. 6, Issue 6, 2019.

### **Unit 4.3**

Parthasarathy, Malavika. "Fundamental Duties: Court in Review." *Supreme Court Observer*, March 29, 2022.

Pradhan, Niharika. "Fundamental Duties Enforcement: Role of Judiciary." *Supremo Amicus*, Vol. 25, 2022.

### **Unit 4.4**

Sai Deepak, J. *India, Bharat and Pakistan: The Constitutional Journey of a Sandwiched Civilisation*. Bloomsbury India, 2022

Swaraj, P. "Civic Sense: Rights, Duties, and Responsibilities." *Commonwealth of Learning*, 2016.

Chaudhary, V. "Legal and Social Insights on the Role of Fundamental Duties in India's Welfare System." *Indian Journal of Social Policy*, Vol. 33, Issue 1, 2008.

Joshi, A., & Gupta, P. "Fundamental Duties and Their Role in Advancing Social Welfare in India: A Constitutional Perspective." *Journal of Law and Social Welfare*, Vol. 18, Issue 3, 2010.

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

**\*Approved by AC**

**Nomenclature of certificate/diploma/degrees:**

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in Political Science**.
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in Political Science**.
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Political Science**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Political Science**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Political Science**.