

## 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 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 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 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		
<b>Governance: Issues and Challenges GE-5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>NA</b>	<b>NA</b>

#### 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

#### **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 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 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 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 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 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 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**.