

NOTIFICATION**Sub: Amendment to Ordinance V****[E.C Resolution No. 60/ (60-1-3) dated 03.02.2023]**

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

Add the following:

Syllabi of Semester-III of the following departments under Faculty of Social Sciences based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23.

FACULTY OF SOCIAL SCIENCES**DEPARTMENT OF ECONOMICS****BA. (HONS.) ECONOMICS**

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7): Intermediate Microeconomics I: Behavioural foundations of Market Interactions

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Intermediate Microeconomics I: Behavioural foundations of Market Interactions – ECON007	4	3	1	0	Passed Class 12th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The course is designed to formally analyze the behaviour of individual agents like consumers and producers under certain conditions.
- Mathematical tools are used to facilitate understanding of the basic concepts.
- This course looks at the behaviour of the consumer and the choices of a competitive firm.

Learning outcomes

The Learning outcomes of this course are as follows:

- Students will learn the basic elements of consumption and production theories using various technical frameworks.
- This course provides them the behavioural foundations of market supply and demand.

Syllabus

UNIT I: Consumer behaviour (15 hours)

Preference and utility, Budget and choice, Income and substitution effect, Demand derivation, Labour supply, One-person welfare

UNIT II: Decision-making under uncertainty (15 hours)

Expected utility, Risk aversion, Insurance, Risk spreading

UNIT III: Producer behaviour and markets (15 hours)

Technology, Profit maximization, Cost minimization, Supply, Short and long run

Recommended readings

- Serrano, Roberto and Feldman, Alan (2012), *A short course in intermediate Microeconomics with Calculus*, Cambridge University Press
- Espinola-Arredondo, Ana and Muñoz-Garcia, Felix (2020), *Intermediate Microeconomic Theory*, MIT Press
- Osborne, M J and Rubinstein, A (2020), *Models in Microeconomic Theory*, Open Book Publishers
- Muñoz-Garcia, Felix (2017) *Practice Exercises for Advanced Microeconomic Theory*, MIT Press
- Dunaway, Eric; Strandholm, John C., Espinola-Arredondo, Ana and Munoz-Garcia, Felix (2020) *Practice Exercises for Intermediate Microeconomic Theory*, MIT press

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

DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8): Intermediate Macroeconomics I: Foundations of Aggregate Income Determination

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Intermediate Macroeconomics I: Foundations of Aggregate Income Determination – ECON008	4	3	1	0	Class 12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course builds upon the basic concepts of macroeconomics. It introduces labour markets and the aggregate supply (AS) curve.
- Aggregate Demand (AD) and Aggregate Supply (AS) are brought together to determine equilibrium prices and output examine the policy impacts.
- The course discusses Phillips curve and the alleged trade-off between inflation and unemployment. Both adaptive and rational expectations are introduced.
- A flavour of micro-foundations is introduced with respect to consumption and investment.

Learning outcomes

The Learning outcomes of this course are as follows:

- This course enables students to analyse the interaction of aggregate demand and supply and the effects of fiscal and monetary policy, trade-off between inflation and unemployment, and consumption and investment behaviour of the households.

Syllabus

UNIT I: Short-run and medium-run equilibrium (15 hours)

The labour market, Wage determination; wages, prices, and unemployment; natural rate of unemployment; from employment to output, Derivation of aggregate supply curve, Interaction of aggregate demand and supply to determine equilibrium output, price level and employment.

UNIT II: Philips Curve and Theory of Expectations (15 hours)

Inflation, unemployment and expectations, Phillips Curve; adaptive and rational expectations; policy ineffectiveness debate.

UNIT III: Microeconomic foundations of macroeconomic behaviours (15 hours)

Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; life-cycle and permanent income hypotheses; other theories of consumption expenditure.

Investment: determinants of business fixed investment; residential investment and inventory investment.

Recommended readings

- Blanchard, O. (2006). *Macroeconomics*, 4th ed. Pearson Education.
- C.L.F. Attfield, D. Demery and N.W. Duck (1991). *Rational Expectations in Macroeconomics: an introduction to theory and evidence* 2nd Ed.
- Sheffrin, Steve (1996). *Rational Expectations*. 2nd ed., Cambridge University Press.
- Dornbusch, R., Fischer, S. (1994). *Macroeconomics*, 6th ed., McGraw-Hill.
- Branson, W. (2013). *Macroeconomics: Theory and policy*, 3rd ed, East West Press.
- Carlin, W and D Soskice (2007), *Macroeconomics: Imperfections, Institutions and Policies*, Indian Edition, OUP.

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

DISCIPLINE SPECIFIC CORE COURSE -9 (DSC-9): Advanced Mathematical Methods for Economics

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Advanced Mathematical Methods for Economics – ECON009	4	3	1	0	Passed Class 12th with Mathematics	NIL

Learning Objectives

This is the last of a compulsory three-course sequence. The Learning Objectives of this course are as follows:

- To transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus.

- In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

Learning outcomes

The Learning outcomes of this course are as follows:

- The course builds the skills for mathematical foundations necessary required further study of a variety of disciplines including postgraduate economics, statistics, computer science, finance and data analytics.
- The analytical tools introduced in this course have applications wherever optimization techniques especially constrained optimization are used in business decision-making for managers and entrepreneurs alike.
- These tools are necessary for anyone seeking employment as an analyst in the corporate world.

Syllabus

UNIT I: Multivariate Optimization with constraints (15 hours)

Constrained optimisation with equality and inequality constraints: geometric characterisation, Lagrange characterisation using calculus and applications; properties of value function: envelope theorem, applications.

UNIT II: Linear programming (15 hours)

Introduction, graphical solution, matrix formulation, duality, economic interpretation.

UNIT III: Integration, differential equations, and difference equations (15 hours)

Definite integrals, indefinite integrals and economic applications; first order and second order difference equations, equilibrium and its stability; first order differential equations, phase diagrams and stability; second order differential equations.

Recommended readings

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Educational.
- Hoy, M., Livernois, J., McKenna, C., Rees, R., Stengos, T. (2001). *Mathematics for Economics*, Prentice-Hall India.

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

Category II

B.A. Programmes with Economics as Major discipline

DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5): Intermediate Microeconomics I: Behavioural foundations of Market Interactions

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Intermediate Microeconomics I: Behavioural foundations of Market Interactions – ECON007	4	3	1	0	Passed Class 12th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The course is designed to formally analyze the behaviour of individual agents like consumers and producers under certain conditions.
- Mathematical tools are used to facilitate understanding of the basic concepts.
- This course looks at the behaviour of the consumer and the choices of a competitive firm.

Learning outcomes

The Learning outcomes of this course are as follows:

- Students will learn the basic elements of consumption and production theories using various technical frameworks.
- This course provides them the behavioural foundations of market supply and demand.

Syllabus

UNIT I: Consumer behaviour (15 hours)

Preference and utility, Budget and choice, Income and substitution effect, Demand derivation, Labour supply, One-person welfare

UNIT II: Decision-making under uncertainty (15 hours)

Expected utility, Risk aversion, Insurance, Risk spreading

UNIT III: Producer behaviour and markets (15 hours)

Technology, Profit maximization, Cost minimization, Supply, Short and long run

Recommended readings

- Serrano, Roberto and Feldman, Alan (2012), *A short course in intermediate Microeconomics with Calculus*, Cambridge University Press
- Espinola-Arredondo, Ana and Muñoz-Garcia, Felix (2020), *Intermediate Microeconomic Theory*, MIT Press
- Osborne, M J and Rubinstein, A (2020), *Models in Microeconomic Theory*, Open Book Publishers
- Muñoz-Garcia, Felix (2017) *Practice Exercises for Advanced Microeconomic Theory*, MIT Press
- Dunaway, Eric; Strandholm, John C., Espinola-Arredondo, Ana and Munoz-Garcia, Felix (2020) *Practice Exercises for Intermediate Microeconomic Theory*, MIT press

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

DISCIPLINE SPECIFIC CORE COURSE -6 (DSC-6): Optimization Methods for Economic Analysis

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Optimization Methods for Economic Analysis – ECON023	4	3	1	0	Passed Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course covers mathematical techniques used for comparative-static analysis and optimisation problems under various circumstances.
- The objective of this course is to transmit the body of basic mathematics that enables the study of economic theory.
- This course, in particular, includes rules of differentiation and its application in comparative-statistic analysis, unconstrained and constrained optimisation problems.

Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to solve optimal solution and policy impacts using comparative- static analysis and statistic optimisation techniques.
- This offers the mathematical foundations necessary for further study of a variety of disciplines including postgraduate economics, statistics, computer science, finance and data analytic.
- The analytical tools introduced in this course will help them to apply optimization techniques used in business decision-making for managers, entrepreneurs and policy makers alike.

Syllabus

UNIT I: Comparative-Static Analysis (15 hours)

Derivatives, Slopes, Limit Theorem

UNIT II: Differentials and its role in Comparative static analysis (15 hours)

UNIT III: Optimisation Problems (15 hours)

Unconstrained and constrained optimisation with single and multiple variables, Lagrangian functions, quasi-concavity and convexity, envelope theorem

Recommended readings

- Chiang, A and Wainwright, K. (2005). Fundamental methods of mathematical economics. Boston, Mass. McGraw-Hill/Irwin.
- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*, Pearson Educational.
- Hoy, M., Livernois, J., McKenna, C., Rees, R., Stengos, T. (2001). *Mathematics for Economics*, Prentice-Hall India.

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

Category III

B.A. Programmes with Economics as non-Major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3): Intermediate Microeconomics I: Behavioural foundations of Market Interactions

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Intermediate Microeconomics I: Behavioural foundations of Market Interactions – ECON007	4	3	1	0	Passed Class 12th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The course is designed to formally analyze the behaviour of individual agents like consumers and producers under certain conditions.
- Mathematical tools are used to facilitate understanding of the basic concepts.
- This course looks at the behaviour of the consumer and the choices of a competitive firm.

Learning outcomes

The Learning outcomes of this course are as follows:

- Students will learn the basic elements of consumption and production theories using various technical frameworks.
- This course provides them the behavioural foundations of market supply and demand.

Syllabus

UNIT I: Consumer behaviour (15 hours)

Preference and utility, Budget and choice, Income and substitution effect, Demand derivation, Labour supply, One-person welfare

UNIT II: Decision-making under uncertainty (15 hours)

Expected utility, Risk aversion, Insurance, Risk spreading

UNIT III: Producer behaviour and markets (15 hours)

Technology, Profit maximization, Cost minimization, Supply, Short and long run

Recommended readings

- Serrano, Roberto and Feldman, Alan (2012), *A short course in intermediate Microeconomics with Calculus*, Cambridge University Press
- Espinola-Arredondo, Ana and Muñoz-García, Felix (2020), *Intermediate Microeconomic Theory*, MIT Press
- Osborne, M J and Rubinstein, A (2020), *Models in Microeconomic Theory*, Open Book Publishers
- Muñoz-García, Felix (2017) *Practice Exercises for Advanced Microeconomic Theory*, MIT Press
- Dunaway, Eric; Strandholm, John C., Espinola-Arredondo, Ana and Muñoz-García, Felix (2020) *Practice Exercises for Intermediate Microeconomic Theory*, MIT press

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES for 3rd, 5th and 7th Semester

Discipline Specific Elective 1 (DSE-1): Economic History of India

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Economic History of India – ECON031	4	3	1	0	Passed Class 12th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course analyses the key aspects of Indian economic development from pre-colonial period to Independence of the country. This will cover the nature and characteristics of economy before colonial rule and its transition to the colonial regime.
- In doing so, it investigates the place of the Indian economy in the wider context of the regime changes, and the mechanisms that linked economic development in India to the compulsions of colonial rule.
- Key themes including the commercialization of agriculture, deindustrialisation hypothesis, mortality and famines and debates around the retreat of the Raj is discussed.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students develop and enhance critical analytical skills of Indian growth and development trajectories.
- It further exposes the students to understand the intricacies of India's economic, political and social developments in the past that may have relevance in the present times.
- It increases employability of students by enhancing their ability to deal with a variety of textual and statistical sources, appreciate their contexts, strengths and weaknesses, and draw upon them to construct a coherent argument.
- Besides strengthening the ability to pursue post-graduate studies these skills would be useful in a variety of careers in academics and business research, journalism as well as the government.

Syllabus

UNIT I: Economic changes from pre-colonial to colonial regimes - nature and characteristics; Colonialism and the Indian Economy (12 hours)

UNIT II: Population, Mortality and Famines (12 hours)

UNIT III: Agriculture, Industry and Railways (12 hours)

UNIT IV: The Economy and State in the Imperial Context: The Retreat of the Raj (09 hours)

Recommended readings

- Balachandran, Gopalan (2016), Colonial India and the World Economy. c. 1850- 1940, in L. Chaudhary, B. Gupta, T Roy and A. V. Swami (eds.), *A New Economic History of Colonial India*, Routledge, London and New York, Ch.6, pp. 84-99.
- Parthasarathy, P (2011), *Why Europe Grew Rich and Asia did not: Global Economic Divergence, 1600-1850*, CUP, Cambridge, Ch 2, 8.
- Bhattacharya, Sabyasachi (2005) 'Introduction' in the new edition of Kumar, Dharma (ed.) *Cambridge Economic History of India*. Vol 2. Orient Longman.
- Tirthankar Roy, 2011, *The Economic History of India 1857-1947*, 3rd edn, Oxford University Press, Delhi, Chapter 11 'Population and Labour'.
- Guha, Sumit (1991), Mortality decline in early 20th century India, *Indian Economic and Social History Review*, vol. 28, Issue 4, pp 371-87.
- Klein, Ira (1984), When Rains Fail: Famine relief and mortality in British India, *Indian Economic and Social History Review*, vol. 21, issue 2, pp. 185-214.
- Roy, Tirthankar 2011, *Agriculture, The Economic History of India 1857-1947*, 3rd Edn, Orient Longman, Delhi, Ch. 4, pp. 104-148.
- Gadgil, D R (1973) *The Industrial Evolution of India in Recent Times*. Chapters on Rural Credit.
- Behal, Rana P. (2010) 'Coolie Drivers or Benevolent Paternalists? British Tea Planters in Assam and Indenture Labour System in Assam', *Modern Asian Studies* 44, 1, 2010, pp. 29-51.
- Ray, Rajat K (ed.), 1994, *Introduction in Entrepreneurship and Industry in India*, OUP, Delhi, pp.1-69.
- Hurd, John (2005) Railways in Kumar, Dharma (ed)
- CEHI Vol II
- Morris, Morris, D (1965) *The Emergence of An Industrial Labour Force in India: A Study of the Bombay Cotton Mills 1854-1947*. OUP, Delhi, Concluding Chapter 11, pp.198-210.

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

Discipline Specific Elective 2 (DSE-2): Economics of Climate Change and Natural Resources

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Economics of Climate Change and Natural Resources– ECON032	4	3	1	0	Passed Class 12th	Introductory Microeconomics (ECON001)

Learning Objectives

The Learning Objectives of this course are as follows:

- The objective of this course is to provide knowledge on the principles of governing and managing natural resources.
- This course introduces the conceptual and theoretical foundations of Resource Economics. In particular, the efficiency concepts for evaluating natural resource use and policies and potential sources of inefficiency in the context of forestry, fisheries, and exhaustible energy resources will be studied.
- Further, the basics of Economics of Climate change, its implications and policies.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students get familiarise with basic issues of sustainable resources allocation and economics of climate change.
- It will familiarize students with the Cost-Benefit Analysis, Challenges in estimating costs and benefits of greenhouse gas policies, the Environmental Kuznets curve, and Mitigation of climate change.
- The course will familiarize students with Sustainable development Goals SDGs, History of Convention UNFCCC, India's Intended Nationally Determined Contribution.

Syllabus

UNIT I: Mathematical Prerequisites (12 hours)

Difference equations; differential equations; phase plane analysis; dynamic optimization

Optimal extraction of a non-renewable resource, Optimal management of renewable resources -Fishery and Forestry

UNIT II: Energy Economics, Energy Transition, and Energy Security (12 hours)

Introduction to Basics of supply, demand, and prices, income elasticities, the economics of depletable resources, world oil markets, Pathways of energy transition from conventional to renewable energy sources, Policy instruments, Energy security, accessibility and A definition, and Energy poverty

UNIT III: The Economics of Climate change, Implications, and Policies (12 hours)

Cost-Benefit Analysis, Challenges in estimating costs and benefits of greenhouse gas policies, Environmental Kuznets curve, Mitigation of climate change, Sectoral impact of Climate change, climate change, and inequality, Policy responses, and instruments

UNIT IV: Sustainable Development (09 hours)

Concepts and Measurement, Weak and strong sustainability, Sustainable development Goals SDGs, History of Convention UNFCCC, India's Intended Nationally Determined Contribution

Recommended readings

- Harris, J. M., Roach, B., & Environmental, J. M. H. (2007). *The economics of global climate change. Global Development and Environment* Institute Tufts University.
- Pelling, M. (2010). *Adaptation to climate change: from resilience to transformation*. Routledge.
- Callan, Scott, and Janet Thomas. *Environmental Economics and Management: Theory, Policy and Applications*. 4th ed. Florence, KY: South-Western, 2006, chapter 3. ISBN: 9780324320671.
- Barrett, S. (1990) *The problem of global environmental protection*, Oxford Review of Economic Policy 6(1): 68–79
- Stern, N.(2007) *The Economics of Climate Change: The Stern Review*, Cambridge University Press.
- Stern, D. I. (2004). *The rise and fall of the environmental Kuznets curve*. World Development, 32(8), 1419-1439.
- Babiker, Mustafa, John Reilly, and Henry Jacoby. "The Kyoto Protocol and Developing Countries." *Energy Policy* 28, no. 8 (2000): 525-36.
- IPCC Climate Change 2014: Mitigation of Climate Change (in the press); <http://mitigation2014.or draft>
- Arnell, N. W., Brown, S., Gosling, S. N., Gottschalk, P., Hinkel, J., Huntingford, C., ... & Zelazowski, P. (2016). *The impacts of climate change across the globe: a multi-sectoral assessment*. *Climatic Change*, 134(3), 457-474.
- Roberts, J. T. (2001). *Global inequality and climate change*. *Society & Natural Resources*, 14(6), 501-509.
- Geoffrey Heal (2012). "Reflections—Defining and Measuring Sustainability" *Review of Environmental Economics and Policy* Vol. 6, No. 1 (winter 2012), p. 147–163.
- The environment write, 2009. "Defining sustainability: weak sustainability".

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

Discipline Specific Elective 4 (DSE-4): Fiscal Policy and Public Finance in India

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Fiscal Policy and Public Finance in India – ECON034	4	3	1	0	Class 12th	Intermediate Macroeconomics (ECON004)

Learning Objectives

The Learning Objectives of this course are as follows:

- Fiscal and Public Policy is the study of government policy and its role for achieving allocation and distribution objectives of the government.
- The course deals with the nature of public expenditures of the government on various social schemes; budgets, debt sustainability and fiscal management by governments; study of decentralization, theory of fiscal federalism, issues of equity and efficiency, designing equalization transfers, conditional and unconditional grants, fiscal federalism.
- The course analyses these concepts theoretically and also specifically looks at the Indian Final Examples.

Learning outcomes

The Learning Objectives of this course are as follows:

- The students would learn the needs and objectives of government expenditure on social schemes and critically evaluate them.
- The student will understand the new concepts of budgeting and analyze the fiscal and debt management policies of the government.
- They will also learn the vast mechanism of fiscal federalism in India and the role and contribution of Finance Commission in achieving equity and efficiency in resource allocation in multiple levels of government.

Syllabus

UNIT I: Income, Social Insurance and Redistribution (15 hours)

Redistribution and welfare policy, Universal Basic Income, Social Security, Health Insurance, Education, Pension Reforms

UNIT II: Public Expenditure and Fiscal Policy (15 hours)

Budget (Gender and Environment), Theories of Public Expenditure, Income and Employment Generation Policies, Public Debt; Sustainability and Debt Financing

UNIT III: Fiscal Federalism and Local Finance (15 hours)

Theory of Fiscal Federalism, Fiscal Federalism in India

Recommended readings

- Jonathan Gruber, (2011), Public Finance and Public Policy, 3rd edition, Worth Publishers. (Main Textbook)
- Hillman A. L., (2009), Public Finance and Public Policy: Responsibilities and Limitations of Government, 2nd edition, Cambridge University Press.
- Rosen, H. & Gayer, T. (2014). Public Finance (10th ed.). New York: McGraw-Hill.
- Rao, M. Govinda. “Central transfers to states in India: rewarding performance while ensuring equity.” Final report submitted to NITI Aayog (2017).
- Fifteenth Finance Commission Report 2021-26.
- Report Summary, 15th Finance Commission, PRS India.
- Latest Finance Commission Reports
- Latest Economic Survey and Budget Documents

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

Discipline Specific Elective 5 (DSE-5): Digital Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Digital Economics – ECON035	4	3	1	0	Passed Class 12th	Introductory Microeconomics (ECON001)

Learning Objectives

The Learning Objectives of this course are as follows:

- The analysis of the impact of information and communication technologies (ICTs) on economies and societies is a growing field.
- This course will cover the role of ICT on productivity, market structure, information and network effects, and its differential impact across groups and regions (digital divide).
- This theoretical and methodological stance has inspired a rather inter-disciplinary approach to the study of the digital economy.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would be able to get an idea how the information technology is changing the life and livelihood of individuals and economy.

Syllabus

UNIT I: Functions of ICTs using productivity function approach and productivity (09 hours)

UNIT II: The transformation of management practices; work and employment; social networks, trust and social capital in the digital economy; cultural and motivational aspects (09 hours)

UNIT III: ICTs, competition, intellectual property right and market (09 hours)

UNIT IV: ICTs and the political economy of inequality etc. (09 hours)

UNIT V: Automation and Jobs (06 hours)

UNIT VI: Digital India (03 hours)

Recommended readings

- Goldfarb, A., & Tucker, C. (2019). Digital economics. *Journal of Economic Literature*, 57(1), 3-43.
- Goldfarb, A., Greenstein, S. M., & Tucker, C. E. (Eds.). (2015). *Economic analysis of the digital economy*. University of Chicago Press.
- Acemoglu, D., & Restrepo, P. (2018). Artificial intelligence, automation, and work. In *The economics of artificial intelligence: An agenda* (pp. 197-236). University of Chicago Press.
- Varian, H. R. (2001). *Economics of information technology*. University of California, Berkeley.
- Maiti, D., Castellacci, F., & Melchior, A. (2020). Digitalisation and development: issues for India and beyond. In *Digitalisation and Development* (pp. 3-29). Springer, Singapore.
- Greenstein, S (2020) The Economics of Internet Infrastructure, <https://www.aeaweb.org/articles?i>

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

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES offered by
Department of Economics for Semester- 3rd, 5th & 7th**

GENERIC ELECTIVES (GE-1): PRINCIPLES OF MICROECONOMICS I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
			Lecture	Tutorial	Practical/ Practice		
I/III/V/VII	Principles of Microeconomics I ECON025	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course discusses the basic principles in Microeconomics and their applications. It includes consumer's problem, demand estimation, production function, cost functions and market analysis. It illustrates how the concepts of microeconomics can be applied to analyze real-life economic situations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students learn some basic principles of microeconomics of consumer and producers, and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare outcomes.

SYLLABUS OF GE-1

UNIT – I: Introduction (12 hours)

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand,

law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

UNIT – II: Consumer Theory (12 hours)

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint

UNIT – III: Production and Costs (12 hours)

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments

UNIT – IV: Perfect Competition (09 hours)

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; Long run industry supply curve: increasing, decreasing and constant cost industries.

Welfare: allocative efficiency under perfect competition.

Practical component (if any) - NIL

Essential/recommended readings

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Frank, R. H., & Cartwright, E. (2010). *Microeconomics and behavior*. New York: McGraw-Hill.
- Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.

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

GENERIC ELECTIVES (GE-2): BASIC DEVELOPMENT ECONOMICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
			Lecture	Tutorial	Practical/ Practice		
I/III/V/VII	Basic Development Economics ECON029	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course exposes students to some of the key ideas and concepts in the areas of economic growth, human development and globalisation building on the concept of growth and further links it up with alternative conceptions of development.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will develop a critical understanding of the contemporary issues in economic growth and development and their paths. Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service and NGO sectors.

SYLLABUS OF GE-2

UNIT – I: Development and underdevelopment (12 hours)

Growth vs Development; Classic Approaches of Development; Contemporary theories of Development and Underdevelopment

UNIT – II: Development goals and indicators, measures of underdevelopment

Various concepts and measures of poverty and inequality, poverty lines using various national and international criteria. (12 hours)

UNIT – III: Capabilities, human development and sustainable development (12 hours)

UNIT – IV: Globalisation and development (09 hours)

Practical component (if any) - NIL

Essential/recommended readings

- Debraj Ray, *Development Economics*, (DE), Princeton University Press, 1998.
- Robinson, J. A., & Acemoglu, D. (2012). *Why nations fail: The origins of power, prosperity and poverty* (pp. 45-47). London: Profile.
- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (eds), *Understanding Poverty* (UP), Oxford University Press, 2006.
- Angus Deaton, *The Great Escape: Health, Wealth and the Origins of Inequality*, Princeton University Press, 2013.
- Gustav Ranis et.al, Economic Growth and Human Development, *World Development* Vol. 28, No. 2, Elsevier Science Ltd., 2000
- Amartya Sen, *Development as Freedom*, OUP, 2000
- Thomas Piketty and Emmanuel Saez, 'Inequality in the Long Run', *Science*, 344 (838), 2014
- Piketty, Thomas, 2019, *Capital and Ideology*, Harvard University Press,
- Séverine Deneulin with Lila Shahani (ed.), *An Introduction to the Human Development and Capability Approach: Freedom and Agency*, Routledge, 2009

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

GENERIC ELECTIVES (GE-3): ESSENTIALS OF ECONOMICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
			Lecture	Tutorial	Practical/ Practice		
I/III/V/VII	Essentials of Economics ECON076	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course will introduce the fundamental concepts of economics, the study of how people manage resources. It contains basic principles of microeconomics (the behaviour of consumers, firms and companies), macroeconomics (national production, employment, inflation and interest rates) and international economics (balance of payment, exchange rate and trade) with graphical illustration and contemporary examples.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will learn to think like an economist and understand how a modern market economy function. They will learn about the factors that determine long-run growth and short-term fluctuations and role of government and financial institutions, so they can better understand how economics applies to the everyday life.

SYLLABUS OF GE-3

UNIT – I: Microeconomic Foundations (15 hours)

Foundations of economics, how market works, firms and market structures, markets for factor of production, role of government

UNIT – II: Macroeconomic Foundations (15 hours)

GDP (measuring total production, income and economic growth), unemployment and inflation; aggregate demand and aggregate supply analysis; monetary and fiscal policies

UNIT – III: Foundation of International Economics (15 hours)

Comparative advantage and the gains from trade, macroeconomics in an open economy

Practical component (if any) - NIL

Essential/recommended readings

– Hubbard, G., Garnett, A., & Lewis, P. (2019). Essentials of economics. 5th edition, Pearson Higher Education AU.

– Sloman, J., & Garratt, D. (2016). Essentials of Economics, 7th edition, Pearson

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

Generic Elective (GE-7): Theory of Public Finance

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Theory of Public Finance – ECON061	4	3	1	0	Passed Class 12th	ECON001/ECON025

Learning Objectives

The Learning Objectives of this course are as follows:

- This course will look into the efficiency and equity aspect of market mechanism of allocating resources and also the design and implications of public sector policies including taxation and monetary policies.
- It will deal with efficiency, equity, public goods, externalities, taxation, subsidies, fiscal multiplier, money supply, interest rate and their interlinkages.

Learning outcomes

The Learning Outcomes of this course are as follows:

- This course aims to develop the broad conceptual frameworks which will enable students to learn economic issues efficiency, equity, public goods, externalities, taxation, subsidies, fiscal multiplier, money supply, interest rate and their interlinkages.
- It will also allow them to critically evaluate various micro and macro aspects of government policies and their effects on output, distribution, and welfare in the economy.
- The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Syllabus

UNIT I: Theories of Public Sector and Market Mechanism (12 hours)

Overview of Fiscal Functions; Tools of Normative Analysis; Pareto Efficiency; General Equilibrium Framework; Equity and the Social Welfare

UNIT II: Market Failure (12 hours)

Sources of Market failures; Public Goods; and Externalities.

UNIT III: Theories of Taxation (09 hours)

Product and Factor tax; Tax Burden; Tax Distortions; Tax Design

UNIT IV: Working of Fiscal and Monetary Policies (12 hours)

Fiscal policy; Banking system and creation of Money; Monetary Instruments and Policies; Fiscal and Monetary Management in Indian Context.

Recommended readings

- R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory and Practice*, 5th Edition.
- Rosen, H. & Gayer, T. (2014). *Public finance* (10th ed.). New York: McGraw-Hill.
- Stiglitz, J E & Rosengard J K (2015), *Economics of the Public Sector*, 4th ed, W.W. Norton.
- Jonathan Gruber, (2011), *Public Finance and Public Policy*, 3rd edition, Worth Publishers. (Main

Textbook)

- Cullis, J., Jones, P. (1998). Public finance and public choice, 2nd ed. Oxford University Press.
- Hindriks, J., Myles, G. (2013). Intermediate public economics, 2nd ed. MIT Press.
- A. Bagchi (ed.): Readings in public finance. Oxford University Press.
- Stiglitz, J. (2009). Economics of the public sector, 3rd ed. W. W. Norton.

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

Generic Elective (GE-8): Money and Banking

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Money and Banking – ECON062	4	3	1	0	Class 12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course exposes students to the theory and functioning of the monetary and financial sectors of the economy.
- It highlights the organization, structure, and role of financial markets and institutions. It also discusses interest rates, monetary management, and instruments of monetary control.
- Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Learning outcomes

The Learning Outcomes of this course are as follows:

This allows students to understand current monetary policies and financial market out-comes. It also enables them to critically evaluate policies.

Syllabus

UNIT I: Money (12 hours)

Understanding concept and functions of money, Measurement of money supply, Analytics and Methodology of computation of money supply, Theories of money supply determination

UNIT II: Financial markets: an Introduction (12 hours)

Role of financial markets and institutions; Problems of Asymmetric information, Financial Crises; Financial derivatives: Futures, Options and Swaps; Financial markets and Institutions in India: Organization, Structure and Reforms in India

UNIT III: Interest Rates (09 hours)

Determination of interest rates; Sources of interest rates differentials and risk; Theories of term structure of interest rates; Interest rates in India

UNIT IV: Central Banking and Monetary policy (12 hours)

Central Bank: Functions and Balance Sheet

Monetary Policy: Targets and instruments, Monetary management in an open economy
 Monetary Policy Framework in India: Evolution and current scenario, critical evaluation
 Digital currency: implications and emerging issues in Indian economy

Recommended readings

- F J Fabozzi et al: Foundations of Financial Markets and Institutions, Pearson
- F S Mishkin , S G Eakins, T Jayakumar, R K Pattnaik : Financial Markets and Institutions Pearson
- N Jadhav: Monetary Policy, Financial stability and Central Banking in India Macmillan
- M.R. Baye and D.W. Jansen Money, Banking and Financial Markets AITBS, 1996
- Report of the Working Group: Money Supply Analytics and Methodology of Compilation, 1998 Annual Report; Master Circular - Prudential Norms on Capital Adequacy - Basel I Framework - 2011; RBI Bulletin; Report of Currency and Finance (latest).
- Dua, P., "Monetary Policy Framework in India", Indian Economic Review, Vol. 55, Issue 1, June 2020
- Ghate, C., & Kletzer, K. M. (Eds.). (2016). Monetary policy in India: A modern macroeconomic perspective. Springer.
- Various publications of RBI and other agencies / institutions

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

Generic Elective (GE-9): Digitalisation and Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Digitalisation and Development – ECON063	4	3	1	0	Class 12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The analysis of the impact of information and communication technologies (ICTs) on economies and societies is a growing field. Technology is an enabling factor. Technological developments become relevant to the extent that they are economically and socially meaningful.
- This course aims to offer an overview of the understanding of economics of digitalisation and its impact on the life and livelihood with an interdisciplinary approach.

Learning outcomes

The Learning Outcomes of this course are as follows:

The students would understand the functions of information technology and its socio-economic impact, wellbeing and progress on the contemporary world.

Syllabus

UNIT I: Digital development - India and the World (09 hours)

UNIT II: The transformation of management practices; work and employment; social networks, trust and social capital in the digital economy; cultural and motivational aspects (12 hours)

UNIT III: Unit ICTs, Digital Divide and the political economy of inequality (12 hours)

UNIT IV: Access to ICT and poverty and wellbeing, work-life balance (12 hours)

Recommended readings

- Goldfarb, A., Gans, J., & Agrawal, A. (2019). The Economics of Artificial Intelligence: An Agenda. University of Chicago Press.
- Agrawal, A., Gans, J., & Goldfarb, A. (2018). Prediction machines: the simple economics of artificial intelligence. Harvard Business Press.
- Goldfarb, A., & Tucker, C. (2019). Digital economics. Journal of Economic Literature, 57(1), 3-43.
- Goldfarb, A., Greenstein, S. M., & Tucker, C. E. (Eds.). (2015). Economic analysis of the digital economy. University of Chicago Press.
- Maiti, D., & Awasthi, A. (2020). ICT exposure and the level of wellbeing and progress: A cross country analysis. Social Indicators Research, 147(1), 311-343.
- Acemoglu, D., & Restrepo, P. (2018). Artificial intelligence, automation, and work. In The economics of artificial intelligence: An agenda (pp. 197-236). University of Chicago Press.
- Acemoglu, D., & Restrepo, P. (2018). The race between man and machine: Implications of technology for growth, factor shares, and employment. American Economic Review, 108(6), 1488-1542.
- Varian, H. R. (2001). Economics of information technology. University of California, Berkeley.
- Maiti, D., Castellacci, F., & Melchior, A. (2020). Digitalisation and development: issues for India and beyond. In Digitalisation and Development (pp. 3-29). Springer, Singapore.
- Singh, N. (2016). Information technology and its role in India's economic development: A review. Development in India, 283-312.
- Castellacci, F., & Tveito, V. (2016). The Effects of ICTs on Well-being: A Survey and a Theoretical Framework (No. 20161004). Centre for Technology, Innovation and Culture, University of Oslo.
- Huyer, S., & Mitter, S. (2003). ICTs, globalisation and poverty reduction: Gender dimensions of the knowledge society. Kampala (Uganda): <http://gab.wigsat.org/policy.htm>.

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Generic Elective (GE-10): Introduction to Comparative Economic Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Introduction to Comparative Economic Development – ECON064	4	3	1	0	Class 12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course investigates selected issues in industrialization and development in comparative historical perspective.

- The course focuses on a set of countries which followed diverse trajectories and patterns of growth to achieve their industrial transition and compares the outcomes of these diverse trajectories on sectoral change, intersectoral relations, labour processes and industrial relations and compares the role of the state in facilitating the respective trajectories.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to visualise economic development in a historical perspective and assimilate material from diverse narratives.
- It will help them to understand the diverse paths of economic development in the advanced economies.

Syllabus

UNIT I: Introduction (09 hours)

Theoretical issues and comparative historical background.

UNIT II: Agricultural transformation and its role in industrialization (09 hours)

Agrarian and land relations, production and productivity, agrarian surplus in industrial development. Case studies: Britain, Japan and U.S.S.R.

UNIT III: The industrialization process of Britain, Japan and U.S.S.R. (09 hours)

UNIT IV: The factory system and making of the industrial working class. Case studies: Britain and Japan (09 hours)

UNIT V: The role of the state in industrial and developmental transitions. Case studies: Britain, Japan and U.S.S.R. (09 hours)

Recommended readings

- Davies, R. (1998). Soviet economic development from Lenin to Khrushchev. Cambridge University Press.
- Dobb, M. (1966). Soviet economic development since 1917. Routledge.
- Hughes, J., Cain, L. (1994). American economic history, 4th ed. Harper Collins College Publishers.
- Hayami, Y. (1975). A century of agricultural growth in pre-war Japan: Its relevance to Asian development. University of Minnesota Press.
- Hobsbawm, E. (1968). Industry and empire: An economic history of Britain since 1750. Weidenfeld & Nicholson.
- Hobsbawm, E. (1984). Worlds of labour: Further studies in the history of labour. Weidenfeld & Nicholson.
- Johnson, C. (1982). MITI and the Japanese miracle: The growth of industrial policy 1925-1975. Stanford University Press.
- Macpherson, W. (1995). The economic development of Japan 1868-1941. Cambridge University Press.
- Norman, E. (2007). Japan's emergence as a modern state: Political and economic problems of the Meiji period. University of British Columbia Press.
- Okochi, K., Karsh, B., Levine, S. (1974). Workers and employees in Japan: The Japanese employment relations system. Princeton University Press.
- Paul, G., Robert, C. (1990). Soviet economic structure and performance, 3rd ed. Harper and Row.
- Tauger, M. (2004). Soviet peasants and collectivization 1930-39: resistance and adaptation. Journal of Peasant Studies, 31: 3-4. 427-456.
- Angus Maddison (2001). The World Economy, Vol. 1: A Millennial Perspective. OECD.

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Generic Elective (GE-11): Education and Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Education and Development – ECON065	4	3	1	0	Class 12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course discusses the role of education in development and policy analysis and formulation in the context of development; the impact of the globalisation on, and the role of international agencies in, education for development; human capital theory and human resource development; education and aid; research and consultancy strategies and ethics. The emphasis in this course is laid on understanding the theoretical aspects of education and linking it with the issues of education in a developing country like India.

Learning outcomes

The Learning Outcomes of this course are as follows:

This course will develop skills amongst the students to role of education and strategies to expand education in highly unequal societies. This will further help to conduct research and analysis the role of institutions for the outcome of education.

Syllabus

UNIT I: Introduction (08 hours)

Defining the educational problem

UNIT II: Human capital theory (08 hours)

The basic economic perspective on education

UNIT III: Early childhood education: How important? When did earnings become so dependent on education? Do our regression estimates overestimate the impact of education on earnings? The case of ability bias. (08 hours)

UNIT IV: Education as a signal of skill (08 hours)

If the return to education is real, does it reflect skills learned or is it a signal? Why has the rate of return to education increased? What skills are now rewarded in the workplace?

UNIT V: Schooling and Achievement (08 hours)

Do smaller classes raise achievement? School vouchers and parental choice; School accountability, standards and testing; Teacher quality and teacher training; Can technology complement what teachers do?

UNIT VI: Higher Education (05 hours)

Basic issues and structure; Higher education policy

Recommended readings

- Borjas, George. Labor Economics. Boston, MA: McGraw-Hill, 2005
- Lovenheim, M., & Turner, S. E. (2017). Economics of education. Macmillan Higher Education.
- Feinstein, Leon. "Inequality in the Early Cognitive Development of British Children in the 1970 Cohort." *Economica* 70, no. 277 (2003): 73-97.

- Duflo, Esther. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." *American Economic Review* 91, no. 4 (2001): 795-800.
- Levy, Frank, and Richard J. Murnane. "Computers, Offshoring, and Skills." Working Paper. September 18, 2005..
- Hanushek, E. A., Machin, S. J., & Woessmann, L. (Eds.). (2016). *Handbook of the economics of education*. Elsevier.
- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*.
- Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning.
- Goldin, C., & Katz, L. F. (2010). *The race between education and technology*. harvard university press.
- Haveman, R., & Smeeding, T. (2006). *The role of higher education in social mobility. The Future of children*, 125-150.
- Singh, A., Park, A., & Dercon, S. (2014). *School meals as a safety net: an evaluation of the midday meal scheme in India. Economic Development and Cultural Change*, 62(2), 275-306.
- Krueger, Alan B. "Experimental Estimates of Education Production Functions." *Quarterly Journal of Economics* 114, no. 2 (1999): 497-532.
- Loeb, Susanna, and Marianne E. Page. "Final Examinationining the Link between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-pecuniary Variation." *Review of Economics and Statistics* 82, no. 3 (2000): 393-408.
- Winston, Gordon. "Subsidies, Hierarchy and Peers: The Awkward Economics of Higher Education." *Journal of Economic Perspectives* 13, no. 1 (1999): 13-36.
- Azam, M., & Kingdon, G. G. (2015). *Assessing teacher quality in India. Journal of Development Economics*, 117, 74-83.

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

Generic Elective (GE-12): Basic Resource and Energy Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Basic Resource and Energy Economics – ECON066	4	3	2	0	Passed Class 12th with Mathematics	ECON001/ECON025

Learning Objectives

The Learning Objectives of this course are as follows:

This course will introduce the basics of Resource and Energy economics. The objective of this course is to provide theoretical and empirical topics on Resource economics, energy economics, energy transition, and energy security. This course introduces the conceptual and theoretical foundations of Resource Economics. In particular, the policies and potential sources are both renewable and non-renewable. The objective of this course is to provide knowledge on the principles of governing and managing natural resources.

Learning outcomes

The Learning outcomes of this course are as follows:

The students will learn some issues of resource economics relating to the basics of supply, demand, and prices, income elasticities, world oil markets, and depletable resources, pathways of energy transition from conventional to renewable energy sources.

Syllabus

UNIT I: Resource Economics (Renewable and non-renewable sources) (15 hours)

Optimal extraction of a non-renewable resource, Optimal management of renewable resources -Fishery and Forestry, Tom Tietenberg and Lynne Lewis, Environment and Natural Resource Economics, 9th edition, Chapter 5,6,12 and 13

UNIT II: Energy Economics (15 hours)

Types of energy sources, Introduction to Basics of supply, demand, and prices, energy supply and economics of depletable resources, world oil markets

UNIT III: Energy transition and energy security Pathways of energy transition from conventional to renewable energy sources, Policy instruments, Energy security, accessibility and 4 A definition, and Energy poverty (15 hours)

Recommended readings

- Tom Tietenberg and Lynne Lewis, Environment and Natural Resource Economics, 9th edition
- Review of the Basics of Supply, Demand and Price Formation in Competitive Markets Pindyck and Rubinfeld. 2005
- Fouquet, R. Historical energy transitions: speed, prices and system transformation. Energy Res. Soc. Sci. 22, 7–12 (2016).
- McGowan, J., and S. Connors. "Windpower: A Turn of the Century Review." Annual Review of Energy and the Environment 25 (2000): 147-197.
- Chen, B., Xiong, R., Li, H., Sun, Q., & Yang, J. (2019). Pathways for sustainable energy transition. Journal of Cleaner Production, 228, 1564-1571.

- Palmer, K., and D. Bullaw. "Cost-Effectiveness of Renewable Electricity Policies." *Energy Economics* 27 (2005): 873-894
- Deffeyes, K. *Hubbert's Peak: The Impending World of Oil Shortage*. Princeton, NJ: Princeton University Press, 2001, chapter 1. ISBN: 0691116253.
- Lynch M. "The Pessimism About Petroleum Resources: Debunking the Hubbert Model (and Hubbert Modelers)." *Minerals and Energy - Raw Materials Report* 18, no. 1 (2003): 1-18.
- Watkins, G. "Oil Scarcity: What Have the Past Three Decades Revealed?" *Energy Policy* 34 (2006): 508-514.
- Cherp, A., & Jewell, J. (2014). The concept of energy security: Beyond the four As. *Energy policy*, 75, 415-421.
- Carley, S., & Konisky, D. M. (2020). The justice and equity implications of the clean energy transition. *Nature Energy*, 5(8), 569-577.

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

Generic Elective (GE-13): Principles of Microeconomics II

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Principles of Microeconomics II – ECON027	4	3	1	0	Passed Class 12th with Mathematics	Introductory Microeconomics (ECON001) Principles of Microeconomics I (ECON025)

Learning Objectives

The Learning Objectives of this course are as follows:

- This course covers imperfect markets and equilibrium analysis, consumer and producer theories under various markets and its failure, and international trade.

Learning outcomes

The Learning outcomes of this course are as follows:

- This course helps the students to understand different forms of market imperfections and market failures observed in real life situations.
- The students learn about the environment where the standard market mechanism fails to generate the desirable outcomes.
- They develop a sense of how the production is distributed among the different factors of production and the demand for inputs.
- Some preliminary concepts of international trade are also covered in this course.

Syllabus

UNIT I: Market Structures (12 hours)

Theory of a Monopoly Firm: Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly

Imperfect Competition: Monopolistic competition: Assumptions, SR and LR price and output

determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government

UNIT II: Consumer and Producer Theory (12 hours)

Consumer and Producer Theory in Action: Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency.

Markets and Market Failure: Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.

UNIT III: Income Distribution and Factor pricing (12 hours)

Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.

UNIT IV: International Trade (09 hours)

Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

Recommended readings

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.

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DEPARTMENT OF GEOGRAPHY

CATEGORY -I BA (HONS. GEOGRAPHY)

DISCIPLINE SPECIFIC CORE COURSE – 07 (DSC-07): CLIMATOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CLIMATOLOGY	4	3	1	0	12 th pass	Nil

Learning Objectives

The Learning Outcomes of this course are as follows:

- Explaining various dimensions of climatology
- Analysing atmospheric moisture along with disturbances
- An understanding world climatic regions

Learning outcomes

The Learning Outcomes of this course are as follows:

- Detailed exposure to climatology.
- In-depth knowledge of atmospheric moisture and cyclonic features.
- Knowledge of the mechanism of monsoon and climatic classification.

SYLLABUS OF DSC-07

Unit-I: Introduction: (2hrs)

- Nature, Scope, and Application

Unit-II: Atmospheric Moisture (12hrs)

- Humidity-types, Evapotranspiration, Condensation- process and forms (a. clouds, and b. fog), Precipitation- forms and types, Atmospheric Stability and Instability.(10hrs)

Unit-III: Atmospheric Disturbances: (12hrs)

- Tropical Cyclones- Characteristics, Mechanism and Distribution.

- Temperate Cyclones- Characteristics, Mechanism (Polar Front Theory) and Distribution.(

Unit-IV: Monsoon (10hrs)

- Mechanism of monsoon.
- Global teleconnections in relation to monsoon in India, ENSO, Indian Ocean Dipole Effect.
- Jet Streams and Monsoon in India.

Unit-V: Climatic Classification (9hrs)

- Concept and Purpose of Classification.
- Koppen's Classification.

Suggestive Readings

1. Frederick K. Lutgens, Edward J. Tarbuck, Dennis G. Tasa (2015) The Atmosphere: An Introduction to Meteorology, Pearson Education
2. Barry R. G. and Carleton A. M. (2001) Synoptic and Dynamic Climatology, Routledge, UK.
3. Barry R. G. and Corley R. J. (2003) Atmosphere, Weather and Climate, Routledge, New York.
4. Critchfield H. J. (1987) General Climatology, Prentice-Hall of India, New Delhi
5. Lutgens F. K., Tarbuck E. J. and Tasa D. (2009) The Atmosphere: An Introduction to Meteorolog
6. Oliver J. E. and Hidore J.J. (2002) Climatology: An Atmospheric Science, Pearson
7. Trewartha G. T. and Horne L. H. (1980) An Introduction to Climate, McGraw-Hill.
8. Gupta S.L. (2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
9. Lal, D. S. (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
10. Vatal, M. (1986): Bhautik Bhugol, Central Book Depot, Allahabad
11. Singh, S. (2009): Jalvayu Vigyan, Prayag Pustak Bhawan, Allahabad
12. Malhotra, N. and Sen, S. (2018) Climatology, M K Books, New Delhi

Practical component (if any) - NIL

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

DISCIPLINE SPECIFIC CORE COURSE – 08 (DSC-08): URBAN GEOGRAPHY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
URBAN GEOGRAPHY	4	3	1	0	12 th pass	Nil

Learning Objectives

- To familiarize student with the nature and scope of urban geography.
- To understand the morphology and hierarchy in urban system.
- To learn about the importance of urban issues in mega- cities.
- To provide knowledge about urban planning and governance.
- To make students learn about the new perspectives of futuristic cities.

Learning outcomes

- Comprehend the fundamentals of urbanization, morphology and hierarchy theories that explain the process of urban development.
- Be conversant with the morphology of Indian cities.
- Be Aware about the issues faced in mega cities.
- Have insight into the master plans, renewal plans, UN-Habitat and urban local bodies
- Explore about the concepts of new urbanism, sustainable, smart and inclusive cities.

SYLLABUS OF DSC-08

Unit-1: Introduction (3hrs)

- Definition of urban; Nature and scope of urban geography; Theories of urban origin (reference Carter).

Unit-II: Urban Morphology and Hierarchy (12hrs)

- Concept and Theories of morphology (Kearsley modified Burgess, Harris & Ullman and White' model; Concept and Theories of Hierarchy-Christaller, and Rank size; Morphology of an Indian City (Madurai or Delhi or Jamshedpur) (ONLY ONE).

Unit-III: Urban Issues in Mega Cities of India (9hrs)

- Urban Basic Services (water in detail with reference to Chennai); Housing and slums (Mumbai).
- Heat island (suitable examples).

Unit-IV: Urban Planning and Governance (9hrs)

- Planning: Concept of Master Plans, AMRUT; Institutions: UN-Habitat, Urban local bodies in India.

Unit-V: Futuristic Cities (12hrs)

- Concept of New Urbanism; Concepts of futuristic cities: sustainable city, smart city, compact city, virtual city, network city, world class city, global city and inclusive city (no question on individual concept); Sustainable city or smart city concept in detail (ONLY ONE).

Suggestive Readings

1. Carter, H. (2010) *The Study of Urban Geography*, Arnold Publishers, London.
2. Pacione, M. (2009). *Urban Geography: A Global Perspective*. Taylor and Francis , UK
3. Fyfe, N. R. and Kenny, J. T. (2020). *The Urban Geography Reader*. London, UK: Routledge.
4. Kaplan, D. H., Wheeler, J. O. and Holloway, S. R. (2008). *Urban Geography*, John Wiley, New York
5. Ramachandran, R., (1992). *Urbanisation and Urban Systems of India*. New Delhi, India: Oxford University Press.
6. Singh, S and Saroha, J. (2021) *Urban Geography*, Pearson Education.
7. मंडल, आर.बी. (2012) *नगरिय भुगोल, कॉन्सेप्ट पब्लिशिंग कंपनी, नई दिल्ली।*
8. बंसल, एस.सी. (1997) *नगरिय भुगोल, मीनाक्षी प्रकाशन, मेरठ।*
9. Misra , R.P. (2013) *Urbanisation in South Asia*, Cambridge University Press, New Delhi
10. Knox, P. L., and McCarthy, L. (2005) *Urbanization: An Introduction to Urban Geography*, Pearson Prentice Hall, New York
11. Grant, J. (2005) *Planning the Good Community: New Urbanism Theory and Practice*, Routledge, London
12. Sharma, P. and Rajput, S. (Eds.) (2017). *Sustainable Smart Cities in India; Challenges and Future Perspectives*, Springer Nature AG, Switzerland
13. Palen, J.J. (2012) *The Urban World*. Paradigm Publishers, Boulder, USA
14. Graham H. and Colin H. (2003)*Sustainable Cities*, Routledge, London
15. Singh, R.B., (Ed.) (2015). *Urban Development, challenges, risks and Resilience in Asian megacities*, Springer

Practical Component (if any): NIL

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

DISCIPLINE SPECIFIC CORE COURSE – 09 (DSC-09): FUNDAMENTALS OF REMOTE SENSING (PRACTICAL)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
FUNDAMENTALS OF REMOTE SENSING (PRACTICAL)	4	0	0	4	12 th Pass	Nil

Note: one credit of practical is equal to two hours

Learning Objectives

The Learning Objectives of this course are as follows:

- To apprise the students with the relevance of Remote Sensing in Geography and the historical growth of Satellites in India and the world.
- To impart the knowledge of fundamentals of remote sensing and its applications.
- To facilitate the students to have hands on experience on different steps of visual interpretation of satellite images & photographs.
- To facilitate the students to have hands on experience on different steps of satellite image processing using one or more software for a geographical application.

Learning outcomes

On completion of this course, the student shall be able:

- To comprehend the concepts related to remote sensing and in understanding their relevance in geography discipline.
- To enhance their ability in describing the basic principles of image processing, visualization and analysis.
- To enrich their ability to conduct basic image processing of satellite multispectral imagery.

Practical Component (120)

SYLLABUS OF DSC-09

UNIT – I: Introduction to Remote Sensing

- Meaning and Definition
- Historical Evolution of Remote Sensing
 - Platforms (Ground, Air, Space)
 - Types of Remote Sensing (Passive, Active).
 - Resolution Types (Spatial, Spectral, Radiometric, Temporal)
- Satellite data sources/Search engines: EARTHDATA, USGS, GLCF, LP-DAAC
- Software: QGIS, ARCGIS , ERDAS, IDRISI, TerrSet, ENVI, R, SAGA

UNIT – II: Aerial Photos: Geometry and Types of Aerial Photography, Stereoscope, Annotation, Interpretation Keys, and Interpretation

- Calculation of photo scale
- Orientation of Aerial Photo

- Annotation and Interpretation Keys

UNIT – III: Satellite Remote Sensing:

- Principles, Resolutions, EMR Interaction with Atmosphere and Earth Surface Features; Major Satellites and Sensors (LANDSAT, IRS, IKONOS, SPOT, MODIS, Sentinel, QUICKBIRD, any two)
- Downloading Bhuvan Data
- Downloading LANDSAT data (EARTHDATA)
- Band-wise reflection of EMR

UNIT–IV: Satellite Image Processing:

- Pre-processing (Radiometric and Geometric Correction); Enhancement (Filtering); Classification Basics (Supervised and Un-supervised), DN to reflectance conversion
- Geometric Correction

UNIT – V Application of Remote Sensing :

- Land Use/Land Cover,
- Urban Sprawl,
- Vegetation Monitoring

Suggestive readings

1. Campbell, J. C., and Wynne, R. H. (2022) Introduction to Remote Sensing, 5th ed. The Guilford Press. New York 622p.
2. Jenson, J.R. (2000). Remote Sensing of the environment – An Earth Resource Perspective, Prentice Hall Inc.
3. Jensen, J.R. (2015) Introductory Digital Image Processing: A Remote Sensing Perspective, 4th Edition, Pearson India.
4. Joseph, G. and Jegganathan, C. (2017) Fundamentals of Remote Sensing, 3rd Edition, Universities Press..
5. Leshner, R.B. and Hogan, T. (2019) The View from Space : NASA’S evolving Struggle to understand our Planet, Lawrence, Kansas : University Press of Kansas, 249pp.
6. Lillisand, T. M. and Keifer, R. W. (2011)). Remote Sensing and Image interpretation', 3rd Edition John Willey and Sons, New York.
7. NASA (2018) EOSDIS Handbook, NASA, 52 pp.(https://www.earthdata.nasa.gov/s3fs-public/imported/EOSDIS_Handbook_1.5.pdf)
8. NRSC, ISRO (2015) Bhuvan : User Handbook, NRSC-DPPAWA-GWGSG,NRSC-ISRO, 92 pp.
9. Qihao, W.(2012)An Introduction to Contemporary Remote Sensing, McGraw Hill Pub, ISBN: 9780071740111
10. Sabins, F.F. (2007) Remote Sensing: Principles and Interpretation, 3rd Edition, Waveland Pr, Inc ,ISBN-13-978-1577665076
11. Toro, F.G. and Tsourdos, (2017) UAV OR Drones for Remote Sensing Applications, MDPI, 406 pp,
12. Tempfli, K., Kerle, N., Huurneman, G.C. and Janssen, L.L.F. (Eds) (2009) Principles of Remote Sensing : An Introductory Text Book, ITC: Enschede, The Netherlands.
13. Wegmann M., Leutner, B., Dech, S. (eds) 2016. Remote sensing and GIS for Ecologists. Pelagic Publishing, UK. 331pp.

Category II

Geography Courses for Undergraduate Programme of study with Geography as one of the Core Disciplines

(B.A. Programmes with Geography as Major discipline)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-07): CLIMATOLOGY

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CLIMATOLOGY	4	3	1	0	12 th Pass	Nil

Learning Objectives

The Learning Outcomes of this course are as follows:

- Explaining various dimensions of climatology
- Analysing atmospheric moisture along with disturbances
- An understanding world climatic region

Learning outcomes

The Learning Outcomes of this course are as follows:

- Detailed exposure to climatology.
- In-depth knowledge of atmospheric moisture and cyclonic features.
- Knowledge of the mechanism of monsoon and climatic classification.

SYLLABUS OF DSC-07

Unit-I: Introduction (2hrs):

- Nature, Scope, and Application.

Unit-II: Atmospheric Moisture (12hrs):

- Humidity-types, Evapotranspiration, Condensation- process and forms (a. clouds, and b. fog), Precipitation- forms and types, Atmospheric Stability and Instability.

Unit-III: Atmospheric Disturbances (12hrs):

- Tropical Cyclones- Characteristics, Mechanism and Distribution.
- Temperate Cyclones- Characteristics, Mechanism (Polar Front Theory) and Distribution.

Unit-IV: Monsoon (10hrs):

- Mechanism of monsoon.
- Global teleconnections in relation to monsoon in India, ENSO, Indian Ocean Dipole Effect.
- Jet Streams and Monsoon in India.

Unit-V: Climatic Classification (9hrs):

- Concept and Purpose of Classification.
- Koppen's Classification.

Suggestive Readings

1. Frederick K. Lutgens, Edward J. Tarbuck, Dennis G. Tasa (2015) The Atmosphere: An Introduction to Meteorology, Pearson Education
2. Barry R. G. and Carleton A. M. (2001) Synoptic and Dynamic Climatology, Routledge, UK.
3. Barry R. G. and Corley R. J. (2003) Atmosphere, Weather and Climate, Routledge, New York.
4. Critchfield H. J. (1987) General Climatology, Prentice-Hall of India, New Delhi
5. Lutgens F. K., Tarbuck E. J. and Tasa D. (2009) The Atmosphere: An Introduction to Meteorology
6. Oliver J. E. and Hidore J.J. (2002) Climatology: An Atmospheric Science, Pearson
7. Trewartha G. T. and Horn L. H. (1980) An Introduction to Climate, McGraw-Hill.
8. Gupta S.L. (2000): Jalvayu Vigyan, Hindi MadhyamKaryanvayNidishalya, Delhi Vishwa Vidhyalaya, Delhi
9. Lal, D. S. (2006): Jalvayu Vigyan, PrayagPustak Bhavan, Allahabad
10. Vatal, M. (1986): BhautikBhugol, Central Book Depot, Allahabad
11. Singh, S. (2009): Jalvayu Vigyan, PrayagPustak Bhawan, Allahabad
12. Malhotra, N. and Sen, S. (2018) Climatology, M K Books, New Delhi

Practical component (if any) - NIL

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

DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-08): URBAN GEOGRAPHY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
URBAN GEOGRAPHY	4	3	1	0	12 th Pass	Nil

Learning Objectives

- To familiarize student with the nature and scope of urban geography.
- To understand the morphology and hierarchy in urban system.
- To learn about the importance of urban issues in mega- cities.
- To provide knowledge about urban planning and governance.
- To make students learn about the new perspectives of futuristic cities.

Learning outcomes

- Comprehend the fundamentals of urbanization, morphology and hierarchy theories that explain the process of urban development.
- Be conversant with the morphology of Indian cities.
- Be Aware about the issues faced in mega cities.
- Have insight into the master plans, renewal plans, UN-Habitat and urban local bodies
- Explore about the concepts of new urbanism, sustainable, smart and inclusive cities.

SYLLABUS OF DSC-08

Unit-1: Introduction (3hrs):

Definition of urban; Nature and scope of urban geography; Theories of urban origin (reference Carter).

Unit-II: Urban Morphology and Hierarchy (12hrs):

Concept and Theories of morphology (Kearsley modified Burgess, Harris & Ullman and White' model; Concept and Theories of Hierarchy - Christaller and Rank size; Morphology of an Indian City (Madurai or Delhi or Jamshedpur) (ONLY ONE).

Unit-III: Urban Issues in Mega Cities of India (9hrs):

Urban Basic Services (water in detail with reference to Chennai); Housing and slums (Mumbai); Heat island (suitable examples).

Unit-IV: Urban Planning and Governance (9hrs):

Planning: Concept of Master Plans, AMRUT; Institutions: UN-Habitat, Urban local bodies in India.

Unit-V: Futuristic Cities (12hrs):

Concept of New Urbanism; Concepts of futuristic cities: sustainable city, smart city, compact city, virtual city, network city, world class city, global city and inclusive city (no question on individual concept); Sustainable city or smart city concept in detail (ONLY ONE).

Suggestive Readings

1. Carter, H. (2010) The Study of Urban Geography, Arnold Publishers, London.
2. Pacione, M. (2009). Urban Geography: A Global Perspective. Taylor and Francis, UK.
3. Fyfe, N. R. and Kenny, J. T. (2020). The Urban Geography Reader. London, UK: Routledge.
4. Kaplan, D. H., Wheeler, J. O. and Holloway, S. R. (2008). Urban Geography, John Wiley, New York
5. Ramachandran, R., (1992). Urbanisation and Urban Systems of India. New Delhi, India: Oxford University Press.
6. Singh, S and Saroha, J. (2021) Urban Geography, Pearson Education.
7. मंडल, आर.बी. (2012) नगरिय भुगोल, कॉन्सेप्ट पब्लिशिंग कंपनी, नई दिल्ली।
8. बंसल, एस.सी. (1997) नगरिय भुगोल, मीनाक्षी प्रकाशन, मेरठ।
9. Misra, R.P. (2013) Urbanisation in South Asia, Cambridge University Press, New Delhi
10. Knox, P. L., and McCarthy, L. (2005) Urbanization: An Introduction to Urban Geography, Pearson Prentice Hall, New York
11. Grant, J. (2005) Planning the Good Community: New Urbanism Theory and Practice, Routledge, London
12. Sharma, P. and Rajput, S. (Eds.) (2017). Sustainable Smart Cities in India; Challenges and Future Perspectives, Springer Nature AG, Switzerland
13. Palen, J.J. (2012) The Urban World. Paradigm Publishers, Boulder, USA
14. Graham H. and Colin H. (2003) Sustainable Cities, Routledge, London
15. Singh, R.B., (Ed.) (2015). Urban Development, challenges, risks and Resilience in Asian megacities, Springer

Practical Component (if any): NIL

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

Category III

B.A. Programmes with Geography as non-Major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-07): CLIMATOLOGY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CLIMATOLOGY	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Outcomes of this course are as follows:

- Explaining various dimensions of climatology
- Analysing atmospheric moisture along with disturbances
- An understanding world climatic region

Learning outcomes

The Learning Outcomes of this course are as follows:

1. Detailed exposure to climatology.
2. In-depth knowledge of atmospheric moisture and cyclonic features.
3. Knowledge of the mechanism of monsoon and climatic classification.

SYLLABUS OF DSC-07

Unit-I: Introduction (2hrs):

- Nature, Scope, and Application.

Unit-II: Atmospheric Moisture (12hrs):

- Humidity-types, Evapotranspiration, Condensation- process and forms (a. clouds, and b. fog), Precipitation- forms and types, Atmospheric Stability and Instability.

Unit-III: Atmospheric Disturbances (12hrs):

- Tropical Cyclones- Characteristics, Mechanism and Distribution.
- Temperate Cyclones- Characteristics, Mechanism (Polar Front Theory) and Distribution.

Unit-IV: Monsoon (10hrs):

- Mechanism of monsoon.
- Global teleconnections in relation to monsoon in India, ENSO, Indian Ocean Dipole Effect.

- Jet Streams and Monsoon in India.

Unit-V: Climatic Classification (9hrs):

- Concept and Purpose of Classification.
- Koppen's Classification.

Suggestive Readings

1. Frederick K. Lutgens, Edward J. Tarbuck, Dennis G. Tasa (2015) The Atmosphere: An Introduction to Meteorology, Pearson Education
2. Barry R. G. and Carleton A. M. (2001) Synoptic and Dynamic Climatology, Routledge, UK.
3. Barry R. G. and Corley R. J. (2003) Atmosphere, Weather and Climate, Routledge, New York.
4. Critchfield H. J. (1987) General Climatology, Prentice-Hall of India, New Delhi
5. Lutgens F. K., Tarbuck E. J. and Tasa D. (2009) The Atmosphere: An Introduction to Meteorology
6. Oliver J. E. and Hidore J.J. (2002) Climatology: An Atmospheric Science, Pearson
7. Trewartha G. T. and Horn L. H. (1980) An Introduction to Climate, McGraw-Hill.
8. Gupta S.L. (2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
9. Lal, D. S. (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
10. Vatal, M. (1986): Bhautik Bhugol, Central Book Depot, Allahabad
11. Singh, S. (2009): Jalvayu Vigyan, Prayag Pustak Bhawan, Allahabad
12. Malhotra, N. and Sen, S. (2018) Climatology, M K Books, New Delhi

Practical component (if any) - NIL

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

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES OFFERED
BY THE DEPARTMENT OF GEOGRAPHY**

DISCIPLINE SPECIFIC ELECTIVE COURSE – 01 (DSE-01): BIOGEOGRAPHY

GENERIC ELECTIVES (GE-4): GLOBALIZATION AND MOBILITY

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			
BIOGEOGRAPHY	4	3	1	0	12 th Pass	Nil	GEOGRAPHY

Course Objectives:

- To understand various dimensions of biogeography.
- To get detailed analysis of energy cycles and their function.
- To understand the concept of ecological succession and various biogeographical processes.
- To identify geographical distribution of flora and fauna of the world.
- To realize and understand the conservation of biodiversity.

Learning Outcome:

- Detailed exposure of biogeography and biodiversity.
- In-depth knowledge of circulation of biogeochemical cycles.
- Functionality of the biogeographical processes.
- Knowledge of Phytogeographical realms and Zoogeographical realms.
- Develop understanding of the global level efforts to conserve biodiversity.
-

SYLLABUS OF DSE-01

Unit-I: Introduction (2hrs):

- Nature, Approaches, significance and Scope.

Unit-II: Biogeographical Processes (12hrs):

- Dispersal, Speciation, Ecological Succession, Extinction.

Unit-III: Biogeochemical Cycles (12hrs):

- Oxygen, Carbon and Nitrogen.

Unit-IV: Geographical Distribution of flora and fauna (12hrs):

- Phytogeographical realms, Zoogeographical realms (with specific reference to Wallace and Weber line)- Basis and Classification.

Unit-V: Conservation (7hrs):

- In situ and ex situ, CBD (Convention on Biodiversity).

Suggestive Readings:

1. Bhattacharyya, N.N. (2003). Biogeography. New Delhi, India: Rajesh Publications.
2. Huggett, R.J. (1998). Fundamentals of Biogeography, USA: Routledge
3. Lomolino, Mark. V., 2020, Biogeography: A Very Short Introduction, Oxford Publication, ISBN: 9780198850069
4. Cox, C.B, et.al, 2016, Biogeography: An Ecological and Evolutionary Approach, 9th Edition, Wiley-Blackwell.
5. Taylor, J.A., 2021, Themes in Biogeography, Routledge, Taylor and Francis publications, ISBN 9780367351106
6. Pielou, E.C., 1979, Biogeography, John Wiley & Sons, USA.
10: 0471058459 ISBN 13: 9780471058458
7. L.C Aggarwal, 2018, Biogeography, Rawat publication Jaipur
8. Mathur, H.S. (1998). Essentials of Biogeography. Jaipur, India: Anuj Printers.
9. Singh, Savindra. (2015). Jaiv Bhoogol (Hindi). Allahabad, India: Prayag Pushtak Bhawan
10. Sivaperuman, Chandrakasan et al. (2018). Biodiversity and Climate Change Adaptation in Tropical Islands. London, UK: Academic Press.

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

DISCIPLINE SPECIFIC ELECTIVES (DSE-02): GEOGRAPHY OF ARID AND SEMI-ARID REGION

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			
GEOGRAPHY OF ARID AND SEMI-ARID REGION	4	3	1	0	12 th Pass	Nil	GEOGRAPHY

Course Objectives:

- To evolve the understanding of the regional dimensions of arid and semi-arid regions.
- To correlate the physical dimensions with human perspectives as population size and occupation of arid regions.
- To understand the challenges of aridity in global perspective and measures of sustainability.

Learning Outcome:

- Developing the skill to differentiate the geographical uniguities on space.
- Comprehend the regional knowledge of arid regions for the application of social welfare.
- Analysis and evaluation of regional geographical parameters of aridity related to its challenges and livelihood security.

SYLLABUS OF DSE-02

Unit-I: Introduction (5hrs):

- Extent, Characteristics and Determinants of arid and semi-arid regions of the world

Unit-II: Climate and Vegetation (10hrs):

- Types and characteristics.

Unit-III: Human Aspects (10hrs):

- Population distribution and major tribes.

Unit-IV: Economic Aspects (10hrs):

- Agriculture, Livestock rearing and tertiary activities.

Unit-V: Challenges and sustainability (10hrs):

- Desertification, land degradation, biodiversity loss and practices of livelihood security.

Suggestive Readings:

1. Hill, Michael, 2002, Arid and Semi-Arid Environments, Hodder Murray, London.
2. Campos-Lopez, Enrique and Anderson, Robert J. (eds), 2018, Natural Resources and Development in Arid Regions, Routledge, Newyork.
3. Goudie, Andrew, S., 2013, Arid and Semi-Arid Geomorphology, Cambridge University Press.
4. Ferguson, Gabriel, 2015, Arid and Semi-Arid Environments, NOVA.
5. Whitford, W.G. and Duval, B.D., 2019, Ecology of Desert Systems, Elsevier.
6. Laity. J., 2018, Deserts and Desert Environments, Wiley Blackwell.
7. Sharma, R.C., 1998, Thar: The Great Indian Deserts, Roli Books.
8. Warner, T., 2004, Desert Meteorology, Cambridge University Press.
9. Bhandari, M.M. and Vyas, S.P. 2019, Flora of The Indian Desert: Their Economic And Medicinal Value, Scientific Publishers.
10. Walton, Kenneth, 2009, The Arid Zones, Aldine Transactions, New Brunswick (UDA), London (UK).
11. Gritzner, Charles F., 2007, Geography of Extreme Environments: Deserts, Chelsea House, Newyork.
12. Aleshire, Peter, 2008, The Extreme Earth: Deserts, Chelsea House, Newyork.

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

GENERIC ELECTIVES (GE-07): CONTEMPORARY ENVIRONMENTAL ISSUES

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			
CONTEMPORARY ENVIRONMENTAL ISSUES	4	3	1	0	12 th Pass	Nil	GEOGRAPHY

Learning Objectives

- To understand the basic concepts of human environment and the resultant impact.
- To evaluate the contemporary environmental issues world over.
- To assess each problem in detail along with a case study of the best practices in the world.
- To discuss the global level initiatives or policies related to these issues.

Learning Outcomes

- The changes that have taken place due to the human impact on nature.
- Recognize the concept of planetary boundaries and how humanity has already crossed the tipping point.
- Have an understanding of both the problems and some specific solutions.
- An in-depth understanding on the global policies and where the world stands today.
-

SYLLABUS OF GE-07

Unit-I: Introduction (5hrs):

- Understanding the human environment relationship and its historical progression, concept of planetary boundaries.

Unit-II: Biodiversity Loss (10hrs):

- Causes and impacts, Conservation and Global initiatives, Case study on best practices.

Unit-III: Pollution (12hrs):

- Air and Water (causes and impacts), Solid Waste (impact and management), Global initiatives, case Study on best practices.

Unit-IV: Land Degradation (10hrs):

- Causes and impacts, Global initiatives, Case Study on best practices.

Unit-V: Climate Change (8hrs):

- Concept, Adaptation and Mitigation.

Suggested Readings

1. Brusseau M L, Pepper I L and Gerba C P (2019) *Environmental and Pollution Science*, Academic Press, USA.
2. Cunningham, WP and Cunningham, M A (2004) *Principals of Environmental Science: Inquiry and Applications*, Delhi: Tata Macgraw Hill.
3. Goudie A (2001) *The Nature of the Environment*, Blackwell, Oxford, UK: Blackwell.
4. Haris F (Ed) (2004) *Global Environmental Issues*, John Wiley and Sons, W Sussex.
5. Kemp D D(1994)*Global Environmental Issues: A Climatological Approach*, Routledge London and NY.
6. Pickering K T and Owen L A (2017)*An Introduction to Global Environmental Issues*, Routledge London (eBook).
7. Raven P H, Berg L R, Hassenzehl D M et al. (2015) *Environment*, John Wiley and Sons, Jefferson City.
8. Rich Nathalien(2020) *Losing Earth: A Recent History*, Picador, New York.
9. Rockstrom J and Gaffney O (2021) *Breaking Boundaries: The Science of Our Planet*, Penguin Random House LLC.
10. Sivaperuman, Chandrakasan. et al. (2018) *Biodiversity and Climate Change Adaptation in Tropical Islands*, London, UK: Academic Press.
11. Tsing A Lowenhaupt et al. (Ed) (2017) *Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene*, University of Minnesota Press, Minneapolis.
12. Wright RT and Boorse DF (2010) *Towards a Sustainable Future*, PHI Learning Pvt Ltd, New Delhi.

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

GENERIC ELECTIVES (GE-08): GEOGRAPHY OF TOURISM

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			
GEOGRPHY OF TOURISM	4	3	1	0	12 th Pass	NIL	GEOGRAPHY

Course Objectives

- To be aware of the various dimensions of Geography of Tourism.
- To make the students aware about the growth and development of international and domestic tourism with its positive and negative impacts.
- To assess sustainable ecotourism and other contemporary forms of tourism with help of case study.
- To critically evaluate the infrastructure in tourism in India along with reviewing the tourism policy.

Learning Outcome:

- Equip with a basic understanding of nature and scope of geography of tourism and various types of tourists and tourism.
- Have sound knowledge of geographical, environmental, and socio-cultural aspects of tourism.
- Apply the principles of sustainable tourism and analyse the prospects and problems associated with unsustainable tourism activities

SYLLABUS OF GE-08

Unit-I: Introduction (5hrs):

- Nature and Scope; Tourism, Recreation and Leisure;
- Types of Tourism and Types of Tourists

Unit-II: Factors affecting Tourism (10hrs):

- Growth and Development of International and Domestic Tourism.

Unit-III: Significance of Tourism (10hrs):

- Impact on Environment, Economy, Society and Culture.

Unit-IV: Contemporary Forms of Tourism (12hrs):

- Sustainable - Ecotourism (Case Study), Geo-Heritage (Case Study), Space tourism, E-Tourism, MICE.

Unit-V: Tourism Infrastructure (8hrs):

- Infrastructure Development in India, National Tourism Policy of India.

Suggested Readings

1. Brian Boniface, Chris Cooper, Robyn Cooper., Worldwide Destinations: The Geography of Travel and Tourism (8th edition, 2020).
2. Douglas G. Pearce., Tourist Development (Topics in applied geography). 19813rd Edition.
3. Stephen Williams, Alan A. Lew., Tourism Geography- Critical Understandings of Place, Space and Experience.
4. Velvet Nelson., An Introduction to the Geography of Tourism, 3rd edition, 2021.
5. Maria Giaoutzi., Tourism and Regional Development - New pathways (economic geography series) 2017. Routledge.
5. Stephen Hall, C. Michael and J. Page., The Geography of Tourism and Recreation: Environment, Place and Space. 4th edition, 2014. Routledge.
6. Chaturbhuj Mamoria and Komal Singh. पर्यटन का भूगोल (Geography of Tourism)
7. पर्यटन भूगोल: प्रा.के.ए. खतीब, मेहता पब्लिशिंग हाऊस
8. Kapoor, B.K. (2008) Paryatan Bhugol, Vishwa Bharti Publication, Delhi.
9. E Book of India Tourism Statistics, 2022. Ministry of Tourism, Govt. of India.
10. UNWTO, 2022. Tourism Data Dashboard.

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

GENERIC ELECTIVES (GE-09): SPATIAL INFORMATION TECHNOLOGY

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			
SPATIAL INFORMATION TECHNOLOGY	4	3	1	0	12 th Pass	NIL	GEOGRAPHY

Course Objectives:

1. The main objective of this course is to give students an insight on the concepts of spatial information technology.
2. The paper discusses the concept, historical developments, functioning and application of spatial information technology in detail.

Learning Outcome:

1. Will be familiar with the concept, components of SIT.
2. Will gained knowledge on various data sources, structures, and their interpolation and modeling.
3. Will acquire in-depth knowledge of various functions applied in SIT.
4. Will gather detailed information on the application of SIT in various fields of mapping.

SYLLABUS OF GE-09

Unit-I: Introduction (5hrs):

- Definitions, Concept, Components and Historical Development.

Unit-II: Spatial Information/Data (10hrs):

- Web data sources; Registration and projection; Data types structures; Data interpolation and modelling.

Unit-III: Working on Spatial Information System (12hrs):

- Data creation with GIS software, making layers, data editing and cleaning, spatial and non-spatial data linking, extracting information.

Unit-IV: Functions of Spatial Information System (12hrs):

- Overlay Analysis; Buffer Analysis, Network Analysis.

Unit-V: Application (6hrs):

- Application of Spatial Information Technology for sustainable development.

Suggested Readings

1. D. Tomlin. (1990). *Geographic Information Systems and Cartographic Modeling*. USA: Prentice-Hall, Englewood Cliffs, NJ, ISBN0-13-350927-3.
2. Esperança and Samet, H. (1997). *An overview of the spatial data base system, to appear in Communications of the ACM.*
(<http://www.cs.umd.edu/~hjs/pubs/sandprog.ps.gz>)
3. Heywood, I., Comelius, S., and Carver, S. (1988). *An Introduction to Geographical Information Systems*. NewYork , USA: Addison Wiley Longmont.
4. Samet, H. (1990). *Applications of Spatial Data Structures: Computer Graphics, Image Processing, and GIS*. USA: Addison-Wesley, Reading, MA, ISBN 0-201- 50300-0.
5. Samet, H. (1990). *The Design and Analysis of Spatial Data Structures*. USA: Addison-Wesley, Reading, MA, ISBN0-201-50255-0.
6. Samet, H. (1995). *Spatial Data Structures in Modern Database Systems: The Object Model, Interoperability, and Beyond*, W. Kim, (Ed.,) USA: Addison-Wesley/ACM Press, 361.
7. <http://www.cs.umd.edu/~hjs/pubs/kim.ps>
8. <http://www.cs.umd.edu/~hjs/pubs/kim2.ps>

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

Department of Social Work

Category I

Semester- III

BA((Honours) Social work

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : WORKING WITH INDIVIDUALS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
WORKING WITH INDIVIDUALS DSC 7 SW301	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To learn to critically analyse problems of individuals & families and factors affecting them
- To develop understanding of the basic concepts, skills, tools, techniques and process of social case work as a method of social work
- To strengthen ability of establishing and sustaining a professional relationship with the client

Learning outcomes

At the end of the semester, the student will be able to

- Reflect the practical understanding of the process, tools, techniques required for working with individuals and families

- Demonstrate the skills sets required for working with individuals using social casework process
- Demonstrate critical assessment of the real-life situations and gain confidence to apply social casework method in the various settings

SYLLABUS OF DSC-7

<p>Unit I: Introduction to Social Casework</p> <p>Unit Description: This unit will provide a conceptual understanding about social casework. The unit will also detail principles and process used in social casework.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Concept of social casework: meaning, evolution, nature and objectives • Philosophical assumptions and principles of social casework • Components of social casework: person, problem, place and process 	
<p>Unit II: Understanding Clients</p> <p>Unit Description: This unit will give an opportunity to the students to learn the human needs, problems, real-life dynamics. The unit discuss challenges in role performance and coping mechanisms.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Human needs and problems faced by individuals and families; individual differences, needs and coping-defense mechanisms • Factors impacting personality development of individuals • Concept of social role and factors affecting role performance 	
<p>Unit III: Tools, Techniques and Skills of Social Casework</p> <p>Unit Description: This unit will introduce the students to the various tools, techniques and skills of social casework. The unit will also cover the significance of worker-client relationship.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Worker-client relationship and use of authority • Casework tools: listening, observation, interview and home visits, counselling. • Skills of casework: communication, resource mobilization, rapport building, networking, referral and casework recording 	
<p>Unit IV: Application of Social Casework Process</p> <p>Unit Description: This unit will engage the students in various practice-learning activities related to approaches, phases and casework practice in different settings.</p>	30 Hours

Subtopics:

- Approaches to casework: Psycho-social, Problem Solving, Ecological, crisis intervention, Behaviour Modification and Eclectic
- Phases of casework process: study, assessment, intervention, termination, follow-up and evaluation
- Casework practice in different settings: family, school, community (prepare any one case report)

Practical component (if any) – Unit IV application based 30 hours

Essential Readings

- Mathew, G. (1992). *An Introduction to Social Casework*. Bombay: Tata Institute of Social Sciences.
- Singh, A. P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Skidmore, R.A. & Thakhary, M.G. (1982). *Introduction to Social Work*. New Jersey: Prentice Hall.
- Upadhayay, R K. (2003). *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications.
- Robert, W. R. & Nee., R. H. (1970). *Theories of Social Casework*. University of Chicago Press

Suggested Readings

- Beistek, F.P. (1957). *The Casework Relationship*. Chicago: Loyola University Press.
- Hamilton, G. (1956). *Theory and Practice of Social Casework*. New York: Columbia University Press.
- Pearlman, H.H. (1957). *Social Casework: A Problem Solving Process*. Chicago: The University of Chicago Press.
- Timms, N. (1964): *Social Casework: Principles and Practice*. London: Routledge and Kegan Paul.
- Werner, H.D. (1965). *A Rational Approach to Social Casework*. New York: Association Press.
- Younghusband, E. (1966). *New Development in Casework*. London: George Allen and Unwin.

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

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): WORKING WITH GROUPS

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
WORKING WITH GROUPS DSC 8 SW302	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of group work as a method of social work.
- To develop knowledge, skills and techniques to be used by the social worker in groups.
- To understand the significance of groups as an instrument of change

Learning outcomes

At the end of the semester the students will be able to

- Learn the basic concept of social group work and leaning to handle emerging dynamics.
- Demonstrate skills in group formation, development and techniques used by social workers with different groups.
- Gain confidence in application of various concept of social group work in field work settings

SYLLABUS OF DSC- 8

<p>Unit I : Introduction to Social Group Work</p> <p>Unit Description: The unit will introduce the concept of social group work and its process. The unit will also cover various models used in group work practice.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Groups in social work: types, characteristics and significance • Concept of group work: meaning, evolution, nature and principles • Models of group work practice: Remedial, Reciprocal, Social Goal, Mutual Support/Self-Help, Task and Treatment Group 	
<p>Unit II: Skills and Techniques of Social Group Work</p> <p>Unit Description: The unit will introduce skills and techniques used in social group work. The unit will also demonstrate the significance of programme planning and use of programme media in social group work.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Skills in group work: facilitation, group communication, analytical thinking, leadership building and recording in group work • Techniques of group work: group counselling, group discussion, group decision-making, group therapy • Programme planning and use of program media in social group work 	
<p>Unit III: Group Behaviour and Dynamics</p> <p>Unit Description: This unit will introduce group behaviour and process of conflict resolution in group work setting. The unit will also focus on various stages of group development and associated dynamics.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Group behaviour: Interaction patterns, emergence and resolution of conflict situations • Stages of group development: Planning, formation/beginning, middle/intervention, ending/termination • Group process and dynamics: determinants, indicators and outcomes, leadership and role of group worker 	
<p>Unit IV: Application of Social Group Work Practice</p> <p>Unit Description: This unit will give exposure to practical implementation of group formation and development in real life situations.</p>	<p>30 Hours</p>

Subtopics:

- Practical implementation of group development stages with one group in a social setting
- Evaluation and Recording in group work practice
- Application of group work with different groups: children, adolescents, women and persons with disability

Practical component (if any) – Unit IV application based 30 Hours**Essential readings**

- Crawford, K., Price, M. & Price, B. (2014). *Group work Practice for Social Workers*. London: Sage Publications.
- Douglas, T. (1972). *Group Processes in Social Work: A Theoretical Synthesis*. Chichester: John Wiley & Sons.
- Garvin, C. D. & Gutiérrez, L. M. & Galinsky, M. J. (2004). *Handbook of social work with groups*. New York: Guilford Press.
- Geoffrey, L.G. & Ephross, P.H. (1997). *Group Work with Population at Risk*. New York: Oxford University Press.
- Konopka, G. (1963). *Social Group Work: A Helping Process*. Eaglewood Cliffs: Prentice. 65
- Phillips, H.U. (1957). *Essentials of Social Group Work Skills*. New York: Association Press.
- Siddiqui, H.Y. (2008). *Group Work: Theories and Practices*. Jaipur: Rawat Publications
- Trecker, H.B. (1972). *Social Group Work: Principles and Practice*. New York: Association Press.
- Toseland, R.W. & Rivas, R. (1984). *An Introduction to Group Work Practice*. New York: MacMillan.
- Trevithick, P. (2016). *Group work: A Handbook of Effective Skills and Interventions*. New York: McGraw-Hill Education
- Wilson, G. & Ryland, G. (1949). *Social Group Work Practice*. Cambridge, Houghton: Mifflin Company.

Suggested Readings

- Balgopal, P.R. & Vassil, T.V. (1983). *Groups in Social Work: An Ecological Perspective*. New York: Macmillan.
- Benson, J.F. (1987). *Working More Creatively with Groups*. New York: Tavistock Publication.
- Brown, A. (1994). *Group Work*. Hampshire: Ashgate.
- Chowdhary, R. (2013). *Samajkarya Prakiya*. Delhi: The Bookline Publications.
- Lindsay, T. & Orton, S. (2014). *Groupwork Practice in Social Work*. Exeter: Sage Publications.
- Sondra B. & Camille P. R. (2016). *Group Work: Skills and Strategies for Effective Interventions*. Binghamton. New York: Haworth Press.

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

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): FIELD WORK PRACTICUM- III

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM III DSC 9 SW 303	4	0	0	4	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To provide an opportunity to practice the methods of working with individuals, families and groups
- To learn to make use of professional relationship and referrals to deal with human problems and to imbibe the ethics and values of social work profession
- To develop an ability to narrate experience/learning, assessment of services & resources and participate in service delivery.

Course Outcomes:

At the end of the semester, the students will be able to:

- Develop learning plan of action and execute them in the field practice.

- Develop sensitivity towards the needs and problems of individuals, families and groups to work with them in the most efficient manner.
- Develop professional attitude conducive to deal with various problems by making use of supervisory guidance and strengthen skills of writing field work records

SYLLABUS OF DSC-9

Tasks/Activities: 120 hours

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.
2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.
3. Establish contact and develop rapport with the agency personnel & volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.
4. Work with individuals, families and groups alongwith volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (2-3), work with families (3-4) and form group/s.
5. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.
6. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
7. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.
8. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate

manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.

9. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.
10. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. “learning by doing”. The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.
11. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Practical component (if any) – 100% Field work

(Direct field work: 120 hours, field work mentoring & report writing: 60 hours)

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications
- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd
- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.

- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.
- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-5): PERSONS WITH DISABILITY AND SOCIAL WORK

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		
PERSONS WITH DISABILITY AND SOCIAL WORK GE 5 SW 311	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of disability, needs and challenges of persons with disability (PWDs)
- To familiarize students with various government departments and other non-profit organisations working with PWDs

- To develop understanding of various approaches, strategies and models for working with PWDs and promoting an inclusive society

Learning outcomes

At the end of the semester, the student will be able to:

- Develop theoretical perspective on disability, skills to identify and analysis the issues of persons with disability
- Learn about different international, government, civil society initiatives for PWDs
- Demonstrate the sensitivity and required skills for working with persons with disability.

SYLLABUS OF GE-5

<p>Unit I: Understanding Disability</p> <p>Unit Description: The students will learn about various types of disability and be sensitized to the needs and concerns of persons with disability (PWD).</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Disability, Impairment, Handicap,: Concept, Meaning, magnitude and Causes • Categories of persons with disability - physical, sensory, neurological/mental, blood related disorders and, multiple disability • Needs and challenges of persons with disability, genesis and categorization of PWDs 	
<p>Unit II: Models and programmes for PwDs</p> <p>Unit Description: This unit will introduce various models of disability and programmes for the benefit of PWDs. The learners will understand the process of inclusion through affirmative actions of persons with disability as a stakeholder in the development process.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Models of Disability: Biomedical, cultural, empowerment, moral, charity, economic, social, diversity • Assistance to Disabled persons for purchasing / fitting of aids / appliances (ADIP) Scheme, Rehabilitation Centres, District 	

<p>primary education programme, Sarva Shiksha Abhiyan, Inclusive education and Higher education Service delivery: Disability certification, pension, travel concessions, employment/entrepreneurship for PWDs</p>	
<p>Unit III: Mainstreaming disability: National and International initiatives for PWDs</p> <p>Unit Description: Students will learn about national and international measures towards mainstreaming persons with disability and developing inclusive societies.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • UN Convention on the Rights of Persons with Disabilities, • Rights of the persons with Disability Act (RPWD Act 2016), Rehabilitation Council Act 1992, The Mental Health Act 2017 • Constitutional Provisions related with persons with disability, Legal Jurisprudence and relevant judgements to ensure the Rights of Persons with Disabilities 	
<p>Unit IV: Disability and Social Work Profession</p> <p>Unit Description: This unit will focus on the relevance of social work profession for the empowerment of persons with disabilities. The students will be introduced to the government departments and civil society organizations working with PWDs.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Principles, ethics and practice of rehabilitation (social, economic, community based), Developing sensitivity: Communication and ethics of working with PWDs, Role of a Social worker in various settings related to disabilities, Formation of alliances, networks and advocacy groups of PWDs • Civil Society Organizations for PWDs: Functions and programmes, Equal opportunity cells: Roles & functions, barrier free physical infrastructures in institutions and public places 	

<ul style="list-style-type: none"> • Department of Empowerment of Persons with Disability (Divyangjan), Ministry of Social Justice & Empowerment, The National Trust 	
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Practical component (if any) - NIL

Essential readings

- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). Handbook of Disability Studies. California: Sage Publications
- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). Handbook of Disability Studies. California: Sage Publications.
- Chavan, B.S., Ahmad, W., Gupta, R.K. (2022): Comprehensive Textbook on Disability. Jaypee Brothers Medical Publishers; New Delhi, India.
- Kundu C.L (ed) (2003).Disability status India, New Delhi, Rehabilitation Council of India.
- Oliver, M., & Sapey, B. (eds.) (1998).Social Work with Disabled People. London: Palgrave Macmillan.
- Puri, M. & Abraham, G. (eds.) (2004). Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
- Sen, A. (1988).Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

Suggested readings

- Batra, S. (2004). Rehabilitation of the Disabled: Involvement of Social Work Professionals. New Delhi: RCI
- GOI (2018).The Rights of the Persons with Disabilities Act, BARE ACT 2016.
- GOI (2022): Ministry of Social Justice and Empowerment. National Institutes | Department of Empowerment of Persons with Disabilities | MSJE | Government of India (disabilityaffairs.gov.in)

- Karna, G.N.(1999).United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi: APH Publishing Corporation.
- The World Bank (2007). Disability in India: From Commitments to Outcomes. Available on People with disabilities in India: from commitments to outcomes (worldbank.org)
- World Health Organization (2011). World Report on Disability. Available on https://www.who.int/disabilities/world_report/2011/report.pdf

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

GENERIC ELECTIVES (GE-6): SOCIAL WORK WITH ELDERLY

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		
SOCIAL WORK WITH ELDERLY GE 6 SW 312	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basic needs and issues of elderly persons in contemporary society.
- Develop a critical understanding of the policies and programmes for the elderly at the national and international levels.
- Understand the implementations of social work interventions for the elderly in contemporary social situations.

Learning outcomes

At the end of the semester the students will be able to

- Learn the basic needs, and concerns of elderly persons in contemporary society.
- Understand and critically appraise the various Policies, Programmes and Initiatives for elder persons
- Demonstrate social work interventions to enhance the well-being and welfare of older persons

SYLLABUS OF GE-6

<p>Unit- 1:Understanding Old Age</p> <p>Unit Description: This unit will provide a conceptual understanding of ageing, demography of ageing and theories of ageing</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Introduction to basic concepts: Elderly, ageing, greying population, Senior Citizen • Demography of the Ageing: National and international level Implications • Theories of ageing- biological/developmental, psychological, sociological 	
<p>Unit II: Issues, Policy, Programmes and Initiatives</p> <p>Unit Description: This unit will introduce the students to the basic needs and problems of elderly. This will also explain various social security and welfare measures for elderly in India.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, intergenerational gaps, Family relationships and caregiving issues • Social security measures, Welfare programmes/schemes for the elderly, The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 • National Policy for older persons, International resolutions 	
<p>Unit III: Strategies for Active and Healthy Ageing</p> <p>Unit Description: This unit will discuss the intervention strategies to ensure healthy and active ageing. This will also discuss government, non-governmental and community-level interventions for the welfare of elder persons.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Rights of older persons against neglect, abuse, violence and abandonment. • Managing chronic diseases and promoting well-being in old age, Programmes for Active ageing: day care centre, recreational centre, self-help/ support groups • Involvement of the elderly in community resource building; Finance management and wealth creation, planning for 	

retirement life, Role of NGOs, police system, community groups, safe and group housing	
Unit IV: Social Work Interventions	15 Hours
Unit Description: This unit will focus on the application and practice-based approach where students will learn various levels of intervention to enhance well-being and welfare of older persons.	
Subtopics:	
<ul style="list-style-type: none"> • Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, grief and bereavement counselling, addressing spiritual concerns • Family Interventions and social support strategies; counselling services for caregivers, sensitizing children/families/ communities, creating favourable/safe environment for the elderly, emergency response systems: Helpline, peer counselling. Community living. • Interventions for enhancing well-being of the institutionalized elderly 	

Practical component (if any) - NIL

Essential readings

- Bemoth, M. & Winkler, D. (2017). Healthy Ageing and Aged Care, UK: Oxford University Press
- Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York :Academic Press.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Marshall, M. (1983).Social Work with Old People. Noida: The Macmillan Press Ltd.
- Palta singh, T. & Tyagi, R. (Eds.)(2015) Caring for the elderly: Social Gerontology in Indian Context, New Delhi: Sage
- Rajan, S.I., Mishra, U.S., & Sarma, P.S. (eds.)1999 India's Elderly: Burden or Challenge. New Delhi: Sage Publications.
- Ramamurthi, P.V., Jamuna, D. (eds.) (2004). Handbook of Indian Gerontology. New Delhi : Serial Publication.
- Sears, J.T.(2009). Growing older. USA: Routledge, Tylor& Francis Group.

Suggested readings

- Atchley, R. (1997).Social forces and aging: an introduction to social gerontology, 8th ed. Belmont: Walsworth Publishing Co.,
- Bali, A.P. (ed.) 1999 Understanding Greying People of India. New Delhi: Inter India Publication.

- Birren, J.E., & Schaie, K.W. (eds.), 2001 Handbook of the Psychology of Aging (5th ed.), San Diego: Academic Press.
- Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India. New Delhi: Concept

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 5 (DSE-1): RURAL AND URBAN COMMUNITY DEVELOPMENT(RUCD)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
RURAL AND URBAN COMMUNITY DEVELOPMENT DSE 1 SW 321	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand basic concepts, nature and characteristics of rural and urban communities.
- To understand the needs, social concerns and challenges in rural and urban communities
- To develop an insight about government measures, schemes/programmes, agencies of participative and democratic governance

Learning outcomes

At the end of the semester the students will be able to

- Develop a practical understanding of various concerns and challenges in rural and urban community development.
- Develop professional social work practice skills and competencies in addressing developmental concerns.
- Develop an in-depth understanding of the government measures designed for rural and urban communities.

SYLLABUS OF DSE- 1

<p>Unit I: Understanding Basic Concepts</p> <p>Unit Description: This unit will provide a conceptual understanding of nature and development of rural and urban communities. The unit will also cover social work practice in rural and urban settings.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Characteristics and Nature of Rural and Urban Societies, Rural and Urban Governance • Socio-economic & political structure of rural and urban communities, Rural and Urban Community development • Social work response to community development 	
<p>Unit II: Rural Development : Policies, Programmes and Advocacy</p> <p>Unit Description: This unit will introduce students to develop an critical understanding about various policies and programmes. This unit will also include use of policy advocacy, implementation of programmes for development of rural communities .</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Key Policies and Programmes – MGNREGA, PMAY-G, PMGSY, DDUGKY, MISSION ANTODYA, NSAP, SAGY, DAY-NRLM, SPMRM (RURBAN), Microfinance and Credit, Forest Rights Act, Agriculture related Policy and Panchayati Raj • Role of IT and ICT in rural development, Social Advocacy in Rural Sector, social entrepreneurship, Role of Social Work Professionals • Case Studies – Best Practices in rural development 	
<p>Unit III: Urban Community Development –Characteristics and Approaches</p> <p>Unit Description: This unit will focus on urban community development, its history and characteristics. Students will be oriented about the key concerns of urban societies and interventions by social workers and voluntary organisations.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Urban Sites of Development – Slum Resettlements, J J Clusters, Authorised and Unauthorised Colonies, Gated Communities and Ghettoization, Key issues: Homeless, Public Health and Sanitation • Approaches – Urban Growth, Sustainable Development and Participatory Action Plan • Key Policy/Programme Initiatives - SMART City mission , AMRUT, PMAY (U), PMSAVNidhi, DAY-NULM, SBM, URBAN TRANSPORT, JAL SHAKTI, HRIDAY, JNNURM, NERUDP 	

<p>Unit IV: RUCD and Social Work Interventions</p> <p>Unit Description: This unit will engage students in learning by doing by preparing community profile and undertaking need assessment. The students will be introduced to best practices in community development.</p>	<p>30 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • Community profile and mapping • Need Assessment: Community power structure, Sociogram, SWOC Analysis, Stakeholder Analysis, Problem tree, Digital and Technological Skills for Social Workers • Case Studies – Best Practices in rural and urban community development 	

Practical component (if any) – Unit IV application based 30 hours

Essential Readings:

- Agarwal, Siddharth, and Shivani Taneja. “All Slums Are Not Equal: Child Health Conditions Among the Urban Poor.” *Indian Pediatrics* 42 (2005): 233–244. Print.
- Buckley, R., Singh, M. and Kalarickal, J. (2015). *Strategizing Slum Improvement in India: A Method to Monitor and Refocus Slum Development Programs*. Global Urban Development.
- Chaudhary, A. (2004) *Rural Sociology*, Dominant Publishers and Distributors, India
- Datta, A. (2012). *The Illegal City: Space, Law and Gender in a Delhi Squatter Settlement*. Ashgate, Burlington
- Dhaliwal.S.S, 2004, *Good Governance in Local Self Government*. Deep and Deep Publications
- Desai, A.R.(2011). *Rural Sociology in India, 5th ed.* India: Sage Publication
- Gore, M.S.et.al (ed.) (1990) *Social Implications of Development: The Asian Experience*, Vindya Prakashan Pvt. Ltd, Allahabad.
- Gupta, A. K. (2016). *Grass Root Innovation: Minds on the margin are no marginal minds*. India: Penguin Random House
- Henderson, Jones and Thomas 1980 *The Boundaries of Change in Community Work*, George Allen and Unwin, London
- Hazell, P. & Rosegrant, M. (2000) *Rural Asia: Beyond the Green Revolution*.

OUP/ADB.

- Healey, P. (1997). *Collaborative Planning: Shaping Places in Fragmented Societies*. Macmillan, London.
- “India National Report”: India: National Report Progress of Implementation of the Habitat Agenda (1996-2000), United Nations. Ministry of Urban Development and Poverty Alleviation, Government of India, 2001. Web. Sept.-Oct. 2015
- Jayapalan. N. (2002). *Urban Sociology*. Atlantic Publishers & Distributors, New Delhi
- Jha, Saumitra, Vijayendra Rao, and Michael Woolcock. “Governance in the Gullies: Democratic Responsiveness and Leadership in Delhi’s Slums.” *World Development* 35 (2007): 230-46.
- Joel S.G. (2003) *NGOs And Rural Development Theory And Practical*, Concept Publishing Company.India.
- Singh, K. & Shishodia, A. (2016). *Rural development, Principles, Policies & Management*. India: Sage Publication
- Lieten, G.K. (2003) *Power And Politics And Rural Development*, Monohar Publishers. India.
- Lipton, M. & Longhurst, R. (1989) *New Seeds and Poor People*. London, Routledge
- MahiPal (2020). *Rural Local Governance & Development*. India: Sage Publication.
- Midagley, J and others,1986, *Community Participation, Social Development and the State*, Methuen and Co Limited, New York
- Ministry of Rural Develepment Website, GOI <https://rural.nic.in/scheme-websites>
- Ministry of Housing and Urban Affairs Website, GOI. <https://mohua.gov.in/>
- Ministry of Housing and Urban Affairs Website, GOI. Best Practices: Habitat Planning and Design for Urban Poor. https://smartnet.niua.org/sites/default/files/resources/04_Best_Practices_Habitat_Planning.pdf

- Payne, G. (2005). Getting ahead of the game: A twin-track approach to improving existing slums and reducing the need for future slums. *Environment and Urbanization*, 17: 135–145.
- Rao, G.S. 2000, *Urban Development with Community Initiatives: Retrospect and Prospect*, Atlantic Publishers and Distributor, New Delhi.
- Sahu, B.K. (2003) *Rural Development In India*, Anmol Publications Pvt. Ltd, India
- Singh, S.K., 2002, *Rural Development: Policies and Programmes*, Northern Book Centre, New Delhi
- Singh P.K., Nair A., Issac J. (2021), "Are Land Conflicts Documented Sufficiently in India?", *International Journal of Rural Management*
- Singh, K.N. and Singh, S.N. (1976). *Effective Communication media for Rural Audiences*, Dharamsi Morarji Chemical Company
- Vittal, N. *Communication for Rural Development in India: some facts*, NIRD, Hyderabad

Suggested Readings:

- Chambers, R. (1989) *Farmer First*. Intermediate Technology Publications.
- Indranil De (2020), "Sanitation and User Charges in Indian Slums - Who Pays and How does it Matter?", *Economic and Political Weekly*, 55, pp: 38-45
- Pugh, C. (1990). *Housing and urbanisation*. New Delhi: Sage
- Streeten, P. (1981) *First Things First, Meeting Basic Human Needs in Developing Countries*. Oxford University Press
- Thurow R (2013) *The Last Hunger Season: A year in an African farm community on the brink of change*. Public Affairs.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): GENDER AND DEVELOPMENT

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GENDER AND DEVELOPMENT DSE 2 SW322	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of the gender related concepts, concerns and feminist perspectives
- To understand the approaches towards gender and development
- To develop insights about society, state and civil society initiatives for gender and development

Learning outcomes

At the end of the semester the students will be able to

- Understand the concept of gender and various gender related concerns
- Critically understand different approaches towards gender and development
- Learn various policies and programmes for gender mainstreaming

SYLLABUS OF DSE- 2

<p>Unit I : Conceptual understanding of Gender Unit Description: This unit explains the concepts of gender, sex and feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.</p>	15 Hours
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<p>Subtopics:</p> <ul style="list-style-type: none"> • Concept of gender and sex, gender identities and disparities • Gender stereotyping, discrimination, violence in relationship, family and community • Feminist perspectives: critical reflections 	
<p>Unit II: Approaches on gender and development Unit Description: This unit will introduce different approaches towards gender and development.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Women in Development (WID), Women and Development (WAD) • Gender and Development (GAD) • Equality, Equity and Empowerment 	
<p>Unit III: Gender Inclusion Unit Description: This unit covers the concept and importance of gender inclusion. Students will learn and develop a critical insight on gender equality and empowerment.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Understanding gender vulnerability and Sexual minority • Gender inclusion: Concept, approach and strategies • Understanding Gender based violence 	
<p>Unit IV: Policy and Programmes Unit Description: This unit will briefly introduce the various provisions for women under constitution and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Constitution and legislative safeguards for women • Preparation of a project report: National Policy and programmes for women, Institutional mechanisms: National and State Commissions, Rashtriya Mahila Kosh, Crime Against women Cell and Family Court • Case studies for gender and development and gender mainstreaming in field work settings 	

Practical component (if any) – Unit IV application based
30 Hours

Essential readings

- Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
- Butler, J. (2002). Gender trouble. London: Routledge.
- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
- Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90
- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

- Bansal, D. K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.
- Basu, A. &Jefferey, P.2004 Appropriating Gender. London: Routledge.
- Chaudri, M. (20036) Feminisms in India. New Delhi: Kali for Women.
- Momsen, J.2009 Gender and Development, London &New York: Routledge
- Wendt, S & Nicole M. 2016 Contemporary Feminisms in Social Work Practice, New York: Routledge.
- Dominelli L. (2002). Feminist social work: Theory and Practice , New York: Palgrave
- Rege, S. (Ed.). (2003). Sociology of gender: The challenge of feminist sociological thought. SAGE Publications India.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): PROJECT FORMULATION AND IMPLEMENTATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PROJECT FORMULATION AND IMPLEMENTATION DSE 3 SW 323	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the techniques and procedures related to project formulation, project planning and implementation.
- To learn project identification, feasibility analysis, design, financing, implementation, monitoring and evaluation.
- To learn application of various tools for analyzing the problems in order to select the projects.

Learning outcomes

At the end of the semester the students will be able to

- Develop knowledge about the essential components of project formulation and project appraisal.
- Execute a project to achieve specific goals that will benefit the society.
- Apply appropriate approaches to plan a new project and develop project schedule.

SYLLABUS OF DSE- 3

Unit I: Introduction to Project Formulation and Planning Unit Description: This unit will give an opportunity to the students to understand the project formulation, planning and selection.	15 Hours
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<p>Subtopics</p> <ul style="list-style-type: none"> • Project formulation: meaning, objectives, importance, types, project selection and formulation • Stages of project formulation • Project planning: Project scope, estimation, basic scheduling, resource levelling & allocation 	
<p>Unit II: Project Appraisals Unit Description: This unit will give an opportunity to the students to learn project appraisal and report writing.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Feasibility study: Types and steps in feasibility study • Project appraisal techniques: Measures of project risk, Sensitivity Analysis, Scenario Analysis, Simulation Analysis • Limitation of project appraisal and report 	
<p>Unit III: Project Implementation and Monitoring Unit Description: This unit will give an opportunity to the students to gain an in-depth knowledge about project implementation and monitoring</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Project implementation: Prerequisites for successful project implementation, stages of implementation and teamwork • Project monitoring: meaning, objectives, needs and significance • Monitoring techniques and monitoring schedules 	
<p>Unit IV: Project Evaluation and Review Unit Description: The students will be engaged in various learning activities related to practical application of steps and techniques of project evaluation and review.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Project evaluation: meaning, objectives, scope, stages, approach and steps • Techniques of project evaluation: Time estimation, PERT Model, CPM Model, Performance Audit, input analysis, financial cost-benefit analysis, social-cost benefit analysis • Environmental impact assessment, case studies of development projects. 	

Practical component (if any) – Unit IV application based
30 Hours

Essential Readings:

- Arya, T.S. (2014). Illustrated Project Proposals for NGOs and Social Workers. Nabhi Publication, New Delhi.
- Blanchard, P.N., Thacker, J.W. (2005). Effective Training: Systems, Strategies and Practices. Prentice Hall, India.
- Goel, B.B. (2001). Project Management: A Development Perspective. Deep & Deep Publications. New Delhi.
- International Tropical Timber Organization (2009). Manual for Project Formulation (3rd ed.) GI Series 13.
- Jawahar Lal Nehru National Urban Renewal Mission, GOI. Detailed Project Report: Preparation Toolkit (Sub-mission for Urban Infrastructure and Governance), Government of India.
- Khanna, R. B. (2011). Project Management, PHI Learning Private Limited. New Delhi.
- Thakur, D. (1992). Project Formulation & Implementation. Deep & Deep Publications, New Delhi.
- Virendra, C.A., Pamecha, K. (2018). Guide to Project Reports, Project Appraisals and Project Finance (a Handbook on Project management). Xcess Informatics & Services.

Suggested Readings:

- Diwan P. (n.d.). Project Management, Deep & Deep Publications, New Delhi.
- Gautam, V., Shobhana G. (2008). Training and Development. Indian Society for Training and Development, New Delhi.
- Larson, E.W., Clifford, F. G., & Joshi, R. (2021). Project Management-The Managerial Process (8th ed.). Tata Mcgraw-Hill Publishing Co. Ltd.
- Meredith, J.R., Mantel Jr. S. J. (2009). Project Management- A Managerial Approach. John Wiley and Sons, USA.
- Steve Truelove (1997). Handbook of Training and Development. Wiley–Blackwell

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

DEPARTMENT OF SOCIOLOGY

BA (Honors) Sociology

Discipline Specific Core (DSC) 07
Sociology of India II

DISCIPLINE SPECIFIC CORE COURSE -07 : SOCIOLOGY OF INDIA II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 07 Sociology of India II	4	3	1	0	12 th Pass	Nil

Course Learning Objectives:

1. To introduce students to approaches and concepts in the sociological scholarship on the idea of India,
2. To familiarize students with some of the key debates and perspectives on the formation of India as a nation.
3. To acquaint students with the Indian Constitution as an embodiment of the formal idea of the nation.

Course Learning Outcomes:

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

1. Recognize and investigate the academic and public discourses on Indian society in the historical and social context.
2. Conceptually demonstrate the complexity of the idea of India and its multiple layers, further enabling them to examine themselves in the context of these debates.
3. Discuss the Indian Constitution as a product of the multiple nuanced social positions and debates
4. Analyse the nuanced character of historical and social ideas and processes, and develop critical and analytical thinking in studies on Indian society.

SYLLABUS OF DSC-07

Unit I. Ideas of India in the Sociological Imagination (20 Hours)

This unit is designed to introduce students to the multiple sociological approaches to the study of Indian society and culture that have emerged in a transforming societal context.

- a. Cultural Approach**
- b. Indological Approach**
- c. Subaltern Approach**

Unit II. Nation in the Public Imagination (20 Hours)

This unit aims to demonstrate the diverse public imaginations of India as a Nation, as emanating in its formative years.

- a. M.K Gandhi**
- b. B.R. Ambedkar**
- c. J. Nehru**
- d. V.D Savarkar**

Unit III. The Nation and the Constitution (5 Hours)

This unit Sociologically examines how the Indian Constitution, which embodies a formal idea of the nation, results from a synthesis of various imaginations discussed in the earlier units.

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Ideas of India in the Sociological Imagination

a. Cultural Approach:

Cohn, B.S. (1990). *An Anthropologist among the Historians and other essays*. Oxford University Press. Pp. 136–171.

b. Indological Approach

Dumont, L., & Pocock, D. (1957). For a Sociology of India. *Contributions to Indian Sociology (OS)*, 1. Pp. 7–22.

Bailey, F. G. (1959). For a Sociology of India? *Contributions to Indian Sociology (OS)*, 3. Pp. 88–101.

c. Subaltern Approach

Guha, R. (1982) *Subaltern Studies, Volume I*. Oxford University Press. Pp. 1–8.

Unit II. Nation in the Public Imagination

a. M. K. Gandhi

Gandhi, M.K. (1938). *Hind Swaraj*. Navjivan Publishing House.

b. B. R Ambedkar

Ambedkar, B.R. (1971). *Annihilation of Caste*. Bheem Patrika.

c. J. Nehru

Nehru, J. (1989). *The Discovery of India* (Centenary ed.). Oxford University Press. Chapter 3: The Quest. Pp. 49–68.

d. V. D. Savarkar

Savarkar, V. D. (1969). *Hindutva: Who is a Hindu?* (5th ed.). Veer Savarkar Prakashan. Pp. 102–116.

Unit III. The Nation and the Constitution

Srinivas, M. N. (1992). *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 2, Nation Building in Independent India. Pp. 30-75.

Suggested Readings:

Ambedkar, B.R. (1948). Speech Introducing the Draft constitution in the Constituent Assembly November 4, 1948 and Concluding remarks in the Constituent Assembly November 25, 1949.

Das, V. (2003). *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press.

Gandhi, M., & Parel, A. J. (1997). *Gandhi: 'Hind Swaraj' and other writings*. Cambridge University Press.

Ghurye, G. S. (2016). *Caste and Race in India* (5th ed.). Sage

Srinivas, M.N. (2002). *Collected Works*. Oxford University Press. Pp. 388–413

Additional Resources:

Multimedia resources may be used as and when found relevant. These could include *Gandhi* [1982; Dir. Richard Attenborough]

Bharat Ek Khoj [1988; Dir. Shyam Benegal]

Dr Babasaheb Ambedkar [2000; Dir. Jabbar Patel]

Key Words

Nation, history and civilisation, Indian society, sociological perspective, Indology, ideas and imagination

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

B. A. (H) Sociology
Discipline Specific Core (DSC) 08
Political Sociology

DISCIPLINE SPECIFIC CORE COURSE -08: POLITICAL SOCIOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 08 Political Sociology	4	3	1	0	12 th Pass	Nil

Learning Objectives:

1. To introduce the sub-field of political sociology
2. To provide students the basic conceptual tools for a sociological analysis of political phenomena.
3. To outline classical and contemporary sociological traditions that analyse political institutions and processes.
4. To discuss original sociological writing on interface between politics and society and their divergent theoretical and empirical contexts..
5. To locate the fundamental questions of politics and power in an age of global transformations through an engagement with the three cornerstones of contemporary societies- the state, nation and democracy.

Learning outcomes:

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

1. Describe the history of the emergence of concepts to describe both the general and specific in the sociological study of politics.
2. Distinguish and compare the different perspectives in the sociological study of politics.
3. Comprehend and recognize how political phenomena are embedded in the social and historical contexts of societies.
4. Critically apply the concepts learnt to formulate problematics emerging out of their own situations and historical circumstances.

SYLLABUS OF DSC-08

Unit 1. Introducing Political Sociology (5 Hours)

This unit introduces students to the sub-discipline of political sociology, its origins and analytical concerns.

Unit 2. Concepts, Institutions and Processes (40 Hours)

This unit teaches students the fundamental concepts in political sociology and enables them to understand the workings of political institutions and processes.

- a. Power and Authority (16 Hours)**
- b. Classes, Elites, States and Nations (12 Hours)**
- c. Democracy, Citizenship and Local Politics (8 hours)**
- d. Politics, Identities and Technology (4 Hours)**

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit 1: Introducing Political Sociology

Bottomore, Tom. (1983). *Political Sociology*, Bombay: BI Publications, Introduction, pp. 7-19.

Unit 2. Concepts, Institutions and Processes

a. Power and Authority

Weber, Max. (1994). *Sociological Writings*. United Kingdom: Continuum. Pp. 9-13, 23-24,28-46, 59-67.

Piven, Frances Fox and Richard A. Cloward. (2005). Rule Making, Rule Breaking, and Power in Thomas Janoski (Ed.), *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. United States: Cambridge University Press. Pp. 33-53.

Foucault, Michel. (2021). Two Lectures, in *Culture/Power/History: A Reader in Contemporary Social Theory*. United States: Princeton University Press. Pp. 200-221.

b. Classes, Elites, States and Nations

Miliband, Ralph. (1983). *Class Power and State Power*. United Kingdom: Verso. Chapter 4. State Power and Class Interests. Pp. 63-77.

Albertoni, Ettore A. (1987). *Mosca and the Theory of Elitism*. United Kingdom: B. Blackwell. Chapter 9. The Italian School of Elitism: Between Myth and Reality. Pp. 109-119.

Bourdieu, Pierre. (1994). Rethinking the State: Genesis and Structure of the Bureaucratic Field. *Sociological Theory* 12(1): 1-18.

Chatterjee, Partha. (2010). The State. In *The Oxford Companion to Politics in India*. India: Oxford University Press. Pp. 3-14.

Smith, Anthony D. and John Hutchinson (Ed.) (1994). *Nationalism*. United Kingdom: Oxford University Press, 1994. Pp. 21-25, 29-35.

c. Democracy, Citizenship and Local Politics

Kaviraj, Sudipta. (2003). The Nature of Indian Democracy. *The Oxford India Companion to Sociology and Social Anthropology*. India: Oxford University Press. Pp. 1447-1471.

Niraja Gopal Jayal (2019): Reconfiguring Citizenship in Contemporary India, South Asia: *Journal of South Asian Studies*. Pp. 1-17.

Brass, P. R. (1984). National Power and Local Politics in India: A Twenty-year Perspective. *Modern Asian Studies*, 18(01). Pp.89-118.

d. Politics, Identities and Technology

Weiner, Myron. (2001), The Struggle for Equality: Caste in Indian Politics, in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press. Pp. 193-225.

Howard, P. N. (2005). Deep Democracy, Thin Citizenship: The Impact of Digital Media in Political Campaign Strategy. *The ANNALS of the American Academy of Political and Social Science*, 597(1), 153–170.

Suggested Readings:

Bailey, F. G. (2019). *Stratagems and Spoils: A Social Anthropology of Politics*. United Kingdom: Taylor & Francis Group.

Balibar, Étienne and Immanuel Wallerstein. (1991). *Race, Nation, Class: Ambiguous Identities*. United Kingdom: Verso.

Brown, Donald Mackenzie. (1953). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. United States: University of California Press.

Chakravarti, Anand. (1975) *Contradiction and Change: Emerging Patterns of Authority in a Rajasthan Village*. India: Oxford University Press.

Gledhill, John. (2000), *Power and its Disguises: Anthropological Perspectives on Politics*, 2nd Ed., London: Pluto Press, 2000. Pp.1-22.

Habermas, Jürgen, Sara Lennox, and Frank Lennox. (1964). The Public Sphere: An Encyclopedia Article. *New German Critique*, no. 3 (1974): 49–55.

Macpherson, C. B. (1966). *The Real World of Democracy*, Oxford: Clarendon Press.

Marshall, T.H. (1950). *Citizenship and Social Class and Other Essays*. Cambridge: Cambridge University Press.

Piven, Frances Fox., Cloward, Richard. (2012). *Poor People's Movements: Why They Succeed, How They Fail*. United States: Knopf Doubleday Publishing Group.

Rothermund, Dietmar. (2013). *Empires in Indian History and Other Essays*. India: Manohar Publishers & Distributors.

Rudolph, Lloyd I. (1992). The Media and Cultural Politics, *Economic and Political Weekly* Vol. 27, No. 28, pp. 1489-1495.

Spencer, Jonathan. (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. United Kingdom: Cambridge University Press.

Steinmetz, George. (2014). The Sociology of Empires, Colonies, and Postcolonialism. *Annual Review of Sociology*, 40(1), Pp. 77–94.

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

**B.A. (H) Sociology
Discipline Specific Core (DSC) 09
Sociology of Religion**

DISCIPLINE SPECIFIC CORE COURSE -09 : SOCIOLOGY OF RELIGION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 09 Sociology of Religion	4	3	1	0	12 th pass	Nil

Course Learning Objectives:

1. Introduce students to sociology of religion as a distinct field through classic and contemporary readings.
2. Examine the dialectics between religion and society through the study of religious practices, customs, beliefs, and rituals.
3. Outline the role of religious faith and beliefs in the modern world.

Course Learning Outcomes:

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

1. Identify and distinguish the sociological approach to religion.
2. Have familiarity with classic and contemporary sociological theories and approaches to study of religion.
3. Use knowledge of religious practices, customs, beliefs, and rituals to analyse relation between religion and society.
4. Outline the significance of religious faith and beliefs in the modern world.

SYLLABUS OF DSC-09

Unit I Thinking through Religion (16 hours)

This unit introduces students to certain key concepts in Sociology of religion in terms of their definitions, interrelations and trajectories of usage.

- a. Religion in Sociology
- b. Magic, Science and Religion
- c. Atheism

Unit II Religion and Ritual (7 hours)

This unit provides a sociological understanding of the relationship between religion and rituals and the contexts of ritual practice.

- a. Rites of Passage**
- b. Ritual**

Unit III. Sociological Engagements with Religion (16 hours)

This unit illustrates how religious ideas, beliefs and values shape people's understanding of their world.

- a. Hinduism**
- b. Islam**
- c. Christianity**
- d. Buddhism**

Unit IV Religion, State and Society(6 hours)

This section traces the dynamic relationship between religion, state and society in the modern world in context of historical continuities and changes.

Practical component (if any) - NIL

Essential/Recommended Readings

Unit I. Thinking through Religion

a. Religion in Sociology

Davie, G. (2003). The Evolution of the Sociology of Religion: Theme and Variations. In *Handbook of the Sociology of Religion*, ed. Michele Dillon, Cambridge University Press. Pp. 61-75.

Durkheim, E. (2001). *The Elementary Forms of Religious Life*. A new Translation by Carol Cosman, OUP: Oxford. Pp. 25-46.

b. Magic, Science and Religion

Malinowski, B. (1948). *Magic, Science & Religion and Other Essays*. The Free Press: U.S.A. Pp. 35-70.

c. Atheism

Schaffner, C and R. T. Cragun. (2020). Non-Religion and Atheism, Chapter 20. In *Handbook of Leaving Religion* (Ed.), Daniel Enstedt, Göran Larsson, Teemu T. Mantsinen, Brill, pp. 242-252.

Unit II. Religion and Ritual

a. Rites of Passage

Van Gennep, A. (1960). *The Rites of Passage*. Routledge & Kegan Paul: London, Introduction and pp1-14, 116-145.

b. Ritual

Parry, J. (1985). Death and Digestion: The Symbolism of Food and Eating in North Indian Mortuary Rites, *Man*, New Series, Vol. 20, No. 4, pp. 612-630 Published by: Royal Anthropological Institute of Great Britain and Ireland.

Unit III. Sociological Engagements with World Religions

a. Hinduism

Shah A.M. and M.N. Srinivas. (1968), Hinduism. In *International Encyclopedia of the Social Sciences*, Vol.6, pp358-66.

3.2. Islam

Gilsenan, M. (1982). *Recognising Islam: An Anthropologist's Introduction*. Croom Helm: London. Pp 9-37.

3.3. Christianity

Parsons, T. (1968). Christianity. In *International Encyclopedia of the Social Sciences* Vol. 2, pp 425-447.

3.4. Buddhism

Gethin, R. (1998). The Buddha: The Story of the Awakened One. In *The Foundations of Buddhism*, OUP:Oxford, Chapter 1, pp. 7-34.

Unit IV. Religion, State and Society

Smith. D. E. (1963). *India as a Secular State*, Princeton University Press. Ch. 1, 2 pp. 3-54.

Suggested Readings:

Berger, P.L. (1990). *The Sacred Canopy: Elements of a Sociological Theory of Religion*, 2nd Edition, New York: Anchor.

Béteille, A. (2002). Religion as a Subject for Sociology. In *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. Pp 184-2.

Beyer, P. (2003). Social Forms of Religion and Religions in Contemporary Global Society,

Cannell, F. (2005). The Christianity of Anthropology, *The Journal of the Royal Anthropological Institute*, Vol. 11(2), 335-356.

Durkheim, E. (1995). *The Elementary Forms of the Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book One and Conclusion. Pp. 303-412, 418- 448.

Geertz, Clifford. (1973). Religion as a Cultural System. In *The Interpretation of Cultures: Selected Essays*. Basic Books: NY. Pp.87-125.

in *Handbook of the Sociology of Religion*, (Ed.), Michele Dillon, Cambridge University Press. pp. 45-60.

Marx, K. 2008/9 [1843]. On the Jewish Question. In *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.org.

Southwold, M. (1978). Buddhism and the Definition of Religion, *Man, New Series*, Vol 13(3), pp. 362-379.

Southwold. M. (1978). Buddhism and the definition of religion, *Man, New Series*, Vol 13(3), pp. 362-379.

Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford. Pp100-122.

Tambiah, S. J. (1990). *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press. Pp. 1-41.

Weber. M. (2001). *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press. Pp. 103-126.

Keywords:

Sacred, profane, belief, rituals, secularization, magic, atheism, science, death.

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

Category II

(BA Multidisciplinary Studies (Sociology), Courses for Undergraduate Programme of study with Sociology discipline as one of the Core Disciplines)
(DSC 05 (Required for Major and Minor in Sociology),
DSC 06 (Required for Major in Sociology))

B.A. (MDS) Sociology Discipline Specific Core (DSC) 05 Classical Sociological Thinkers

DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Classical Sociological Thinkers	4	3	1	0	12 th Pass	Nil

Learning Objectives

1. To familiarise students with the contribution of classical sociological thinkers.
2. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
3. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

Learning outcomes

1. To recognize interconnections between classical sociological theories and contemporary research.
2. To grasp the relevance of classical sociological theory in the development of the discipline.
3. To apply theoretical concepts to examine social issues and concerns.

SYLLABUS OF DSC-1

Unit I

Karl Marx: Materialist Conception of History (15 Hours)

This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.

Unit II

Emile Durkheim: Social Fact (15 Hours)

This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.

Unit III

Max Weber: Ideal Types and Types of Authority (15 Hours)

This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx

a. Materialist Conception of History

Marx, K. & F. Engels. (1969). *The German ideology*. Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory*. Malden: 2nd Edition Blackwell. pp. 73-130.

Unit II. Emile Durkheim

Social Fact

Durkheim, E. (1958). *The Rules of Sociological Method*. Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

Unit III. Max Weber

Ideal Types and Types of Authority

Weber, Max. (1947). *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim*. Cambridge: Cambridge University Press. Ch 10.(pp 133-144).

Suggested Readings:

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim*. Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

Key Words:

Historical materialism, social fact, social action, ideal types.

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

BA Multidisciplinary Studies (Sociology)
Discipline Specific Core (DSC) 06
Polity and Society

DISCIPLINE SPECIFIC CORE COURSE -06 (DSC-06) : Polity and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 06 Polity and Society	4	3	1	0	12th Pass	Nil

Learning Objectives:

1. To familiarize students with the embeddedness of the political in the social.
2. To outline the theoretical and conceptual heritage of sociology to enable students to understand power, authority and their institutionalizations in modern societies.
3. To provide a sociological understanding of political processes and institutions of India in their historicity and complexity.

Learning outcomes:

Students will be able to:

1. Identify and explain the concepts that are integral to a sociological study of politics.
2. Illustrate the specific ways in which politics is shaped processually in particular historical contexts.
3. Examine the relationship between political institutions and other social and economic institutions and processes

SYLLABUS OF DSC-06:

Unit I On Studying Polity and Society (9 Hours)

This unit introduces students to the sociological study of political life and political institutions

Unit II Conceptual Foundations (16 Hours)

This unit familiarizes students with various perspectives on the sociological study of politics and their conceptual legacies.

Unit III: Themes in Politics and Society in India (20 Hours)

This unit maps the articulation of polity and society in the Indian context from a sociological perspective.

- a. State and the Political Economy**
- b. Democratic Processes and Local Politics**
- c. Political Identities**
- d. Mobilizations and Communications**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. On Studying Polity and Society:

Clemens, Elisabeth S. (2016). *What is Political Sociology?* Polity Press. Chapters 1. Pp. 5-24.

Bottomore, T. B. (1972) *Sociology: A Guide to Problems and Literature*. United Kingdom: Vintage Books, . Chapters 9, Political Institutions. Pp. 151-167.

Unit II Conceptual Foundations

Nisbet, Robert. 1993. *The Sociological Tradition*. United Kingdom: Transaction Publishers. Chapter 4, Authority. Pp. 107-150.

Foucault, Michel. (2019). *Power: The Essential Works of Michel Foucault 1954-1984*. United Kingdom: Penguin Books Limited. Governmentality. Pp. 201-222

Unit III: Themes in Politics and Society in India

- a. State and the Political Economy**

Rothermund, Dietmar. (2013). *Empires in Indian History and Other Essays*. India: Manohar Publishers. Chapter 3. The State Society in India from Ancient Times to the Present. Pp. 63-82.

Chatterjee, Partha. (2011). *Lineages of Political Society: Studies in Postcolonial Democracy*. New York: Columbia University Press. Chapter 10. Democracy and Economic Transformation. Pp. 208-234.

b. Democratic Processes and Local Politics

Michelutti, Lucia. (2007), The Vernacularization of Democracy: Political Participation and Popular Politics in North India. *The Journal of the Royal Anthropological Institute*, Vol.13 (3), pp. 639-656.

Gould, H. A. (1971), Local Government roots of Contemporary Indian politics, *Economic and Political Weekly*, Vol.6 (7), pp.457-64.

c. Political Identities

Kaviraj, Sudipta. (2010). Nationalism. In Niraja G. Jayal (Ed.), *The Oxford Companion to Politics in India*. India: Oxford University Press. Pp. 317-331.

Weiner, Myron. (2001). The Struggle for Equality: Caste in Indian Politics. In A. Kohli (Ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press. Pp.193-225

d. Mobilizations and Communication

Shah, Ghanshyam. (1988). Grassroots Mobilizations in Indian Politics", in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304.

Rudolph, Lloyd I. (1992). The Media and Cultural Politics, *Economic and Political Weekly* Vol. 27, No. 28, pp. 1489-1495.

Suggested Readings:

Bottomore, Tom. (1964). *Elites and Society*, Harmondsworth: Penguin Books.

Dickey, Sara. (1993). The Politics of Adulation: Cinema and the Production of Politicians in South India, *The Journal of Asian Studies*, vol.52 (2), pp. 340-70.

Fernandes, Leela. (2006). *India's New Middle Class. Democratic Politics in an Era of Economic Reform*, Minneapolis: University of Minnesota Press.

Ghosh Partha et.al (Eds.). (2000). *Pluralism and Equality: Values in Indian Society and Politics*, Sage: New Delhi.

Jayal, N. G. (2007). The Role of Civil Society. In Ganguly, S. et. Al.(Eds.), *The State of India's*

Democracy, Baltimore: The Johns Hopkins University Press.

Kothari, Rajni. (1970). *Caste in Indian Politics*, Hyderabad: Orient Longman.

Loic Wacquant (Ed.). (2005). *Pierre Bourdieu and Democratic Politics: The Mystery of Ministry*. United Kingdom: Wiley.

Lukes, Steven. (2005). *Power: A Radical View*, 2nd Ed., Hampshire: Palgrave.

Manor, James. (1988). Parties and the Party System. In A. Kohli (Ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98.

Spencer, Jonathan. (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. United Kingdom: Cambridge University Press.

Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles: University of California Press. Pp. 62-93.

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

Category III

Sociology Courses for Undergraduate Programme of study with Sociology as one of the Core Disciplines

(Discipline Specific Core courses for B.A. (MDS) with Sociology as non-Major / Minor discipline)

B.A. (MDS) Sociology Discipline Specific Core (DSC) 05 Classical Sociological Thinkers

DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Classical Sociological Thinkers	4	3	1	0	12 th Pass	Nil

Learning Objectives

1. To familiarise students with the contribution of classical sociological thinkers.
2. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
3. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

Learning outcomes

1. To recognize interconnections between classical sociological theories and contemporary research.
2. To grasp the relevance of classical sociological theory in the development of the discipline.

3. To apply theoretical concepts to examine social issues and concerns.

SYLLABUS OF DSC-1

Unit I

Karl Marx: Materialist Conception of History (15 Hours)

This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.

Unit II

Emile Durkheim: Social Fact (15 Hours)

This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.

Unit III

Max Weber: Ideal Types and Types of Authority (15 Hours)

This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx

a. Materialist Conception of History

Marx, K. & F. Engels. (1969). *The German ideology*. Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory*. Malden: 2nd Edition Blackwell. pp. 73-130.

Unit II. Emile Durkheim

Social Fact

Durkheim, E. (1958). *The Rules of Sociological Method*. Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

Unit III. Max Weber

Ideal Types and Types of Authority

Weber, Max. (1947). *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim*. Cambridge: Cambridge University Press. Ch 10.(pp 133-144).

Suggested Readings:

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim*. Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

Key Words:

Historical materialism, social fact, social action, ideal types.

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

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSE)

**BA (H) Sociology
Discipline Specific Elective 01
Urban Sociology**

DISCIPLINE SPECIFIC ELECTIVE COURSE -01 (DSE-01) : Urban Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-01 Urban Sociology	4	3	1	0	12th Pass	Nil

Learning Objectives:

1. To place the city in its historical and contemporary context.
2. To give an overview of key theoretical perspectives on city and urban phenomena.
3. To illustrate the complexity of urban realities with thematic case studies.

Learning outcomes

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

1. Comprehend the significance of concept of urbanism and process of urbanization in our times.
2. Understand and apply various theories of the city.
3. Analyze and evaluate key urban processes such as migration, displacement and urban slums.
4. Create sociologically informed solutions for contemporary urban issues such as resettlement and rehabilitation.

SYLLABUS OF DSE-01:

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City (9 Hours)

This unit introduces students to the constitutive elements of urban life as examined in anthropological and sociological writings.

Unit 2: Perspectives in Urban Sociology (15 Hours)

This unit examines the key theoretical perspectives that provide a sociological understanding of urban reality.

- a. Ecological
- b. Political Economy
- c. Network
- d. City as Culture

Unit 3: Movements and Settlements (6 Hours)

This unit enables an understanding of urban processes such as migration, displacement, resettlement, rehabilitation etc. and the factors that give rise to them.

Unit 4: Politics of Urban Space (15 Hours)

This unit examines the experience of urban spaces for individuals and communities based on their specific socio-political locations.

- a. Caste, Class and Gender
- b. Culture and Leisure

Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Urban, Urbanism and the City

Southall, Aidan. 2000. *The City in Time and Space*. Cambridge University Press. Cambridge. Chapter 1. Writing the city under crisis. Pp. 3-22.

Weber, Max. 1978. *The City*. The Free Press: New York. Pp 65-89.

Unit 2: Perspectives in Urban Sociology

a. Ecological

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Chicago Ethnographers. Pp 19-58.

b. Political Economy

Harvey, David. 1985. *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35.

c. Network

Castells, Manuel. 2002, *Local and Global: Cities in the Network Society*. In *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. Pp. 548–558.

d. City as Culture

Simmel, Georg. 1903. *Metropolis and the Mental Life*. In Gary Bridge and Sophie Watson, (Eds.), *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002. Pp. 12-19

Unit 3: Movements and Settlements

Rao, M.S.A. 1981. Some aspects of the sociology of migration. *Sociological Bulletin*, Vol. 30, 1. Pp. 21-38.

Anand, Inbanathan. 2003. *Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony*. In Ranvinder Singh Sandhu (Ed.), *Urbanization in India*. Sage: New Delhi. Pp. 232-246.

Unit 4: Politics of Urban Space:

a. Caste, Class and Gender

Kamath, Lalitha and Vijayabaskar, M. 2009. Limits and possibilities of middle-class associations as urban collective actors. *Economic & Political Weekly*, June 27, vol XLIV, No. 26 & 27, Pp. 368-376.

Ayyar, Varsha. 2013. Caste and gender in a Mumbai resettlement site. *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp. 44-55.

Castells, Manuel. 1983. *Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco*. In *The City and the Grassroots*. Pp. 138-170.

b. Culture and Leisure

Grazian, David. 2009, *Urban nightlife, social capital, and the public life of cities*. *Sociological Forum*, Vol. 24, No. 4, Pp. 908-917.

Suggested Readings:

Gautam Bhan, Teresa Caldeira, Kelly Gillespie and AbdouMaliq Simone. 2020. *The pandemic, southern urbanisms and collective life*. *Society and Space* Vol 3.

<https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life>

Crawford, Margaret. "The World in a Shopping Mall," in *Variations on a Theme Park: The New American City and the End of Public Space*, ed., Michael Sorkin, (New York, NY: Hill and Wang, 1992). Pp. 3-30.

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. New York:Mariner Books: Chapter 4. The Ancient City. Pp. 94-118

Oskar Verkaaik. 2008. *Cosmopolistan: culture, cosmopolitanism and gender in Karachi, Pakistan*. In Martina Reiker and Kamran Asdar Ali (Eds.), *Gendering Urban Space in the Middle East, South Asia and Africa*. Palgrave Macmillan. NY.

Audio Visual Material:

Whyte, William H. 1980. *Social Life of Small Urban Spaces* 2. Giovanni Vaz Del Bello. 2006.

A Convenient Truth: Urban Solutions from Curitiba, Brazil 3. Anand Patwardhan. 1985

Bombay: Our City 4. Sanjiv Shah. A Place To Live 5. Gouri Patwadhan. Bin Savlyanchya Gavat (In a Shadowless Town)

Key Words: Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology

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

Sociology
Discipline Specific Elective (DSE) 02
Sociology of Work

DISCIPLINE SPECIFIC ELECTIVE COURSE 02: SOCIOLOGY OF WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 02 Sociology of Work	4	3	1	0	12 th Pass	Nil

Course Learning Objectives:

1. The course journeys into the socio-cultural aspects of work, known commonly by its economic character. It shows how being fundamental to humankind, work took various forms in pre-industrial times, but industrialization integrally changed its character with far-reaching social consequences. In this context, it also traces the evolution of the Sociology of Work as a sub-discipline, in the light of the ideas of the classical sociologists.
2. The course also examines sociological perspectives regarding the nature and socio-cultural consequences of industrialization, critically evaluating them in the context of non-western societies. The extent to which the information revolution has led to a social transformation comparable to that caused by industrialization is also examined in this context.
3. Further, the course addresses various work-related contemporary issues and concerns such as formal and informal sector work, unpaid and forced work, gender segregation and alienation in work and hazardous work.

Course Learning Outcomes

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

1. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.
2. Understanding work in its important social aspects such as gendered work, unpaid work, and alienation as different from its better-known economic dimension.

3. Understanding work in its global dimensions including the mutual relation between work in underdeveloped societies and in developed ones.
4. Developing a comparative perspective in the study of work, focusing on the differences in the social impact of work in western and non-western contexts.
5. Understanding work in its various contexts such as formal and informal sectors, manufacturing and service sectors, home and work-place, etc.
6. Learning about the complexities, disparities and inequalities in the area of work.

SYLLABUS OF DSE-02

Unit 1: Work in Historical Perspective (9 Hours)

In this unit, work is traced through pre-industrial times in the form of gathering and hunting, pre-industrial agriculture and artisan work. Further, the conceptualization of work and its analysis in classical and contemporary sociological literature is reviewed.

- a. Work in pre-industrial society
- b. Sociology of Work: An Overview

Unit 2: Industrial Culture and Organisation (9 Hours)

This unit addresses work in industrial society, analyzing the social impact of industrialization through the theories of industrialization, industrialism, post-industrialism and information society.

- a. Industrialization, Industrialism and post-industrialism
- b. Information Society

Unit 3: Work in the Informal Sector (9 Hours)

In this unit, the focus is on the sociological analysis of the informal, unorganized sector of work, with a view to bringing out the many continuities that exist between it and the formal, organized sector.

Unit 4: Dimensions of Work (18 Hours)

This unit discusses various important dimensions of work, focusing on the way in which they have been theoretically conceptualized as well as on their manifestation in actual work contexts.

- a. Alienation

- b. Gender
- c. Unpaid Work and Forced Labour
- d. Risk, Hazard and Disaster

Practical component (if any) - NIL

Essential/Recommended Readings

Unit 1: Work in Historical Perspective:

a. Work in pre-industrial society.

Volti, Rudi. (2011) *An Introduction to the Sociology of Work and Occupations*. Sage Publications, Inc. (second edition). Chs. 1 and 2, Pp. 1-16 and 19-35.

b. Sociology of Work: An Overview

Strangleman, Tim. (2016). The Disciplinary Career of the Sociology of Work. In Edgell, Gottfried and Granter (Ed.), *The Sage Handbook of the Sociology of Work and Employment*. Los Angeles/London/New Delhi/Singapore/Washington DC, Sage Reference, Ch. 2.

Unit 2: Industrial Culture and Organization

a. Industrialisation, Industrialism and Post-industrialism

Ramaswamy E. A. and Uma Ramaswamy. (1981) *Industry and Labour*. New Delhi, Oxford University Press. Ch 3, Pp.33-65.

b. Information Society

Kumar, Krishan. (1999). *From Post-Industrial to Post-Modern Society*. Oxford, Blackwell Publishers Ltd. Ch 2, Pp 6-35.

Unit 3: Work in the Informal Sector

Breman, Jan. (2003). The Informal Sector in Veena Das (Ed.), *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi, OUP. Pp. 1287-1312.

Kumar, Sanjay and Sharit Bhowmik. (2010). Street Vending in Delhi in Sharit Bhowmik (Ed.), *Street Vendors in the Urban Global Economy*. Routledge. Pp. 46-67.

Unit 4: Dimensions of Work

a. Alienation

Erikson, Kai. (1990). On Work and Alienation in Erikson, K. and S.P. Vallas (Eds.), *The Nature of Work: Sociological Perspectives*. New Haven and London, American Sociological Association Presidential Series and Yale University Press. Pp. 19-33.

Taylor, Steve. (1998). Emotional Labour and the new Workplace. In Thompson and Walhurst (Eds.), *Workplace of the Future*. London, Macmillan. Pp. 84-100.

c. Gender

Hynes, Kathryn and Kelly Chandler. (2008). Gender in the workplace. In Wethington, Elaine and Rachel Dunifon (Ed.), *Encyclopaedia of the Life Course and Human Development*, Gate Publishers. Pp.163-169.

Chowdhury, Prem. 1993. High Participation, Low Evaluation: Women and Work in Rural Haryana, in *Economic and Political Weekly*, December 25, Pp.136-148.

c. Unpaid Work and Forced Labour

Edgell, Stephen. Unpaid Work-Domestic and Voluntary work. In *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, 2012. Pp.153-181.

Coser, Lewis. (1990). Forced Labour in Concentration Camps. In Erikson, K. and S.P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*. New Haven and London, American Sociological Association Presidential Series and Yale University Press, 2006. Pp. 162-69.

d. Risk, Hazard and Disaster

Visvanathan, Shiv. (1986)Bhopal: The Imagination of a Disaster, *Alternatives XI*, Pp. 147-165.

Zonabend, Françoise. The Nuclear Everyday in Massimiliano Mollona, Geert De Neve and Jonathan Parry (Ed.), *Industrial Work and Life: An Anthropological Reader*. London, Berg, 2009. Pp. 167-185.

Suggested Readings:

Bell, Daniel. *The Coming of Post-Industrial Society*. London, Heineman, 1976. Introduction, Pp.12-45.

Devine, Fiona. (1992). Gender Segregation in the Engineering and Science Professions: A case of continuity and change. In *Work, Employment and Society*, 6 (4). Pp.557-75.

Freeman, Carla. (2009) Femininity and Flexible Labour: Fashioning class through gender on the global assembly line. In Massimiliano Mollona, Geert De Neev and Jonathan Parry (Eds.), *Industrial Work and Life: An Anthropological Reader*. London, Berg,. Pp. 257-268.

Grint, Keith. (2005). Classical Approaches to Work: Marx, Durkheim and Weber. In *The Sociology of Work: An Introduction*. Polity Press, Cambridge,. Pp. 90-112.

Talib, Mohammad. (2010). *Writing Labour- Stone Quarry Workers in Delhi*. New Delhi, OUP. Chapter 1, Pp. 23-54.

Additional Resources:

Audio Visual Material:

1. Chaplin, Charlie 1936. 'Factory Scene'- 'Modern Times'
2. Cole, Nigel 2010. "*Made in Dagenham*"
3. Alux.com "15 Jobs that will disappear in the next 20 years due to AI"
4. NatGeo, 2014. "The Bhopal Disaster: India"

Key Words:

Pre-industrial Work, Industrialism, Scientific Management, Industrialization, Post-Industrialism, Information Society, Alienation, Emotional Labor, Gendered Work, Informal Sector, Unpaid Work, Hazardous Work, Industrial Disaster.

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

Sociology
Discipline Specific Elective (DSE) 03
Sociology of Health and Medicine

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-03) : Sociology of Health and Medicine

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 03 Sociology of Health and Medicine	4	3	1	0	12th Pass	Nil

Course Learning Objectives

1. To render health and medicine as a complex interaction between social and biological processes.
2. To introduce cultural dimension in the construction of illness and medical knowledge.
3. To outline different theoretical approaches in Sociology of Health and Medicine.
4. To illustrate social experiences of health and illness through case studies and health policies.

Course Learning Outcomes

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

1. Analyse the everyday experience of health and illness as an outcome of social, political, economic, cultural, and biological processes.
2. Apply the key concepts and approaches of sociology of health and medicine to understand the social embeddedness of medical ideas and practices.
3. Develop a critical understanding of modern biomedicine, medical pluralism and integration of different systems of medicine.
4. Identify and discuss the contemporary concerns and debates in medical sociology.

SYLLABUS OF DSE-03

Unit 1. Conceptualising Disease, Sickness, and Illness (9 Hours)

The section introduces students to the key concepts in Medical Sociology that define the field as being distinct from Medical Sciences.

Unit 2. Theoretical Orientations to Health and Illness (18 Hours)

This section situates the study of health and illness in the theoretical context of the discipline. It seeks to familiarize the students with the perspectives that have shaped the discourse on health and illness in Sociology.

- a. Systems Approach
- b. Political Economy of Health
- c. Health as a Power Discourse
- d. Feminist Approaches

Unit 3. Some Issues and Concerns in Medical Sociology (18 Hours)

This section focuses on issues of critical relevance in contemporary times. These issues not only alter the character of medical systems but also impinge on the dynamics of social relations.

- a. Medical Pluralism
- b. Assisted Reproductive Technologies
- c. Mental Health
- d. Digital Technologies and Health

Practical component (if any) - NIL

Essential/Recommended Readings

Unit 1. Conceptualising Disease, Sickness, and Illness

Turner, B. S. (1995). *Medical power and social knowledge*. Sage. Chapter 1, Pp. 1–17.

Freund, P. E. S., McGuire, M. B., & Podhurst, L. S. (2003). *Health illness and the social body: A critical sociology* (4th ed.). Prentice Hall. Chapter 9. Pp. 195–223.

Unit 2. Theoretical Orientations in Health and Illness

Lupton D. (2012). *Medicine as culture: Illness, disease and the body* (3rd ed.). Sage. Chapter 1. Pp. 1–19.

a. Systems Approach

Turner, B. S. (1995). *Medical power and social knowledge*. Sage. Chapter 3. Pp. 44–54.

b. Political Economy of Health

Morgan, L. (1987). Dependency theory and the political economy of health: An anthropological critique. *Medical Anthropology Quarterly* (New Series), 1(2), Pp. 131–154.

c. Health as a Power Discourse

Foucault, M. (1980). The politics of health in the eighteenth century. In M. Foucault, & C. Gordon (Ed.), *Power/knowledge: Selected interviews and other writings 1972–1977* Pantheon. Pp. 166–182.

d. Feminist Approaches

Lupton D. (2012). *Medicine as culture: Illness, disease and the body* (3rd ed.). Sage. Chapter 6. Pp. 149–172.

Unit 3. Some Issues and Concerns in Medical Sociology

a. Medical Pluralism

Baer, H. A., Singer, M., & Susser, I. (1994). *Medical anthropology and the world system*. Praeger. Chapter 10. Pp. 307–328.

Sujatha, V. (2011). What could “integrative” medicine mean? Social science perspectives on contemporary ayurveda. *Journal of Ayurveda and Integrative Medicine*, 2 (3). Pp. 115–23.

b. Assisted Reproductive Technologies

Marwah, V., & Naidu, S. (2011). Reinventing reproduction, re-conceiving challenges: An examination of assisted reproductive technologies in India. *Economic and Political Weekly*, 46(43), Pp. 104–111.

c. Mental Health

Horwitz, A. V. (2013). The sociological study of mental illness: A critique and synthesis of four perspectives. In C. S. Aneshensel, J. C. Phelan, & A. Bierman (Eds.), *Handbook of the sociology of mental health*, Springer Science. Pp. 95–112.

d. Digital Technologies and Health

Deborah L. (2013). *Digitized Health Promotion: Personal Responsibility for Health in the Web 2.0 Era* (Working Paper No. 5). Sydney Health & Society Group.

Suggested Readings:

Baer, H. A., Singer, M., & Susser, I. (1994). *Medical anthropology and the world system*. Praeger.

Denny, E. (1994). Liberation or oppression? Radical feminism and in vitro fertilisation. *Sociology of Health and Illness*, 16 (1). Pp. 62–80.

Gabe, J. & Monaghan, L. F. (Eds.), (2013). *Key concepts in medical sociology* (2nd ed). Sage.

Gupta J. A. (2000). *New reproductive technologies women's health and autonomy: Freedom or dependency*. Sage. [Chapter 2].

Inhorn, M. (2000). Defining women's health: Lessons from a dozen ethnographies. *Medical Anthropology Quarterly*, 20(3), 345–378.

International Consultation on Commercial Economic and Ethical Aspects of Assisted Reproductive Technologies, Sarojini, N. B., Marwah, V., & Sama—Resource Centre for Women and Health. (2014). *Reconfiguring reproduction: Feminist health perspectives on assisted reproductive technologies*. Zubaan Publishers, in collaboration with Sama—Resource Group for Women and Health.

Kleinman, A. (1998). *The illness narratives: Suffering, healing and the human condition*. Basic Books Inc. [Chapter 1, pp. 3–30].

Leslie, C. (1976). *Asian medical systems: A comparative study*. University of California Press. [Introduction, pp. 1–12].

Nichter, M. (1996). Popular perceptions of medicine: A south Indian case study. In M. Nichter & M. Nichter. *Anthropology and international health* (pp. 203–237). Gordon and Breach.

Pande, A. (2010). Commercial surrogacy in India: Manufacturing a perfect mother-worker. *Signs: Journal of women in culture and society*, 35(4), 969–992.

Patel, T. (2012). Global standards in childbirth practices. In V. Sujatha & L. Abraham (Eds.), *Medical pluralism in contemporary India* (pp. 232–254). Orient Blackswan.

Rao, M. (2009). 'Health for all' and neoliberal globalisation: An Indian rope trick. In L. Panitch, & C. Leys (Eds.), *Morbid symptoms: Health under capitalism* (pp. 262–278). Merlin.

Turner, B. S. (1995). *Medical power and social knowledge*. Sage.

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

COMMON POOL OF GENERIC ELECTIVES (GE)

Sociology Generic Elective 07 Social Inequalities

Generic Elective Course 07 (GE 07) : Social Inequalities

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 07 Social Inequalities	4	3	1	0	12th Pass	Nil

Learning Objectives:

1. To provide an understanding of pervasive and persistent character of inequalities in social life.
2. To outline sociological concepts and theories that help us to comprehend social inequalities.
3. To elaborate multiple ways in which social inequalities manifest and draw out their consequences for the individuals, groups and communities.

Learning outcomes:

At the end of the course, the students will be able to:

1. Identify and recognize how social inequality manifests in different socio-cultural contexts.
2. Critically analyse the configurations and consequences of social inequalities,
3. Define, compare and contrast various theories of social inequality.
4. Apply theoretical knowledge to empirical contexts of inequality.

SYLLABUS OF GE 07

Unit I. Introduction to the study of Inequality (10 Hours)

This unit introduces students to the pervasive character of inequalities in social life and the ways in which it has been studied within the discipline. It also elaborates the concept of social inequality through different theoretical perspectives.

- a. Understanding social inequality
- b. Perspectives on Inequality

Unit II. Manifestations of inequality in social life (20 Hours)

This unit provides an analysis of the various manifestations and consequences of social inequality on individual lives. The instances of inequalities within family, caste, class, race and gender structure have been examined in this unit.

- a. Family structure and inequality
- b. Caste and higher education
- c. Labour market inequality
- d. Racial Inequality
- e. Gender inequality

Unit III. Contemporary Issues in Global Inequality (15 Hours)

This unit provides an understanding of emerging issues in the study of social inequality across the globe as a result of cross border migration, tourism and global media.

- a. Globalisation and inequality
- b. Cross border Migration
- c. Cinema and reproduction of inequality
- d. Tourism

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1: Introduction to the study of Inequality

a. Understanding Social Inequality

Béteille, A. (1969). *Social inequality*. Penguin Books. Pp. 1-14, 362-380.

b. Perspectives on Inequality

Marger, M. N. (1999). *Social Inequality. Patterns and Processes*. Mountain View. Chapter 2. Pp. 26-53.

Unit 2: Manifestations of Inequalities in Social life

a. Family Structure

McLanahan, S &Percheski,C (2008) Family structure and reproduction of inequalities: *Annual Review of Sociology*, 34. Pp. 257-74.

b. Caste and Higher Education

Deshpande, S. (2006). Exclusive Inequalities: Merit, Caste and Discrimination in Indian Higher Education Today. *Economic and Political Weekly*, 41(24). Pp. 2438–2444.

c. Labour Market Inequality

Kreckel, R. (1980). Unequal opportunity structure and labour market segmentation. *Sociology*, 14(4). Pp. 525-550.

d. Racial Inequality

Fang Gong, Jun Xu and David T. Takeuchi, 2017. Racial and Ethnic Differences in Perceptions of Everyday Discrimination. *Sociology of Race and Ethnicity*. 3 (4). Pp. 506-521.

e. Gender Inequalities

Ridgeway, C. L. (2009). Framed before we know it: How gender shapes social relations. *Gender & Society*, 23(2). Pp. 145-160.

Unit 3: Contemporary Issues in inequality

a. Globalization

Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization*. Harvard University Press. Introduction and Chapter 1. Pp. 1-45.

b. Migration

Faist, T. (2016). Cross-border migration and social inequalities. *Annual Review of Sociology*, 42. Pp 323-346.

c. Media

Denzin, N. K. (2005). Selling images of inequality: Hollywood cinema and the reproduction of racial and gender stereotypes. *The Blackwell companion to social inequalities*. Pp. 469-501.

d. Tourism

Bell, C. (2005). The nervous gaze: Backpacking in Africa. *The Blackwell companion to social inequalities*. Pp. 424-440.

Suggested Readings:

Rachel Sherman, 2017. *Uneasy Street: The Anxieties of Affluence*. Princeton: Princeton University Press.

Atkinson Anthony B. 2015 *Inequality: What Can be Done?* Cambridge: Harvard University Press. Pp. 241-308

Béteille, A. (1991). The Reproduction of Inequality: Occupation, Caste and Family. *Contributions to Indian Sociology* n.s., 25(1), 3–28.

Grusky, D. (2018). *The Inequality Reader: Contemporary and foundational readings in race, class, and gender*. Routledge.

Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & Society*, 20(4), 441-464. 23.

Priestley, M. (2005). Disability and social inequalities. *The Blackwell companion to social inequalities*, 372-395.

Tilly, C. (2005). Historical perspectives on inequality. *The Blackwell companion to social inequalities*, Pp. 15-30.

Audio Visual Materials:

A Girl in the River: The Price for Forgiveness (Pakistan): Dir. Sharmeen Obaid Chinoy: 40 mins

A Pinch of Skin (India): Dir. Priya Goswami: 28 mins

Kony 2012 (Uganda): Dir. Jason Russell: 30 mins

Sri Lanka's Killing Fields: Dir. Callum Macrae: 49 mins

Film "Park Avenue: Money, Power and the American Dream – Why Poverty." 59 Minutes
https://www.youtube.com/watch?v=6niWzomA_So

Keywords:

Social Inequality, global inequality, caste, social class, gender inequality, labour market inequality.

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

Sociology
Generic Elective 08
Cities and Society

Generic Elective Course 08 (GE 08): Cities and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 08 Cities and Society	4	3	1	0	12th Pass	Nil

Learning Objectives

1. To present and examine some of the distinct issues that cities face in developing countries.
2. To provide a focused discussion on cities in the developing world, equipping students with the theoretical tools necessary to analyse these issues and the processes which underpin them.
3. To generate an understanding on the forms of social inclusion and exclusion in cities in terms of class, gender, ethnicity, and location (neighborhoods).

Learning outcomes

At the end of the course, the students will be able to:

1. Develop a sociological perspective on the nature of contemporary cities in the global south.
2. Assess the distinctiveness of cities in developing nations in terms of their issues and problems.
3. Analyze the processes of inclusion and exclusion that impinge upon the lives of the city dwellers in terms of their identities.
4. Apply a case study approach and arrive at cross cultural analysis of cities.

SYLLABUS OF DSC-1

Unit I: Conceptualising the City in the 21st Century (6 Hours)

In this unit, students will be introduced to the specific issues associated with urbanization in developing nations of 21st century.

Unit II: Experiences of Urban Life in Developing Societies (9 Hours)

This unit highlights the ways in which the social categories of class, gender and ethnicity impacts the individual and community experiences of the city.

- a. Class
- b. Gender
- c. Ethnicity

Unit III Right to the City: The Processes of Claim-making (15 Hours)

This unit focuses on the cultures of resistance that groups and communities have come to adopt in their struggle to communicate issues around access to power and legitimacy.

- a. Gender and Citizenship
- b. Claims of Urban Poor
- c. Cultures of Resistance

Unit IV. Future of Cities in the Developing World (15 Hours)

This unit examines the emerging challenges in the study of cities and highlights the cultural and political directions that further influence the wider context of city life in the developing world.

- a. Challenges of Urban growth and Planning
- b. Issues of Sustainability: Urban Housing
- c. Uncertain cities in Emerging Economies

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit I: Conceptualising the City in 21st Century

Sassen, S. (2010). The city: Its return as a lens for social theory. *City, Culture and Society*, 1(1). Pp.3–11.

Simone, Abdou Maliq. (2020). Cities of the Global South. *Annual Review of Sociology*, 46. Pp .603-22

Unit II: Experiences of the Urban Life in Developing Societies

- a. Class

Bayón, María Cristina, Saraví, Gonzalo A. and Breña, Mariana Ortega . 2013. The Cultural Dimensions of Urban Fragmentation: Segregation, Sociability, and Inequality in Mexico City *Latin American Perspectives* Vol. 40, No. 2. Pp. 35-52 .

b. Gender

Thieme, Susan, Muller-Boker, Ulrik. and Backhaus, Norman. 2011. Women's Livelihoods in a Transnational Social Space: Labour Migration from Far West Nepal to Delhi, India in Saraswati Raju (Ed.), *Gendered Geographies. Space and Place in South Asia*. OUP. New Delhi. Pp. 62-78.

c. Ethnicity

McDuie-Ra, Duncan. 2013. Beyond the 'Exclusionary City'. *Urban Studies*, Vol 50, No. 8. Pp. 1625-1640.

Unit III Right to the City: Processes of Claim-making

a. Claims of Urban Poor

Simone, AbdouMalik. 2015. The Urban Poor and Their Ambivalent Exceptionalities: Some Notes from Jakarta. *Current Anthropology*, Vol. 56. Pp.15-23.

Gupte, Jaideep. 2012. Linking Urban Vulnerability, Extralegal Security, and Civil Violence: The Case of the Urban Dispossessed in Mumbai in Renu Desai and Romola Sanyal (Eds.), *Urbanizing Citizenship. Contested Spaces in Indian Cities*. Sage. New Delhi. Pp. 90-210.

b. Gender and Citizenship

Fadaee, Simon and Schindler, Seth. 2017. Women Hawkers in Tehran's Metro: Everyday politics and the production of public space. *International Development Planning Review*, Vol. 39(1). Pp. 57-75.

Froystad, Kathinka. 2006. Anonymous Encounters: Class categorisation and social distancing in public places in Geert De Neve and Henrike Donner (Eds.), *The Meaning of the Local: Politics of Place in Urban India*. Routledge. London. Pp. 159-179.

c. Cultures of Resistance

Klaus, Enrique. 2014. Graffiti and Urban Revolt in Cairo. *Built Environment*, Vol. 40, No. 1, Arab Cities After 'The Spring'. Pp. 14-33.

4. Future of Cities in the Developing World

a. Challenges of Urban Growth and Planning

Shaw, Annapurna. 2005. Peri-Urban Interface of Indian Cities: Growth, Governance and Local Initiatives. *Economic and Political Weekly*, Vol. 40, No.2. Pp 129-136.

b. Issues of Sustainability: Urban Housing

Rademacher, Anne. 2009. When is Housing an Environmental Problem? Reforming Informality in Kathmandu. *Current Anthropology*, Vol. 50. No.4. Pp 513-33.

Roy, Souvanic. 2016. The Smart City Paradigm in India: Issues and Challenges of sustainability and Inclusiveness. *Social Scientist*, Vol. 44, No. 5/6. Pp. 29-48.

c. Uncertain cities in Emerging Economies

Yves Van Leynseele & Marco Bontje. 2019. Visionary cities or spaces of uncertainty? Satellite cities and new towns in emerging economies. *International Planning Studies*, Vol. 24. No. 3-4. Pp. 207-217.

Suggested Readings:

Vormann, Boris and Gina Caison. 2014. The Logics and Logistics of Urban Progress: Contradictions and Conceptual Challenges of the Global North-South Divide. *The Global South*, Vol 8, No. 2. The Global South and/in the Global North: Interdisciplinary Investigations Pp. 65-83.

Srivastava, Sanjay. 2009. Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi. *Economic and Political Weekly*, Vol. 44. No. 26/27. Pp. 338-345.

Saad, Moataz Moustafa. Ibrahim, Mohamed AbdelAll and Sayad, Zeyad M. El. 2017. Eco- City as Approach for Sustainable Development. *American Scientific Research Journal for Engineering, Technology, and Sciences*, Vol 28. No 1. Pp. 54-74.

Hyun Bang Shin and Soo-Hyun Kim. 2016. The developmental state, speculative urbanization and the politics of displacement in gentrifying Seoul. *Urban Studies*, Vol. 53, No. 3, Special issue: Locating gentrification in the Global East Pp. 540-559.

Keywords: City, global south, urban, peri-urban, megacities, global city

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

Sociology
Generic Elective (GE) 09
Sociology of Climate Change

Generic Elective Course -09 (GE 09): Sociology of Climate Change

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 09 Sociology of Climate Change	4	3	1	0	12 th Pass	Nil

Learning Objectives:

1. To introduce students to the issue of climate change from a multidisciplinary perspective.
2. To examine various dimensions of climate change and the efforts at mitigating its effects from a sociological lens.
3. To examine issues sustainability and climate risks in face of climate change.

Learning Outcomes:

After doing this course, students will be able to:

1. Demonstrate an understanding of the various sociological dimensions of climate change and sustainability.
2. Generate sociological research on causes, course and consequences of climate change.
3. Obtain skills to advance and assess solutions for social issues arising out of climate change.

SYLLABUS OF GE 09:

Unit 1 Understanding Climate Change (15 Hours)

This unit attempts to locate the primary arguments related to sociology of climate change by contextualising how society and human activity have contributed to environmental transformations.

- a. Anthropocene
- b. Population and Consumption
- c. Development and Sustainability

Unit 2 Governing Climate Change (15 Hours)

This unit looks at how climate change is not only a social and human issue, but political and legislative as well, with far reaching societal and environmental consequences.

- a. Policy and Protocols**
- b. Disaster and Risk Management**
- c. Role of Civil Society**

Unit 3 Experiencing Climate Change (15 Hours)

This unit highlights the interconnectedness of environment and society, highlighting a need to understand climate change by re-examining social and environmental events and processes.

- a. Social Inequalities**
- b. Migration and Adaptation**

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit 1. Understanding Climate Change

a. Anthropocene

Dietz, T., Shwom, R. L., & Whitley, C. T. (2020). Climate change and society. *Annual Review of Sociology*, 46(1), Pp. 135-158.

Rosa, E. A., Et. Al. (2015). The human (anthropogenic) driving forces of global climate change. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives*. Oxford University Press. Pp. 32-60.

b. Population and Consumption

Chertkovskaya, E. (2019). Ecology of culture. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* Tulika Books. Pp. 166-168.

Ehrhardt-Martinez, K., Schor, Et. Al. (2015). Consumption and climate change. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives*. Oxford University Press. Pp. 93-126.

c. Development and Sustainability

Adger, W. N., Et. al. (2013). Cultural dimensions of climate change impacts and adaptation. *Nature Climate Change* 3(2). Pp. 112-117.

Kothari, A., Et. al. (Eds.), *Pluriverse: A post-development dictionary* (pp. 32-33). Tulika Books. Development – for the 1 per cent, Maldevelopment, Climate-smart agriculture, Sustainable development. Pp. 6-11, 32-33, 71-73.

Unit 2 Governing Climate Change

a. Policy and Protocols

Andharia, J. (2021). Disaster management: Institutionalising risk-informed planning. In R. Agarwal, and O. Goyal. (Eds.). *The Crisis of Climate Change: Weather report*. Routledge India Pp. 34-46.

b. Disaster and Risk Management

Beck, U. (2006) Living in the world Risk Society. *Economy and Society*,35(3). Pp.329-345.

Swyngedouw, E. (2010). Apocalypse forever? Post-political populism and the specter of climate change. *Theory, Culture and Society*, 27(2-3). Pp. 213-232.

Seed, J. (2019). Deep ecology. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* Tulika Books. Pp.145-147.

c. Role of Civil Society

Kothari, A., Et. al. (Eds.), *Pluriverse: A post-development dictionary* . Tulika Books. Commons, Environmental justice, Tribunal on the rights of nature, Ubuntu. Pp. 32-33, 124-126, 182-184, 320-325.

Dutta, S. (2021). From ‘climate change’ to ‘climate justice’: ‘Civil society’ movement(s). In R. Agarwal and O. Goyal (Eds.). *The Crisis of Climate Change: Weather report*. Routledge. Pp. 230-244.

Unit 3 Experiencing Climate Change:

a. Social Inequalities

Harlan, S. L., Et. al (2015). Climate justice and inequality. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives*. Oxford University Press. Pp. 127-163.

Terreblanche, C. (2019). Ecofeminism. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary*, Tulika Books. Pp. 163-165.

b. Migration and Adaptation

Kothari, A., Et. al. (Eds.), *Pluriverse: A post-development dictionary Transhumanism,. Earth spirituality, Nature rights, social ecology.* . Tulika Books. Pp. 74-78, 157-159, 243-246, 308-310

Suggested Readings:

Ammar, N. (2019). Islamic ethics. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 212-213). Tulika Books.

Damdul, G. D. (2019). Buddhism and wisdom-based compassion. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 108-110). Tulika Books.

Ghazala, S. (2021). Forests and climate change in the anthropocene. In R. Agarwal & O. Goyal (Eds.). *The Crisis of Climate Change: Weather report* (1st ed., pp.69-77). Routledge India.

Halpin, H. (2019). Free software. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 188-190). Tulika Books.

Handmer, J., Et. al. (2012). Changes in impacts of climate extremes: Human systems and ecosystems. In C. B. Field, Et. al. (Eds.) *Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation* A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change (IPCC). Cambridge University Press. Pp. 231-233, 237-266.

Hugu, S. (2019). Tao worldview. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 314-316). Tulika Books.

Kumar, S. (2019). Jain ecology. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 214-216). Tulika Books.

Mishra Anupam (2006). *Saf Mathey ka Samaj*, London ,Penguin Books

Mishra Anupam (2027). *Aaj Bhi Khare Hain Talab*, Delhi, Prabhat Prakashn.

Rao, N. (2021). Achieving gender equality in the face of a climate crisis. In R. Agarwal & O. Goyal (Eds.). *The Crisis of Climate Change: Weather report* (1st ed., pp.104-115). Routledge India.

Additional Resources

<https://sdgs.un.org/goals>

<https://www.indiawaterportal.org/>

Documentaries

1. *Kiss the ground: How we can reverse climate change* [YouTube channel]. YouTube: https://www.youtube.com/watch?v=uf8dF0agJEk&ab_channel=FactualAmericaPodcast
2. *Anot's Ark* (2018) [Film]. <https://www.imdb.com/title/tt7689934/>
3. *Welcome to the Anthropocene* [Video]. YouTube
4. https://www.youtube.com/watch?v=fvgG-pxlobk&ab_channel=ArlindBoshnjaku
5. *Wall-E*, (2008), Directed by , Andrew Stanton, Walt Disney Studios Motion Pictures.

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

DEPARTMENT OF HISTORY

COURSES OFFERED BY DEPARTMENT OF HISTORY

Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – III: 750 – 1200

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – III: 750 – 1200	4	3	1	0	12 th Pass	Should have studied History of India- II Fourth century to 750

Learning Objectives

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. 750 – 1200 CE) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning outcomes

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

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of developments in the cultural sphere, namely Bhakti movement, Puranic Hinduism, Tantricism, architecture and art.

SYLLABUS OF DSC-1

Unit I: Studying early medieval India

1. Sources: texts; inscriptions; coins
2. Perspectives on the early medieval

Unit II: Political structures and processes

1. Evolution of political structures: Rajput polities; Chola state; Odisha
2. Symbols of political power: Brahmanas and temples; courtly cultures
3. Issue of 'Foreign and Indian': Arabs and Ghaznavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes

1. Agricultural expansion and social changes
2. Trade and urbanization

Unit IV: Religious and visual cultures

1. Bhakti, Puranic Hinduism; Tantra; Buddhism and Jainism
2. Art and architecture: temples – regional styles

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit seeks to familiarise students with the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. **(Teaching Time: 12 hrs. approx.)**

- Salomon, Richard. 1998. Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and, the Other Indo-Aryan Languages. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture,' pp. 226-51.)
- Schwartzberg, J. 1993. Historical Atlas of South Asia. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. 2000. 'Introduction'. In The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, R.S. 1958. 'Origins of Feudalism in India (c. A.D. 400-650)'. Journal of the Economic and Social History of the Orient, vol. 1: 297-328.
- Mukhia, H. 1981. 'Was there Feudalism in Indian History?' The Journal of Peasant Studies vol. 8(3): 273-310. Also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 86-133.
- Sharma, R.S. 1982. 'The Kali Age: A Period of Social Crisis'. In D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjee, (ed). India: History and Thought. Essays in Honour of Professor A.L. Basham.)

- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India Section, Indian History Congress, 44 Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann and Bhairabi Prasad Sahu (eds). 2022. 'Introduction'. The Routledge Handbook of the State in Premodern India. London and New York: Routledge, pp. 1-43.
- सिंह, उर्ष्वि. 2017. प्राचीन एवं प व-मध्यकालीन भारत का इततहास: पाषाण-काल से 12वीं शताब्दी तक. नई र्िल्ली: पयसिन इरं डया एजुके शन. प्रासंगक भाग है, अध्याय 10: 'उभरता क्षेत्रीय वन्यास', पष्ठ संख्या 588-689.)
- झा, र्िजेद्र नारायण (सं.). 2007. भारतीय सामंत वाद: राज्य, समाज और तवचारधारा. नई र्िल्ली: ग्रंथ र्ल्पी.
- शमाि, रामशरण. 1993. भारतीय सामंतवाद. नई र्िल्ली: राजकमल प्रकाशन.
- मर्ु खया, हरबंस. 1998. 'क्या भारतीय इतहास में फ्यर्लज्म रहा है?'. फ्यतलज्म और गैर-यूरोपीय समाज. (सं.) हरबंस मुखया, नई र्िल्ली: ग्रंथ र्ल्पी, पष्ठ सखं या 1-49.

Unit II. This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. **(Teaching Time: 12 hrs. approx.)**

- Sharma, R.S. [1965] 2006. Indian Feudalism: c. AD 300-1200. 3rd edition, Delhi: Macmillan (Especially relevant are, pp. 67-95.).
- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann. 1995. 'The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India'. In idem. (ed). The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 233-62.
- Chattopadhyaya, B.D. 1976. 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan'. Indian Historical Review, vol. 3(1): 59-82. Also reproduced in B.D. Chattopadhyaya, The Making of Early Medieval India, Delhi: Oxford University Press, pp. 57-88. Paperback edition, 1997.
- Stein, Burton. 1977. 'The Segmentary State in South Indian History'. In Richard Fox (ed.). Realm and Region in Traditional India. New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed in another article by him, more easily accessible: Stein, Burton. (1995). 'The Segmentary State: Interim Reflections'. In Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 134-61.
- Heitzman, James. 1987. 'State Formation in South India, 850-1280', Indian Economic and Social History Review, vol. 24 (1), pp. 35-61. Also reproduced in Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 162-94.

- Ali, Daud. 2006. 'Chapter 2: 'The Culture of the Court'. In idem. *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, (Especially useful is, pp. 69-102.)
- Davis, Richard. 1999. *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
- Chattopadhyaya, B.D. 2017. 'The Concept of Bharatavarsha and Its Historiographical Implications'. In B. D. Chattopadhyaya *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
- Maclean, Derryl N. 1989. *Religion and Society in Arab Sind*. Leiden: E.J. Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).
- Habib, Mohammad. [1927] 1981. 'Sultan Mahmud of Ghaznin'. In K.A. Nizami (ed.) *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2. New Delhi: People's Publishing House, pp. 36-104.
- Thapar, Romila. 2005. *Somnath: The Many Voices of a History*. Penguin.
- Chattopadhyaya, B.D. [1998] 2017. *Representing the Other? Sanskrit Sources and the Muslims (eighth to fourteenth Century)*. Primus Books: Delhi.
- Kulke, Hermann, K. Kesavapany and Vijay Sakhuja (eds). 2009. *Nagapattinam to Su-varnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- शर्मा, रामशरण. 1998. 'भारतीय सामंतवाङ्कितना सामंती?'. हरबंस मर्ु खया (सं.). फ्यूडतलज़म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 50-86.
- मर्ु खया, हरबंस. 1998 'कृ षक उत्पांिन और मध्यकालीन भारतीय समाज', हरबंस मर्ु खया (सं.). फ्य तलज़म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 310-339.
- चट्टोपाध्याय, बजिलाल. 1978. 'राजपतू ों की उत्पर्ि; पूव-ि मध्ययगु ीन राजस्थान में राजनैर्तक, आर्थिक एवं सामार्जक प्रर्क्रयाए', एच. डी. संकार्लया आर्ि (सं.). प्राचीन भारत. मैकर्मलन: नई र्िल्ली. पष्ठ सखं या, 136-153.
- हबीब, मोहम्मि. 1992. 'महमि के कार्यों का चररत्र और मल्ू य', इरफान हबीब (स.)ं मध्यकालीन भारत, अंक -4. नई र्िल्ली: राजकमल प्रकाशन, पष्ठ सखं या 9-23.
- थापर, रोर्मला. 2000. 'सोमनाथ और महमिू'. सहमत मक्तनाद वषि-2, अंक 1-2. पष्ठ संख्या 37-44.
- थापर, रोर्मला. 2015. *सोमनाथ: इततहास एक, स्वर अनेक*. नई र्िल्ली: ग्रंथशल्पी.
- हबीब, इरफान. 1999. 'भारतीय राष्ट्र के र्नमांिण की प्रर्क्रया और अवधारणा: ऐर्तहार्सक पररप्रेक्ष्य'. सहमत मक्तसंख्या 26-30. नाद वषि-1, अंक 3. पष्ठ
- चट्टोपाध्याय ,बजिलाल. 2012. 'आक्रामकों और शासकों की छर्वयाँ', मीनाक्षी खन्ना (स.)ं मध्यकालीन भारत का सांस्कृ ततक इततहास. नई र्िल्ली: ओररएंठ ब्लैकस्वान, पष्ठ संख्या 107-33.
- शास्त्री, नीलकं ठ. 1979. *चोलवंश*. नयी र्िल्ली: मैकर्मलन .

Unit III. This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. **(Teaching Time: 9 hrs approx.)**

- Sharma, R.S. 1987. *Urban Decay in India c. 300 – c. 1000*. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)
- Champakalakshmi, R. 1995. 'State and Economy: South India, Circa A.D. 400-1300'. In Romila Thapar (ed.). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan, pp. 266- 301.
- Yadava, B.N.S. 1997. 'Immobility and Subjection of Indian Peasantry'. In Bhairabi Prasad Sahu (ed.). *Land System and Rural Society in Early India*. Delhi: Manohar, pp. 329-42.
- Sharma, R.S. 1969. *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. Also reproduced (with slight changes) as Sharma, R.S. 2001. 'Changes in Social Structure'. In idem. *Early Medieval Indian Society: A Study in Feudalisation*. Hyderabad: Orient Longman, pp. 186-213.
- Chattopadhyaya, B.D. 1994. *The Making of Early Medieval India*. Oxford: Oxford University Press. (Relevant parts are, Chapter 4: 'Markets and Merchants in Early Medieval Rajasthan', pp. 89-119; Chapter 6: 'Trade and Urban Centres in Early Medieval North India', pp. 130-54; Chapter 7: 'Urban Centres in Early Medieval India: An Overview', pp. 155-182).
- Bhandare, Shailendra. 2015. 'Evaluating the Paucity of Metallic Currency in Medieval India'. In Himanshu Prabha Ray (ed). *Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History*. Delhi: Routledge, pp. 159-202.
- Chakravarti, Ranabir. 2004. 'Introduction'. In idem. (ed). *Trade in Early India*. Delhi: Oxford University Press, pp. 1-101.
- Malik, Anjali. 1998. *Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000*. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.
- शर्मा, रामशरण. 2000. *भारत के प्राचीन नगरों का पतन*. राजकमल प्रकाशन: नयी दिल्ली. प्रासंगिक हिस्से इस प्रकार हैं: अध्याय-2 : 'उत्तर में शहरी विकास और पतन', पृष्ठ संख्या 25-47; अध्याय-8: 'शहरी पतन की व्याख्या', पृष्ठ संख्या 173-84; अध्याय 10: 'कृषि का प्रसार', पृष्ठ संख्या 213-23.
- शर्मा, रामशरण. 1995. *पूर्व-मध्यकालीन भारत में सामाजिक परिवर्तन*, नई दिल्ली. संशोधित संस्करण शर्मा, रामशरण. 1996. *पूर्व-मध्यकालीन भारत का सामंती समाज और संस्कृति*. नयी दिल्ली : राजकमल प्रकाशन में प्रकाशित है.
- यादव, बी.एन. एस. 1981. 'प्रारंभिक-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अगतिशीलता और विसर्पिता', इरफान हबीब (सं.). *मध्यकालीन भारत*, अंक-1. नयी दिल्ली: राजकमल प्रकाशन, पृष्ठ संख्या 3-12.

Unit IV. The focus of this unit will be on the religious and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. **(Teaching Time: 12 hrs. approx.)**

- Champakalakshmi, R. 1996. 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars'. In R. Champakalakshmi and S. Gopal (ed). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 135-63.
- Narayanan, M.G.S. and K. Veluthat. 2000. 'Bhakti Movement in South India'. In Jha, D.N. (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar, pp. 385-410. The essay was originally published in S.C. Malik. (ed.). 1978. Indian Movements: Some Aspects of Dissent, Protest and Reform. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in D.N. Jha. (ed). 1987. Feudal Social Formation in Early India. Delhi: Chanakya Publications.
- Mahalakshmi, R. 2000. 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti', Studies in History, vol. 16(1): pp. 17-40.
- Chakrabarti, Kunal. 1996. 'Texts and Traditions: The Making of the Bengal Puranas'. In R. Champakalakshmi and S. Gopal (eds). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 55-88.
- Desai, Devangana. 1989. 'Social Dimensions of Art in Early India'. Presidential Address (Ancient India Section). Proceeding of the Indian History Congress, 50th session, Gorakhpur: pp. 21-56.
- नंिी, रमेन्द्रनाथ. 1998. प्राचीन भारत में धमव के सामातजक आधार. नई र्िल्ली: ग्रंथर्शल्पी.
- र्ँह, उर्पन्ि. 2017. प्राचीन एवं प व- मध्यकालीन भारत का इततहास: पाषाण काल से 12 वीं शताब्दी तक. नई र्िल्ली: र्पयसिन इर् डया एजुके शन. प्रासर्गक भाग है, अध्याय 10: 'उभरता क्षेत्रीय र्वन्यास', पष्ठ संख्या 588-689.

Suggestive readings

- Bosworth, C.E. 1966. 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature'. Iran. vol. 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin. in Encyclopaedia of Is-lam, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, New Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 2003. 'The Study of Early India'. In idem. Studying Early India. Delhi: Permanent Black, pp. 3-25.
- Desai. Devangana. 1974. 'Art under Feudalism in India (c. A.D. 500-1300)'. The Indian Historical Review vol. 1(1): pp. 10-17. Reprinted in Jha, D.N. 1987. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 487-496.
- Deyell, J.S. 1990. Living Without Silver: The Monetary History of Early Medieval North India. Delhi: Oxford University Press.
- Eaton, Richard M. 2002. 'Temple Desecration and Indo-Muslim States'. In David Gil-martin and Bruce B. Lawrence (eds). Beyond Turk and Hindu: Rethinking

Religious Identities in Islamicate South Asia. New Delhi: India Research Press, pp. 246-81. The article can also be accessed in Eaton, Richard M. 2000. Essays on Islam and Indian History, New Delhi: Oxford University Press.

- Huntington, Susan. 1985. The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill.
- Jha, D.N. 2000. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar Publishers.
- Kulke, Hermann. 2001. 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms'. In idem. Kings and Cults: State Formation and Legitimation in India and Southeast Asia. Delhi: Manohar, pp. 1-16.
- Kulke, Hermann and B. P. Sahu. 2018. History of Precolonial India: Issues and Debates. Delhi: Oxford University Press, pp. 141-278.
- Pollock, Sheldon. 1998. 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500'. Daedalus, vol. 127(3). 1998: pp. 41-74.
- Ramaswamy, Vijaya. 1982. 'Peasant, State and Society in Medieval South India: A Re-view Article', Studies in History, vol. 4, pp. 307-19.
- Sahu, B.P. (ed). 1997. 'Introduction'. In idem. Land System and Rural Society in Early India. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism?'. The Journal of Peasant Studies, vol. 12 (2-3), pp. 19-43. A revised and updated version of this article is to be found in, Kulke, Hermann (ed). 1995. The State in India 1000-1700. New Delhi: Oxford University Press, pp. 48-85.
- Singh, Upinder. (2008). 'Chapter 10: Emerging Regional Configurations, c. 600-1200 CE'. In idem. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Education, pp. 546-643.
- Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India'. Journal of the Economic and Social History of the Orient. vol. 12 (1): pp. 42- 56.
- Subbarayalu, Y. 2011. South India under the Cholas. New Delhi: Oxford University Press. (Especially important are chapters titled 'Introduction', 'The Chola State' and 'Characterizing the Chola State'.)
- Veluthat, Kesavan. 2000. 'The Role of Nadu in the Socio-Political Structure of South India (c. AD 600-1200)'. In D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 179-96.

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – I

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course	
			134

		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Rise of the Modern West – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarizes the student with important transitions and transformations in the economy, polity, and socio-cultural life from mid fifteenth century to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contacts with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relation-ship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

Learning outcomes

On completion of this course students will be able to:

- Outline important changes that took place in Europe from the mid fifteenth century.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's State system and trade and empire.

SYLLABUS OF DSC- 2

Unit 1: Transition from Feudalism to Capitalism

1. Issues and debates
2. Question of Eurocentricism

Unit II: Early colonial Expansion

1. Trade and Empire-Mines and Plantations
2. Labour Systems-Indigenous populations and African Slaves

Unit III: Renaissance

1. Origins
2. Humanism in Italy and its spread in Europe, Art

Unit IV: Origins, course and results of the European Reformation

Unit V: Economic development of the sixteenth century

1. Shift of economic balance from the Mediterranean to the Atlantic
2. Price Revolution

Unit VI: European State Systems: with any two case studies-Spain, France, England and Russia

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. **(Teaching Time: 9 hrs. approximately)**

- Aston, T.H. and C.H.E. Philpin, (Eds.). (2005). The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe. Cambridge/Delhi: Cambridge University Press, 1st South Asian Edition.
- Blaut, J.M., et.al. (1992). 1492 - The Debate on Colonialism, Eurocentrism, and History. Trenton, N J: Africa World Press, Inc.
- Hilton, Rodney, (Ed.). (1985). The Transition from Feudalism to Capitalism. London: Verso.
- Sinha, Arvind. (2009). Sankrantikaleen Europe. New Delhi: Granth Shilpi. [and English edition].
- Wallerstein, Immanuel. (1974). The Modern World System, Vol. I, Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century. New York: Academic Press.

Unit II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia.

(Teaching Time: 6 hrs. approximately)

- Braudel, Fernand. (1988). Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II,
- III. London: Collins/Fontana Press.
- Burbank, Jane and Frederick Cooper. (2010). Empires in World History - Power and Politics of Difference. Princeton: Princeton University Press.
- Crosby, Alfred W. (2004). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge: Cambridge University Press (2nd edition).
- Davis, Ralph. (1973). The Rise of the Atlantic Economies. London: Weidenfield and Nicolson.
- Waites, Bernard. (1999) Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998. London: Palgrave Macmillan.

Unit III: The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.

(Teaching Time: 9 hrs. approximately)

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/NewYork: Palgrave Macmillan.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Woolfson, Jonathan. (Ed.). (2004). *Palgrave Advances in Renaissance Historiography*. London: Palgrave Macmillan.

Unit IV: The Unit outlines the economic, political, social and intellectual dimensions of Reformation, and Reformation's impact on different regions of Europe. **(Teaching Time: 6 hrs. approximately)**

- Dixon, C. Scott. (2002). *The Reformation in Germany*. Oxford: Blackwell Publishers Limited.
- Ferguson, Niall. (2011). *Civilization: The West and the Rest*. London: Allen Lane.
- Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648*. London: Penguin Books.
- MacCulloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.

Unit V: The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. **(Teaching Time: 9 hrs. approximately)**

- Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.
- Heller, Henry. (2011). *Birth of Capitalism: a 21st Century Perspective*. London: Pluto Press.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books.
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press.

Unit VI: The Unit emphasizes the nature of the European State system and interconnections between economy, society, religion, and polity with case studies. **(Teaching Time: 6 hrs. approximately)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition.
- Cameron, Euan. (Ed.). (2001). *Early Modern Europe, An Oxford History*. Oxford: Oxford University Press.
- Cuttica, Cesare and Glenn Burgess. (Eds.). (2011). *Monarchism and Absolutism in Early Modern Europe*. London: Routledge.
- Kumin, Beat, (Ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

Suggestive readings (if any)

- Cipolla, Carlo M., (ed). (1994), Before the Industrial Revolution: European Society and Economy 1000-1700. New York: WW Norton & Co.
- Cipolla, Carlo M., (ed). (1976). Fontana Economic History of Europe, Vols. II, III. New York: Barnes and Noble.
- Dickens, A.G. (1974). German Nation and Martin Luther. London: Edward Arnold.
- Dobb, Maurice. (1963). Studies in the Development of Capitalism. London: Routledge and Kegan Paul.
- Findlen, Paula, (ed). (2002). The Italian Renaissance. The Essential Readings. Oxford: Blackwell Publishers Ltd.
- Hilton, Rodney. (2007) Samantvaad se Poonjivaad mein Sankraman. New Delhi. Granth Shilpi.
- Kamen, Henry. (1996). European Society, 1500-1700. London: Routledge.
- Lee, Stephen. (1984). Aspects of European History 1494-1789. London: Methuen & Co. Ltd. (2nd edition)
- Lynch, John. (1984). Spain under the Habsburgs, Vol. I, Empire and Absolutism, 1516- 1598. New York: New York University Press.
- Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield & Nicolson.
- Scammell, G.V. (1989). The First Imperial Age: European Overseas Expansion 1400- 1715. London/New York: Routledge.
- Verma, Lal Bahadur. (2008). Europe ka Itihaas. Bhaag 9. (Delhi: Prakashan Sansthan)
- Wiesner-Hanks, Merry E. (2006). Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press.
- Wood, E.M. (2002). The Origin of Capitalism: A Longer View. London: Verso, (rev. ed.).

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern China (1840 – 1950s)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern China (1840 – 1950s)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

Learning outcomes

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

- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the dis-courses on nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

SYLLABUS OF DSC-3

Unit I: Late Imperial China and Western Imperialism

1. Confucian Value System; Society, Economy, Polity
2. Opium Wars and the Unequal Treaty System (9 lectures)

Unit II: Popular Movements and Reforms in the 19th century

1. Taiping and Boxer Movements – Genesis, Ideology, Nature
2. Self-Strengthening Movement; Hundred Days Reforms of 1898 (13 lectures)

Unit III: Emergence of Nationalism

- The Revolution of 1911: Nature and Significance
- The May Fourth Movement of 1919 (10 lectures)

Unit IV: Communist Movement in China

1. 1921-1927: Formation of the CCP and the First United Front

2. 1928-1949: Evolution of Maoist Strategy and Revolutionary Measures in Kiangsi and Yenani ; Communist victory (13 lectures)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the students to the salient features of Late Imperial China and its confrontation with Western Imperialism. As a backdrop, it will discuss Confucianism. **(Teaching Time: 9 hrs. approx.)**

- Chesneau, J. (Ed.). (1972). Popular Movements and Secret Societies in China 1840-1950. Stanford: Stanford University.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 9).
- Hsu, C. Y. Immanuel, (1970) The Rise of Modern China, Oxford University Press.
- Sharma, K. R. (2022). The Third Birth of Confucius: Reconstructing the Ancient Chinese Philosophy in the Post-Mao China. New Delhi: Manohar. (Chapters 1-5).

Unit II: This unit examines the nature and consequences of popular movements and reforms attempted by the ruling elite. **(Teaching time: 12 hrs. approx.)**

- Pfeffer, N. (1994). The Far East- A Modern History. New Delhi: Surjeet Publications, (Chapter 6 & Chapter 7).
- Chung, Tan. (1978). China and the Brave New World: A Study of the Origins of the Opium War. New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).
- Vinacke, H.M. (1982). A History of the Far East in Modern Times. Delhi: Kalyani Publishers, (Chapter 2).
- Chesneau, J. (1973). Peasant Revolts in China 1840-1949. London: Thames and Hudson, (Chapter 2).
- Cohen, P.A. (1997). History in Three Keys: The Boxer as Event, Experience and Myth. New York: Columbia University Press.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 10 & Chapter 11).
- Gray, J. (1990 reprint). Rebellions and Revolutions: China from 1800s to the 1980s. Oxford: Oxford University Press, (Chapter 3 & Chapter 6).
- Greenberg, M. (1951). British Trade and the Opening of China. Cambridge: Cambridge University Press.
- Michael, F.H. (1966-1971). The Taiping Rebellion: History and Documents. Seattle: University of Washington Press.
- Purcell, V. (1963). The Boxer Rebellion: A Background Study. Cambridge: Cambridge University Press, (Chapter 6, Chapters 9, Chapter 10 & Conclusion).
- Tan, Chester C. (1967). The Boxer Catastrophe, New York: Octagon Books.
- Teng, S.Y. (1971). The Taiping Rebellion and the Western Powers: A Comprehensive Survey. Oxford: Clarendon Press.
- Tan Chung. (1986). Triton and Dragon: Studies on the 19th Century China and Imperialism. New Delhi: Gian Publishing House.
- Shih, Vincent. (1967). Taiping Ideology: Its Sources, Interpretations and Influences. Seattle: University of Washington Press.

Unit III: This unit examines the history of the emergence of nationalism in China; nature, character and significance of the Revolution of 1911 and the May Fourth Movement. **(Teaching time: 12 hrs. approx.)**

- Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913*. London: Yale University Press, (Introduction).
- Zarrow, P. (2005). *China in War and Revolution 1895-1949*. London: Routledge.
- Lazzerani, Edward J. (Ed.). (1999). *The Chinese Revolution*. Westport, Connecticut: Greenwood Press, pp 19-32.
- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 2).
- Chow, Tse-tung. (1960). *The May Fourth Movement*. Stanford: Stanford University Press, (Chapter 1, Chapter 14).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapters 11 and 13).
- Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984). *The 1911 Revolution in China: Interpretive Essays*. Tokyo: University of Tokyo Press, pp. 3-13.

Unit IV: This unit examines the emergence of Communism in China, the relations between the CCP and the KMT (Nationalist Party) and the evolution of the distinctive traits of Maoist Strategies of Revolution. **(Teaching Time: 12 hrs. approx.)**

- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 3 -4).
- Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985, Part Three*. London: Chatto and Windus, (Chapters 12-14).
- Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921- 1972*, London: Macmillan, (Chapter 2-3 & Chapter 9).
- Isaacs, H. (1961). *The Tragedy of the Chinese Revolution*. Stanford: Stanford University Press, (Preface, Chapters 1-4 & Chapter 18).
- Johnson, Chalmers A. (1962). *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945*. Stanford: Stanford University Press, (Chapter I).
- Selden, M. (1971). *The Yen-an Way in Revolutionary China*. Cambridge: Harvard University Press, (Chapter 1 & Chapter 6).
- Sheridan, J.E. (1975). *China in Disintegration: The Republican Era in Chinese History 1912-1949*. London: Free Press, Collier Macmillan Publishers, (Chapter 4).
- Snow, E. (1937). *Red Star over China, Part Three*. London: Victor Gollancz, (Chapter 2).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapter 16).
- Vohra, Ranbir. (1987). *China's Path to Modernization: A Historical Review From 1800 to the Present*. Englewood: New Jersey.: Prentice Hall.
- Waller, D. *Kiangsi Soviets Republic: Mao and the National Congress of 1931 and 1934*. Berkeley: University of California Press.

Suggested Readings:

- Bailey, Paul J. (2007). *Gender and Education in China: Gender discourses and women's schooling in the early twentieth century*. London: Routledge.
- Cameron, Meribeth H. (1931). *The Reform Movement in China, 1898-1912*, Stanford: Stanford University Press.
- Chen, J. (1965). *Mao and the Chinese Revolution*. London: Oxford University Press.
- Chesneaux, Jean et. al. (1976). *China from the Opium Wars to the 1911 Revolution*. New York: Random House, (Chapters 2-4, 7).
- Cohen, P. A. and John E. Schrecker. (1976). *Reform in Nineteenth Century China*, Cambridge: Harvard University Press.
- Duara, Prasenjit. (2009). *The global and the regional in China's nation-formation*. London: Routledge.
- Fairbank, J. K. (1953). *Trade and Diplomacy on the China Coast: the opening of the treaty ports, 1842-54*. Cambridge: Harvard University Press.
- Fairbank, J.K. (Ed.). (1983). *Cambridge History of China: Volume XII: Republican China 1912-1949*, Cambridge: Cambridge University Press
- Fairbank, J.K. and Merle Goldman. (2006). *China: A New History*. Harvard: Harvard University Press, (Chapter 12).
- Fairbank, J.K., E.O. Reischauer and A.M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin.
- Fenby, J. (2009). *The Penguin History of Modern China: The Fall and Rise of a Great Power 1850- 2009*. London: Penguin Books, 2009.
- Franke, Wolfgang. (1980). *A Century of Chinese Revolution, 1851-1949*, Colombia: University of South Carolina Press.
- Goodman, Bryna and Wendy Larson (Ed.). (2005). *Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China*. Lanham: Rowman and Littlefield Publishers.
- Hsu, I.C.Y. (1985). *The Rise of Modern China*. Hong Kong: Oxford University Press, (Chapter 10).
- Hsu, I.C.Y. (Ed.). (1971). *Readings in Modern Chinese History, Part Two*. Hong Kong: Oxford University Press, (Chapter 2).
- Lovell, J. (2011). *The Opium War: Drugs, Dreams, and the Making of China*, London: Picador.
- Schram, S.R. (1963). *The Politics and Thoughts of Mao Tse Tung*. London: Pall Mall.
- Schurmann, F. and O. Schell (Ed.). (1968). *China Reader Series: Vol. I– Imperial China, Vol. II– Republican China*. Harmondsworth: Penguin Books.
- Schwartz, B. (Ed.). (1972). *The Reflections on the May Fourth Movement: A Symposium*. Cambridge: Harvard University Press.
- Sheng, Hu. (1981). *Imperialism and Chinese Politics*, Beijing: Foreign Languages Press.
- Spence, J.D. (1972). *The Gate of Heavenly Peace*. London: Faber and Faber Limited.
- Twitchett, D. and J.K. Fairbank. (1978). *The Cambridge History of China*. Cambridge: Cambridge University Press.
- Wasserstorm, Jeffrey N. (2003). *Twentieth Century China: New Approaches (Rewriting Histories)*. London: Routledge.

- Wasserstorm, Jeffrey N. (2016). The Oxford Illustrated History of Modern China, Oxford: Oxford University Press.
- पुणतांबेकर, . ीकृ 1ण व3कटेश.(1967) ए>शया क@ अवकासोअमुख एकता. लखनऊ : कहअंिन स>मOत, सच उURVिेश. ना अवभाग,
- अवनाके , हरे िड, एम. (1974). पवZ ए>शया का आधOनक इOतहास. लखनऊ: कहअंिन स>मOत सच ना अवभाग.
- ए^सटाइन, इजराइल.(1984). अफ@म युध से मर्ु eततक.Kिलिन: अअतररा1fनय Vकाशन. चीन का भग ोल, (1985). अविशी भाषा Vकाशन गह, पेइचग
- पंत, शैला. (2005) आधुOनक चीन का उिय. Kिलिन : इमडप3ड3ट र्पनलके शन कं पनी
- >म.,कृ 1णकाअत.(2005).बीसवीं सिन का चीन: रा1fवाि और सापयवाि, qअथ>शापी.
- अवत्यालंकार, सस्यके तु. (2015). ए>शया का आधुOनक इOतहास, मसरु N: . ी सरत्त्वती सिन. सराओ, के . टन. एस. (2015) आधुO निशालय. नक चीन का इOतहास. Kिलिन अवववअवत्यालय: कहअंिन माwयम कायाZअवय
- मोहतं ी, मनोरंजन.(2017) माओ sसे-तंग का राजनीOतक िचतन. Kिलिन : qअथ>शापी.
- पांडेय, धनपOत. (2017). आधुOनक ए>शया का इOतहास. Kिलिन: मोतीलाल बनारसीिास.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Global Environmental History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Global Environmental History	4	3	1	0	12 th Pass	NIL

Learning Objectives

The objective of this course is to introduce the students to the emerging field of global environmental history. It will explore the transformations in the relationship between society and nature in various places and various time periods around the world. Drawing on environmental, political ecology, and historical geography studies perspectives, the course will introduce the concepts, methods and ideas of global history. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-environmental histories. The course adopts a chronological approach to address issues such as human interactions with other living species, modes of resource use, technologies of energy harnessing, migration, modes of transportation, nature protection, pollution, use of fossil fuel and carbon emission, and global warming, among others. Each unit focuses on a general period in history, based on major patterns and large-scale changes in the relationship between societies and the natural world. The role of human agency and unequal power relations in organizing, exploiting, and transforming the natural world will be the central focus of the course. This will enable students to critically assess how historical experiences provide insights in understanding what is happening to human-nature interactions today and to explore ways to achieve socially inclusive ways of addressing climate crisis.

Learning outcomes

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

- Understand the interconnected histories of the relationship between social formations and environmental transformations around the globe from prehistory to the present.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a socio-political framework.

- Identify the historical roots of current climate crisis.
- Apply interdisciplinary methods of Humanities and Social Sciences to understand the past.
- Examine the role of social inequality, i.e., unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.
- Problematise the notion of a pristine past and of perfect balance between human societies and nature in pre-modern times.

SYLLABUS OF DSC-3

Unit I: Thinking Globally in the Era of Climate Crisis

1. What is Global Environmental History
2. Interdisciplinary Approaches: Archaeology, Anthropology, Historical-Geography, Political Ecology

Unit II: Ecologies of Subsistence in the Early Societies

1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Into the Early Modern Condition

1. Emergence of the European Empires as Ecological Process; The Columbian Exchange
2. Early Colonialism and Environmental Transformations of the small islands-St. Helena and Mauritius
3. Global Cooling and General Crisis in the Seventeenth Century.

Unit IV: Fossil Fuel, Capitalism, and Planetary Environmental Changes

1. Industrial Agriculture
2. Steam Ships and Hydraulic Engineering
3. Cities and Environment

Unit V: The Great Acceleration and the Anthropocene

1. Carbon Politics; the Middle East Crisis
2. Anthropogenic Natural Disasters; Fukushima
3. The Anthropocene Debate

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the important themes and perspectives within the emerging field of global environmental history. The readings and discussion will help

the students to understand the interdisciplinary methodologies developed by environmental historians to examine source materials. **(Teaching time: 9 hrs. approx.)**

- McNeil, J. R. and Mauldin, E. S. (2012), *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), *What is Global History*. Princeton: Princeton University Press, pp. 1-17, ["Introduction"].
- Corona, Gabriella (2008), "What is Global Environmental History?" *Global Environment*, No. 2, pp. 228-249.
- Bayly, C. A, et al., "AHR Conversation: On Transnational History," *The American Historical Review*, Vol. 111, No. 5, pp. 1440-64.
- Hughes, Donald J. (2001), *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. London: Routledge, pp. 242-248 ["Bibliographical Essay: Writing on Global Environmental History"]

Unit II: This unit provides an overview on the nature and dynamics of human interactions with the environment in the pre-modern world. By focusing on the changing technologies and modes of energy harnessing, the themes discussed in this unit expects the students to explore how the relationship of humans with the animals, plants, landforms and water bodies in turn shaped social relationships, ideas and beliefs. **(Teaching time: 9 hrs. approx.)**

- Radkau, Joachim (2008), *Nature and Power: A Global History of the Environment*. Cambridge: Cambridge University Press, pp. 45-54 [Chapter 2.2; "Humans and Animals: Hunting and Domestication"].
- Smil, Vaclav (1994), *Energy in World History*. Colorado: Westview, 1994 [Chapter 2 "Energy in Prehistory", pp. 15-27; Chapter 3 "Traditional Agriculture," pp. 28-91; Chapter 4 "Pre-Industrial Prime Movers and Fuel, 92-156].
- Bulliet, Richard (2005), *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, pp. 205-224.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.

Unit III: The first rubric of this unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explores how the colonial plantations resulted in rapid socio- environmental changes on oceanic islands, with special focus on the small islands-St. Helena and Mauritius. The third rubric explores the social and cultural impacts of the "Little Ice Age", or the global cooling that continued from the thirteenth through the eighteenth century, with special focus on interlinking climate change and the intensification of famines, and spread of epidemics in the seventeenth century. **(Teaching time: 9 hrs. approx.)**

- Crosby, Alfred W. (1986). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. New York. Cambridge University Press, pp.294-308.

- McNeill, J.R. (2012). "Biological Exchange in Global Environmental History", in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 433-452.
- Grove, Richard H. (1995), *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Brooke, John L. (2014), *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death"].
- Parker, Geoffrey (2013), *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, pp. xxi-xxix ["Introduction: The 'Little Ice Age' and the 'General Crisis'"].

Unit IV: This unit studies the new energy regimes of the modern world, with a special focus on industrialization and a major shift towards fossil fuel. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, urbanization of natural resources, and industrial pollution. **(Teaching time: 9 hrs. approx.)**

- McKittrick, Meredith (2012), "Industrial Agriculture", In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.
- Carse, Ashley (2014), *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal*. Cambridge, MA: The MIT Press, [Chapter 3: Making the Panama Canal Watershed, pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water, 93-120; Chapter 13: "A Demanding Environment, 129-222].
- Bauer Jordan and Melosi, Martin V. (2012). "Cities and the Environment" in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 360-376.
- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History", in A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp. 553-572.
- McNeill, John R. (2000), *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, New York, pp. 50-83 [Chapter 3: "The Atmosphere: Urban History"].

Unit V: This unit provides a critical historical perspective on contemporary environmental issues including the global-imperial competition to control oil resources, environmental issues created by nuclear plants, and issues related to carbon emission and global warming. This unit also introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. **(Teaching time: 9 hrs. approx.)**

- Jones, Toby C. (2012), "America, Oil, and the War in the Middle East," *Journal of American History*, Vol. 99, No. 1, pp. 208-218.
- Mitchell, Timothy. (2011). *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Smil, Vaclav (2005), "The Next 50 years: Unfolding Trends," *Population and Development Review*, Vol 31, No. 4, pp. 605-643.

- Pritchard, Sara B. (2013), "An Envirotechnical Disaster: Negotiating Nature, Technology, and Politics at Fukushima," In Ian Jared Miller, et al. eds., *Japan at Nature's Edge: The Environmental Context of a Global Power*. Honolulu: University of Hawaii Press, 2013, pp. 255-279.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio*, Vol. 36, No.8, pp. 614-621.

Suggested Readings:

- Beinart William and Hughes Lotte. eds. (2007). *Environment and Empire*. Oxford: OUP, pp. 200-214 [Imperial Scientists, Ecology and Conservation]
- Beinart William and Middleton, Karen. (2004), "Plant Transfers in Historical Perspective: A Review Article". *Environment and History*, Vol. 10, No. 1, pp. 3-29.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press. pp. 205-224.
- Chakrabarty, Dipesh (2021), *The Climate of History in a Planetary Age*. Chicago: The University of Chicago Press.
- Crist, Eileen. And Helen Kopina (2014), "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, pp. 387-396.
- Crosby, Alfred W. (2006). *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy*. New York: W. W. Norton. pp. 159-166 & pp. 117-158
- Dickinson, William. (2013). "Changing Times: The Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, pp 3-23.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Freese, Barbara (2003), *Coal: A Human History*. Cambridge: Perseus Publishing, Chapter 8: "A Sort of Black Stone", pp. 199-232.
- Guha, Ramachandra. (2000). *Environmentalism: A Global History*. New York: Longman.
- Kalof, Linda. (2007). *Looking at Animals in Human History*. London: Reaktion Books. pp. 1-71
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). *The Rise of Steam Power and the Roots of Global Warming*. London: Verso. pp.389-394
- McAfee, Kathleen. (2016). "The Politics of Nature in the Anthropocene" in "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), *RCC Perspectives: Transformations in Environment and Society* No. 2, pp.65-72.
- McKenney Jason. (2002). *Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers"* In Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press, pp.121-129

- Moore, Jason W. (ed.) (2016) Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism. Oakland: PM Press. pp. 173-195.
- Moore, Jason W. (2015), Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London: Verso, pp. 241-290 [“The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century”]
- Morrison, Kathleen D. (2015). “Provincializing the Anthropocene”, Seminar, No. 673, 75- 80.
- Nunn, Nathan and Qian, Nancy (2010) “The Columbian Exchange: A History of Disease, Food, and Ideas”, Journal of Economic Perspectives, Vol. 24, No.2, pp. 163–188.
- Radkau, Joachim (2008), Nature and Power: A Global History of the Environment. Cambridge: Cambridge University Press.
- Sayre, Nathan F. (2012). “The Politics of the Anthropogenic”, Annual Review of Anthropology, Vol. 41, pp. 57-70.
- Urry, John. (2013) Societies Beyond Oil: Oil Dregs and Social Futures. London: Zed Books, pp. 202 -240.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): History of South East Asia – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course Code	title & Credits	Credit distribution of the course	Eligibility criteria	
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		Lecture	Tutorial	Practical/ Practice		Pre-requisite of the course (if any)
History of South East Asia – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course offers an overview of pre-colonial Southeast Asian history. It seeks to familiarise students with historiographical debates involving the construction of Southeast Asia as a region. It analyses processes of state formations, the impact of maritime activity on society and polity in the mainland and the archipelago. It focuses on the development and localization of religious traditions across a linguistically and culturally diverse region. The paper will require students to engage with recent developments in the historiography especially with recent research on aspects of social and political history, external influences on the region, architecture, urban history and its local histories. Through this the student will develop a clear and comprehensive understanding of different aspects of pre modern Southeast Asian history.

Learning outcomes

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

- Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
- Analyse the impact of the European presence on local society
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the historiographical trends to study history of Southeast Asia

SYLLABUS OF DSC-3

Unit I: Introducing maritime and mainland Southeast Asia

1. Environments, Language, Cultures and People; the macro region
2. Sources and the study of Southeast Asian History
3. Perceptions of the Region, historiographical trends

Unit II: Early State formations

1. The religion, architecture, economy and state formation: Pagan, Khmer
2. The maritime trade and political formations in Sea Asia: Champa, Srivijaya-Java

Unit III: Religion in Early Southeast Asia

1. Localisation of Buddhism and Hinduism; The Epics and Buddhist texts

Unit IV: Early modern in South East Asia

1. Majapahit Empire, regional formations

Unit V: Religion in Early Modern Southeast Asia

1. Localisation of Islam: The Hikayats
2. Christianity in Pre Colonial Southeast Asia

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. She/he will become familiar with various aspects of the regions micro histories. Recent historiographical debates. In this unit the student will be introduced to the important aspects of the recent historiographical debates. She/he will be familiarised with the questions of social formations linked to the influence of India and China over the region. The student will also engage with recent debates that draw attention to local factors in the regions development. **(Teaching time: 9 hrs. approx.)**

- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, Honolulu: University of Hawaii Press
- Monica L Smith. (1999). “‘Indianization’ from the Indian Point of View: Trade and Cultural Contacts with Southeast Asia in the Early First Millennium C.E”, Journal of the Economic and Social History of the Orient, Vol. 42, No. 1, pp. 1-26
- Suarez, Thomas. (1999). Early Mapping of Southeast Asia: The Epic Story of Seafarers, Adventurers and Cartographers who first mapped the regions between China and India, Singapore: Periplus.
- Hall, D.G.E. (eds.) (1961) Historians of South East Asia, Oxford University Press, London.
- Mabbet, I. W. The ‘Indianization’ of Southeast Asia, reflections on the Historical Sources, Journal of Southeast Asian Studies, Vol.8, No.2 9Sept., 1977), pp.143-161
- Coedes, George. (1968), The Indianized States of Southeast Asia, Hawaiian University Press, Honolulu.

Unit II: At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. **(Teaching time: 12 hrs. approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Kenneth R. Hall, (2011). *A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500*, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Tarling, N., ed. (2000). *The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE)*, Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). *History, Culture and Region in Southeast Asian Perspectives*, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Majumdar, R.C. (1927) *Ancient Indian Colonies in the Far East, Vol. 01*, Modern Greater India Society: Lahore
- Coedes, George, (1968), *The Indianized States of Southeast Asia*, Honolulu: University of Hawaii Press
- Kulke, Hermann, (2016) *Śrīvijaya Revisited: Reflections on State Formation of a Southeast Asian Thalassocracy*, *Bulletin de l'École française d'Extrême-Orient*, Vol. 102, pp. 45-96
- Kumar, Bachchan, (2011) *Art and Archaeology of Southeast Asia*, Delhi: Aryan Book International

Unit III: The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time 6 hrs. approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Girard-Geslan, M., M. Klokke, A. Le Bonheur, D.M. Stadtner, T. Zephir, (1998). *Art of Southeast Asia*, London: Harry N. Abrams
- Guy, J., et al. (2014). *Lost Kingdoms: Hindu-Buddhist Sculpture of South and Southeast Asia*. New York: Metropolitan Museum of Art and Yale University Press.
- Acri, Andrea, Helen Creese and Arlo Griffiths (Eds.). (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden: Brill
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Majumdar, R.C. (1938), *Ancient Indian Colonies in the Far East, Vol. 02*, Calcutta: Modern Publishing.

Unit IV: By the end of this rubric the students will be able to trace the changing character of political formations and the establishment of a European presence in Southeast Asia. The student will learn about various dimensions of the maritime activity involving communities, commodities and port cities. The student will read about the beginnings of the European presence in the region and its impact on the local polities, patterns of trade and social networks. **(Teaching time: 12 hrs. approx.)**

- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Pinto, Paulo Jorge de Sousa. (2012). *The Portuguese and the Straits of Melaka, 1575-1619: Power Trade and Diplomacy*, Singapore: National University of Singapore Press
- Reid, Anthony. (1988). *Southeast Asia in the Age of Commerce, 1450-1680: The Lands Below the Winds*, New Haven: Yale University Press
- Reid, Anthony (Ed.). (1993). *Southeast Asia in the early modern era: Trade, power and belief*, Ithaca, New York: Cornell University Press
- Bulbeck, David, Anthony Reid, Lay Cheng Tan and Yiqi Wu,(1998). *Southeast Asian Exports since the 14th century: Cloves, Pepper, Coffee and Sugar*, Singapore: Institute of Southeast Asian Studies

Unit V: The student will be expected to learn about the spread of Islam and Christianity in the region. She/he will develop an understanding of how practitioners of these monotheistic religious traditions interfaced with local beliefs and ritual practices in southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time: 6 hrs. approx.)**

- Hill, A.H., (1963) *The Coming of Islam to North Sumatra*, *Journal of Southeast Asian History*, Vol.4, No.1, (Mar), pp.6-21
- Hussein, Ismail, (1966) *The Study of Traditional Malay Literature*, *Journal of the Malaysian Branch of the Royal Asiatic Society*, Vol 39, No 2 (210), December, pp.1-22
- Porath, Nathan, (2011) *Hikayat Patani: The Kingdom of Patani in the Malay and Thai Political World*, *The Journal of the Malaysian Branch of the Royal Asiatic Society*, Vol 84, No 2 (301), December, pp.45-65
- Morgan David O. and Anthony Reid. (2010). *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries*, Vol. 3, Cambridge: Cambridge University Press
- Aritonang, Jan Sihar and Karel Steenbrink (Eds.). (2008). *A History of Christianity in Indonesia*, Leiden: Brill
- Tara Albert. (2014). *Conflict and Conversion: Catholicism in Southeast Asia, 1500- 1700*, Oxford: Oxford University Press
- Reid, Anthony, (2006) *Continuity and Change in. The Austronesian Transition to Islam and Christianity* in Peter Bllwood, James J Fox and Darrell Tyron (eds.) *The Austronesians, Historical and Comparative Perspectives*, Perth: Australia National University Press.

- Ahmad, Abu Talib and Tan Liok Ee, (2003). *New Terrains in Southeast Asian History*, Singapore: Singapore University Press
- Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden; Brill
- Borschnerg, Peter. (2010). *The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century*, Singapore: National University of Singapore
- Broese, Frank. (1997). *Gateways of Asia: Port Cities of Asia in the 13th - 20th centuries*, London: Routledge.
- Chaudhuri, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, New Delhi: Munshiram Manoharlal.
- Goh, Robbie B.H. (2005). *Christianity in Southeast Asia*, Singapore: Institute of Southeast Asian Studies
- Hall, K. (1985). *Maritime Trade and State Development in Early Southeast Asia*. Honolulu: University of Hawaii Press.
- Hall, K.R. and Whitmore, J.K. (1976). *Explorations in Early Southeast Asian History: the origins of Southeast Asian Statecraft*. Ann Arbor: Centre for Southeast Asian Studies, University of Michigan. Michigan Papers on South and Southeast Asia,
- Henley, David and Henk Schulte Nordholt (eds.). (2015). *Environment, Trade and Society in Southeast Asia*, Leiden: Brill
- Kulke, H, K. Kesavapany, and V. Sakhuja. (2009). *Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- Kulke, H. ([1993] 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*. New Delhi: Manohar.
- Lieberman, Victor. (2009), *Strange Parallels: Southeast Asia in Global Context, c.800- 1830, Volume 2, Mainland Mirrors: Europe, Japan, China, South Asia and the Islands*, Cambridge: Cambridge University Press
- Manguin, Pierre-Yves, A. Mani & Geoff Wade (eds.). (2012). *Early Interactions between South and Southeast Asia: Reflections on Cross Cultural Exchange*, Singapore: Institute of Southeast Asian Studies.
- Morgan, David O. and Anthony Reid. (2010), *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries, Vol. 3*, Cambridge: Cambridge University Press
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime links of Early South Asia* Delhi: Oxford University Press.
- Singh, Upinder and P. Dhar ed., (2014). *Asian Encounters: exploring connected histories*, New Delhi: Oxford
- Smith, R.B. and W. Watson. (1979). *Early South East Asia: Essays in Archaeology, History and Historical Geography*, New York and Kuala Lumpur: Oxford University Press.
- पुरी, बैधनाथ, सुंरू पूवि में भारतीय संस्कृ त और उसका इतहास, हिंी सर्मर्त, सना र्वभाग उिर प्रेश।
- Majumdar, R.C. *Ancient Indian Colonies in the Far East, Vol. 02*, Modern Publishing, Calcutta, 1938.

- Majumdar, R.C. Ancient Indian Colonies in the Far East, Vol. 01, Modern Greater India Society, Lahore, 1927
- Kumar, Bachchan, (2005) “ The Devaraja Cult and Khmer Architecture”, God and King, the Devaraja Cult in South Asian Art ad Architecture: Proceedings of the Seminar 2001, No.2, Delhi: Daya Books
- Kulke, Hermann, (2010) Nagapattinam to Suvarnadwipa: Reflections on the Chola Naval Expeditions to Southeast Asia, Delhi: Manohar
- Ray, Himanshu Prabha (2021) Coastal Shrines and Transnational Maritime Networks Across India and Southeast Asia, Delhi: Routledge.
- Coedes, George, (1966) The Making of Southeast Asia, translated in English by H. M. Wright, London: Routledge & Paul.

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

Category II

(Courses for Undergraduate Programme of study with Discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental region in its transition.

Learning outcomes

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

- Identify the major political developments in the history of India during the period between the thirteenth and the first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. **(Teaching Time: 9 hrs. approx.)**

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. **(Teaching Time: 9 hrs. approx.)**

- Chandra, Satish. (2004). Medieval India: From Sultanate to the Mughals, Part 1, Haranand Publications, Delhi.
- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
- Habib, Irfan (1984), 'Price Regulations of Alauddin Khilji-A Defence of Zia Barani', Indian Economic and Social History Review, Vol. 21. No. 4. pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, ed., by Sanjay Subrahmanyam, OUP, New Delhi, 1994. Pp. 85-111.
- -----, (1992), 'Alauddin Khilji ke mulya niyantaran ke upay: Zia Barani ke samarthan mein', Madhyakalin Bharat, Vol. 4 (ed.), Irfan Habib. Delhi. Rajkamal Prakashan, pp.24-46.
- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at **157**

representations in the Vijayanagara state in context to culture, rituals, etc. (Teaching Time: 6 hrs. approx.)

- Stein, Burton. (1989). *The New Cambridge History of India I.1, Vijayanagara*. Cambridge: Cambridge University Press.
- Fritz, John M. (1986). "Vijayanagara: Authority and Meaning of a South Indian Imperial Capital". *American Anthropologist, New Series*, vol. 88 no.1, pp. 44-55
- Sinopoli, Carla. (2003). *Political Economy of Craft Production: Crafting empire in South India c.1350-1650*. Cambridge: Cambridge University Press. ("The South Asian State" and "Vijayanagara: The Historical Setting")
- Wagoner, Phillip B. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara". *Journal of Asian Studies*, vol.55 no.4, pp. 851-80.
- Sastri, K. A. Nilakanta. (1976). *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. Madras. OUP.
- Ali, B Sheik. (2011). *History of Bahmani and Adil Shahi Rulers*. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. (Teaching Time: 6 hrs. approx.)

- Aquil, Raziuddin. (2007), *Sufism, Culture and Politics, Afghans and Islam in Medieval North India*. Delhi, OUP.
- Siddiqui, IH. (1996). *Sher Shah Suri and his dynasty*. Jaipur. Publication Scheme.
- ----- (1969). *Some Aspects of Afghan despotism*. India. Aligarh. Three Men Publication.

Unit V: This unit would have taught students about the cultural and religious traditions in the medieval period with special reference to Kabir, Mirabai, Chishti and Suhrawardy silsilah. (Teaching Time: 9 hrs. approx.)

- Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
- Dwivedi, Hazari Prasad. (2019) *Kabir*. Delhi: Rajkamal Prakashan.
- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) *Religion in Indian History*, Tulika Books. New Delhi.
- Hawley, John Stratton. (2005). *Three Bhakti Voices, Mira Bai, Kabir and Surdas in their Times*. Delhi: Oxford University Press.
- Manushi (1989). Special Issue. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.J. (1989). "The Mystery of the Nizamuddin Dargah: The Account of Pilgrims" in Christian W Troll (ed.) *Muslim Shrines in India*. Delhi: Oxford University Press, pp.112-124.
- Lawrence, Bruce B. (1986). "The Earliest Chishtiya and Shaikh Nizam al-Din Awliya." in R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp.104-128.
- Currie, P M (1989). *The Shrine and Cult of Muin-al-Din Chisti of Ajmer*. Delhi. OUP
- Rizvi, S A A (1978). *A History of Sufism, Vol. 1*. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

Unit VI: This unit deals with the architectural traditions in the Sultanate period. The students will be able to appreciate the political and artistic complexities that played an important role during the period of study and for this as case study, Qutb Complex and Hampi, the imperial city of Vijayanagra has been taken up. (Teaching Time: 6 hrs approx.)

- Kumar, Sunil. (2002). 'Qutub and Modern Memory' in *The Present in Delhi's*, Delhi: The Three Essay Press, pp1-61.
- Spear, Percival. (1994). *Delhi, Its Monuments and History*, New Delhi, Oxford University Press.
- Verghese, Anila (2002). *Hampi*, Delhi: Oxford University Press.
- Fritz, M John and Michell. George. (2014). *Hampi Vijaynagara*, Delhi. Jaico Publishing House.

Unit VII: This unit will provide an overview about the trade and commerce from 12th to 15th century especially the Indian Ocean trade, the trading communities and its impact on the South Asian economy and beyond. (Teaching Time: 6 hrs. approx.)

- Raychaudhuri, T and I. Habib. (Eds.). (1982). *The Cambridge Economic History of India*, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Chandra, Satish. (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). *Exploring Medieval India: sixteenth to the eighteenth centuries*. Delhi: Orient Black Swan.
- Prakash, Om. (1998). *The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India*. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) *India and the Indian Ocean 1500-1800*. Delhi: Oxford University Press.

Suggestive readings

- Asher, Catherine B. and Cynthia Talbot. (2006). *India before Europe*. Cambridge: Cambridge University Press.
- Aquil, Raziuddin. ed. (2010). *Sufism and Society in Medieval India*. Delhi: Oxford University Press.
- Bahuguna, RP (2009). *Madhyakalin Bharat mein Bhakti aur Sufi Andolan*. Delhi: Granth Shilpi.
- Brown, Percy. (1968). *Indian Architecture: Islamic Period*. Bombay. DB Taraporevala.
- Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1*. Delhi: Haranand Publications.
- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 1*. Delhi: Jawahar Publishers.
- Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
- Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
- Digby, Simon. (2004). "Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century." *Journal of the Economic and Social History of the Orient* vol. 47no.3, pp. 298-356

- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). Piety and Politics in the Early Indian Mosque. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." History of Religions vol. 22, pp. 313-37.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan.
- Koch, E. (2013). Mughal Architecture: An Outline of its History and Development (1526-1858). Delhi: Primus.
- Kumar, S. (2007). The Emergence of the Delhi Sultanate. Delhi: Permanent Black
- Kumar, Sunil. (2014). "Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries" in Francesca Orsini and Samira Sheikh, (Eds.), After Timur Left: Culture and Circulation in fifteenth century North India. Delhi: Oxford University Press, pp. 60-108.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). A History of South India. Delhi. OUP.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Cultural Transformations in Early Modern Europe-I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultural Transformations in Early Modern Europe – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European economy, polity and socio-cultural life. The first unit aims to critically examine the dynamics of Europe that emerged from the Middle Age. The second unit dealing with the Renaissance focuses on the developments in art, literature, science and philosophy and also deals with Renaissance beyond Italy. The content in third unit will enable them to understand the spread of Reformation and Counter Reformation and its economic and cultural impact. The last unit will explore the conquest of the New World with focus on: material, social and cultural aspects. The idea is to give them European perspective of cultural transformations in early modern Europe.

Learning outcomes

After completing this course, students will be able to:

- Understand the different perspectives of cultural developments in Europe.
- Explain the Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the upheaval in Religion in the form of Protestant Reformation and Counter Reformation.
- Identify the material, social and cultural aspects after the conquest of the New World.

SYLLABUS OF DSC-1

Unit I. Key concepts and historical background

1. The idea of the early Modern; perspectives on culture in history
2. An overview of the classical and medieval legacy

Unit II. The Renaissance

1. Society and politics in Italian city-states
2. Humanism in Art and literature
3. Development in science and philosophy
4. Renaissance beyond Italy

Unit III. Upheaval in Religion

1. The papacy and its critics
2. The spread of Protestant sects in Northern Europe
3. Counter Reformation and Religious Strife
4. The economic and cultural impact of the Reformations

Unit IV. The Conquest of the New World: material, social and cultural aspects

1. A Case Study of Portugal or Spain

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit will give critical concepts for the understating of early modern and the perspective on culture in history. The idea of Early modern Europe will be introduced.

(Teaching Time: 9 hrs. approx.)

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman.
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

Unit II. This Unit imparts the understanding of the socio-cultural movements and progress in science and philosophy in medieval and early modern Europe. Renaissance artists and scholars celebrated the beauty of nature and the dignity of humanity, helping shape the intellectual and cultural history of the early modern world.

(Teaching Time: 12 hrs. approx.)

- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Kraye, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

Unit III. The Unit emphasizes different dimensions of Reformation and Counter-Reformation and helps in learning the challenges and changes in the religious sphere and their influences on the economic and socio-cultural lives of the people in various regions of Europe. **(Teaching Time: 12 hrs. approx.)**

- King, Margaret L. Western Civilisation: A Social and Cultural History. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). A Short History of the Reformation. London, New York: I. B. Tauris.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.

- Cameron, E. (2012) *The European Reformation*. Oxford University Press.
- MacCulloch, D. (2005) *The reformation*. Penguin.

Unit IV. This Unit engages the students with the beginning of the explorations and conquests of the world beyond Europe and their socio-cultural and economic effects.

(Teaching Time: 12 hrs. approx.)

- Anderson, M.S. *Europe in the Eighteenth Century, 1713-1783*. 2nd ed. New York: Longman
- Burke, Peter. *Popular Culture in Early Modern Europe*. UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). *World Civilisation*, vol. AWW Norton & Co., New York, NY.
- McAlister, L.N. (1984) *Spain and Portugal in the New World, 1492-1700 (Vol. 3)*. U of Minnesota Press

Suggested Readings:

- Rosener, Werner. *The Peasantry of Europe*. England: Basil Blackwell, 1994 (translated from German).
- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century Vol. I*. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983. • Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. *The Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. *The Waning of the Middle Ages*. New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution*, U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw-Hill, 1971.
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.
- Merriman, J. (2009) *A History of Modern Europe: from the Renaissance to the Present (Vol. 1)*. WW Norton & Company.
- Merriman, J. (2019) *A History of Modern Europe: Volume 2 (Vol. 2)*. WW Norton & Company.
- संक्रांतकलीन रूरोप : अरतवंि तसन्हा , ग्रंथ तशल्पी प्राइवेट तलतमटेड, 2015.

- आधुनिक यूरोप का इतिहास : आराम एवं तिशाएँ : विवेश तविर, मीना भारद्वाज एवं वंिना चौधरी
- आधुनिक यूरोप का इतिहास: आराम एवम तिशाएं] (सह-संपादिन), तहन्दी माध्यम कार्ाान्वर्न तनिशालर् तिल्ली-7, 2010 (revised second edition, 2013)
- यूरोपीर् संस्कृ तत (1400-1800): विेश तविर, संपातित, तहन्दी माध्यम कार्ाान्वर्न तनिशालर्, तिल्ली- 7, 2006,2010.
- आधुनिक पतश्चम के उिर् का इतिहास , मीनाक्षी फू कन, लक्ष्मी पम्भल्लके शन,2012.
- आधुनिक पतश्चम के उिर् , पाथासारतथ गुप्ता, तहन्दी माध्यम कार्ाान्वर्न तनिशालर् ,तिल्ली- 7,2015(New Edition)

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Environment in Indian History

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Environment in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives:

This course aims to introduce the students to the major themes in the environmental history of the Indian subcontinent. A historically informed understanding on how the past societies shaped the natural world shall enable the students to critically situate the environmental issues that we encounter at present. The issues include global warming, contestation over natural resources, changing land use patterns, human interaction with other living species, impacts of agrarian expansion, ecological consequences of imperialism, impacts of mega infrastructure projects, urban pollution, emergence of environmental justice movements and environmental regulations, changing ideas about the natural world, and gendered dimension of environmental degradation. The course has the following broad objectives: a) to introduce the historical studies that explores the long-term trajectories of man-nature interactions and revises the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods; b) to introduce interdisciplinary approaches- cartographic, geological, zoological, ecological knowledges -that helps historians study the crucial role played by ecology in the shaping of the past societies; c) to familiarize the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between humans and the natural world. By the end of this course, the students are expected to develop an in-depth understanding of the interdisciplinary approaches to historical thinking and the significance of the environment in human history.

Learning Outcomes:

After completing this course, students should be able to:

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.
- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have livable cities.
- Locate solutions to environmental problems within a framework of greater democratization of resource use.

Course Content:**Unit I:** What is Environmental History

1. Historiography and Sources
2. Interdisciplinarity

Unit II: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices and Natural Resources

Unit III: Era of Major Agrarian Expansion

1. Pastoralism, Agrarian Expansion
2. Forests and Tribal Groups
3. Irrigation and Canals

Unit IV: Colonialism and Transformation of Nature

1. Changing Land Use Patterns; Railway and Deforestation, Dams and Hydroelectric Power
2. Inland Waterbodies and Fisheries
3. Urbanization and Environment; Delhi

Unit V: Development, Environment, and Migration in Contemporary India

1. Big Dams and Displacement; Narmada and Tehri
2. Gender and Environmental Justice
3. Green Revolution; Biodiversity Loss; Species Extinction

Essential Readings and Unit Wise Teaching Outcomes:

Unit 1: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, sources, and the major sub-fields of environmental history. The second rubric explores how archeological records, literary sources, bio-mass, artistic depictions of nature, material cultural artifacts and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx)**

- Hughes, Donald (2006), *What is Environmental History?* Cambridge: Polity Press. pp. 1-17 [Chapter 1: “Defining Environmental History”]
- Mann, Michael (2013), “Environmental History and Historiography on South Asia: Context and some Recent Publications,” *South Asia Chronicle*, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), *Nature and Nation: Essay on Environmental History*. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: “Introduction: Issues in the Writing of Environmental History”]

Unit II: This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx.)**

- Mishra, V. N. (2008), “Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond,” In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- वी. एन मिश्रा (2010) जलवायु, सिंधुघाटी सभ्यता के उथान - पतन में एक घटक: राजस्थान और पारकेतथ्य, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Allchin, Bridget (1998), “Early Man and Environment in South Asia,” In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 29-50.
- Lal, Makkhan, “Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains,” In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- मखनलाल, (2010), गंगा के मैदानों में लोहे के उपकरण, वनों की सफाई और नगरीकरण का संबंध, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Thapar, Romila (2008), “Forests and Settlements”, In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- रोमिला थापर, वन और बस्ती, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली, 2010

- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- महेशरंगाराजन (2010), प्राचीन भारत में वन और खेत, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Chakravarti, Ranabir, "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Oxford: Oxford University Press, 1998, pp. 87-105.

Unit III: This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Singh, Chetan (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 97-106.
- सुमितगुहा (2010) अठारहवींशताब्दीकेमहाराष्ट्रमेंघासऔरचारेपरनियंत्रण: एकऐतिहासिकअध्ययन, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुद्दे, पियर्सन, दिल्ली.
- Singh, Abha (2014), "Irrigating Haryana: The Pre-Modern History of the Western Yamuna Canal", in Habib, Irfan, *Medieval India 1: Researches in the History of India 1200-1750*, Delhi: Oxford University Press, pp.49-61.
- Sengupta, Nirmal (1985), "Irrigation: Traditional vs Modern", *Economic and Political Weekly*, Vol. 20, No.45-47, pp.1919-1938.

Unit IV: This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of water bodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. The third rubric elaborates the environmental problems of urbanization in the context of the colonial city of Delhi. **(Teaching time: 9 hrs. approx.)**

- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- D'Souza, Rohan (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K.

Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550-583.

- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- Reeves, Peter, (1995), "Inland Waters and Freshwater Fisheries: Some Issues of Control, Access and Conservation in Colonial India," In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 260-292.
- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Sharan, Awadhendra B. (2014), *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press ["Introduction" and Chapter 4: "Pollution: Industrial Landscapes, 1936-2000"].

Unit V: This unit explains how the issues of development such as the construction of big dams and other mega infrastructural projects are often associated with displacement, biodiversity loss, species extinction, and how the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. It offers a historical perspective on increasing the inequality of access to natural resources for women and the poor (**Teaching time: 9 hrs. approx.**)

- Sangvai, Sanjay (2008), "The Tragedy of Displacement," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 437-443.
- संजय संगवई (2010), विस्थापनाका एक दर्दनाक किस्सा, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Asthana, Vandana (2012), "Forced Displacement: A Gendered Analysis of the Tehri Dam Project," *Economic and Political Weekly*, Vol. 47, No. 47/48, pp. 96-102.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No.1. pp. 119-158.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- McNeill, J. R. (2008), "The Green Revolution," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 184-194.
- Shiva, Vandana (2016), *Stolen Harvest: The Hijacking of the Global Food Supply*. Kentucky: The University Press of Kentucky, [Chapter 1: "The Hijacking of the Global Food Supply"] pp. 5-20.
- Shiva, Vandana (1993), *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, London and New Jersey: Zed Books, pp. 19-60; [Chapter 1: "Science and Politics in the Green Revolution"], pp. 61-102 [Chapter 2: "Miracle Seeds' and the destruction of Genetic Diversity"]; pp. 171-193 [Chapter 5: "The Political and Cultural Costs of the Green Revolution"].

Suggested Readings:

- Erdosy, George (1998), "Deforestation in Pre- and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The*

Environmental History of South and Southeast Asia. Delhi: Oxford University Press, pp. 51-69.

- Adve, Nagraj (2022), *Global Warming in India: Science, Impacts, and Politics*. Bhopal: Eklavya Foundation.
- Agarwal, Ravi (2010), "Fight for a Forest," In *Seminar*, No. 613, pp. 48-52 (On Delhi Ridge)
- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press. pp. 205 -224.
- D'souza, Rohan (2006), *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. New Delhi: Oxford University Press.
- Dangwal, DharendraDatt (2009), *Himalayan Degradation: Colonial Forestry and Environmental Change in India*. New Delhi: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185-209.
- Kapur, Nandini Sinha (2011), *Environmental History of Early India: A Reader*. New Delhi: Oxford University Press.
- Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban environment during the Nineteenth Century," *Studies in History*, Vol. 23, No. 1, pp. 1-31.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.
- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Rangarajan, Mahesh ed. (2008), *Environmental Issues in India*. Delhi: Pearson.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Cultures in Indian Subcontinent – I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultures in Indian Subcontinent – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to provide an overview of Indian cultural traditions and cultural experience. It will help students to understand the meaning, perspectives and approaches to the study of culture. The section dealing with Indian languages and literature focuses upon the development of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature respectively. The content of performing arts will help one appreciate the traditions of music, dance and drama in Indian culture through the ages. This also explores the development of different forms of architecture in India since ancient period.

Learning outcomes

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

- understand different perspectives and approaches to the study of culture,
- explain the plurality in Indian cultural traditions,
- learn the growth of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature,
- trace the evolution of and the distinction between the Hindustani and Carnatic music culture,
- identify Indian classical dance forms, musical and theatre cultures,
- explain the rich architectural traditions of India.

SYLLABUS OF DSC-1

Unit I: Definitions of Culture and its various aspects

1. Perspective on Cultures: Indian Cultural tradition: An overview.
2. Plurality of Cultures: Social Content of Culture

Unit II: Language and Literature

1. Sanskrit: Kavya – Kalidasa’s Ritusamhara; Prakrit: Gatha Saptasati.
2. Development of Vernacular language and literature.
3. Indo-Persian literature: Amir Khusro’s works; Urdu poetry and prose: Ghalib.

Unit III: Performing Arts

1. Music: Hindustani, Carnatic Classical Music, Devotional Music: Bhakti and Sufi
2. Dance: Classical and Folk
3. Theatre: Classical, Folk, Colonial and Modern

Unit IV: Architecture: Meanings, Forms and Functions

1. Rock-cut and structural temples: Mamallapuram or Ellora; Khajuraho complex and Tanjavur temple.
2. Fort – Daulatabad or Chittor forts; Palace–dargah at Fatehpur Sikri.
3. Colonial architecture– Lutyens’ Delhi.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit will enable students to understand the meaning of culture and its various perspectives. It will further help them to explain the plural characteristics of cultures in the Indian subcontinent and explore their content which conveys diverse ideas. **(Teaching Time: 9 hrs. approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)

- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi, 2013.

Unit II: This unit will help students to understand the literary traditions of India since ancient times. The section deals with some of the important literary works of Sanskrit and Prakrit literature in ancient India. It also explores about the origin and development of vernacular literature in India along with the development of Indo-Persian literature in medieval times and, Urdu poetry and prose of modern period. **(Teaching Time: 12 hrs. approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit III: This unit highlights various kinds of performing art forms practiced in India since our ancient past. These include music, dance and theatre. This part deals with the musical traditions of north and south India. The focus is also on the devotional music of the Bhakti and Sufi traditions. Classical and folk forms of dance and theatre are also dealt with. **(Teaching Time: 12 hrs. approx.)**

- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Unit IV: This unit explains the different architectural forms in India through the ages. It deals with the rock-cut and structural temples of India, fort and palaces of medieval period and the colonial buildings of modern era with special reference to Lutyens' Delhi. **(Teaching Time: 12 hrs. approx.)**

- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.

- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Suggestive readings

- Agrawala, Vasudev Sharan, Kala Aur Sanskriti (in Hindi), New Edition, Prabhat Prakashan, Delhi, 2019.
- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Cohn. Bernard. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004
- Deva, B.C. An introduction to Indian Music, Delhi, 1973.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)

- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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

Category III

Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines

(For e.g. courses for B.A. Programmes with (discipline's name) as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental region in its transition.

Learning outcomes

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

- Identify the major political developments in the history of India during the period between the thirteenth and the first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. **(Teaching Time: 9 hrs. approx.)**

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. **(Teaching Time: 9 hrs. approx.)**

- Chandra, Satish. (2004). Medieval India: From Sultanate to the Mughals, Part 1, Haranand Publications, Delhi.
- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
- Habib, Irfan (1984), 'Price Regulations of Alauddin Khilji-A Defence of Zia Barani', Indian Economic and Social History Review, Vol. 21. No. 4. pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, ed., by Sanjay Subrahmanyam, OUP, New Delhi, 1994. Pp. 85-111.
- -----, (1992), 'Alauddin Khilji ke mulya niyantaran ke upay: Zia Barani ke samarthan mein', Madhyakalin Bharat, Vol. 4 (ed.), Irfan Habib. Delhi. Rajkamal Prakashan, pp.24-46.

- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at the representations in the Vijayanagara state in context to culture, rituals, etc. **(Teaching Time: 6 hrs. approx.)**

- Stein, Burton. (1989). The New Cambridge History of India I.1, Vijayanagara. Cambridge: Cambridge University Press.
- Fritz, John M. (1986). "Vijayanagara: Authority and Meaning of a South Indian Imperial Capital". American Anthropologist, New Series, vol. 88 no.1, pp. 44-55
- Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting empire in South India c.1350-1650. Cambridge: Cambridge University Press. ("The South Asian State" and "Vijayanagara: The Historical Setting")
- Wagoner, Phillip B. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara". Journal of Asian Studies, vol.55 no.4, pp. 851-80.
- Sastri, K. A. Nilakanta. (1976). A History of South India from Prehistoric Times to the Fall of Vijayanagar. Madras. OUP.
- Ali, B Sheik. (2011). History of Bahmani and Adil Shahi Rulers. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. **(Teaching Time: 6 hrs. approx.)**

- Aquil, Raziuddin. (2007), Sufism, Culture and Politics, Afghans and Islam in Medieval North India. Delhi, OUP.
- Siddiqui, IH. (1996). Sher Shah Suri and his dynasty. Jaipur. Publication Scheme.
- ----- (1969). Some Aspects of Afghan despotism. India. Aligarh. Three Men Publication.

Unit V: This unit would have taught students about the cultural and religious traditions in the medieval period with special reference to Kabir, Mirabai, Chishti and Suhrawardy silsilah. **(Teaching Time: 9 hrs. approx.)**

- Charlotte Vaudeville. (2007). A Weaver named Kabir. Delhi: Oxford University Press.
- Dwivedi, Hazari Prasad. (2019) Kabir. Delhi: Rajkamal Prakashan.
- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) Religion in Indian History, Tulika Books. New Delhi.
- Hawley, John Stratton. (2005). Three Bhakti Voices, Mira Bai, Kabir and Surdas in their Times. Delhi: Oxford University Press.
- Manushi (1989). Special Issue. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.J. (1989). "The Mystery of the Nizamuddin Dargah: The Account of Pilgrims" in Christian W Troll (ed.) Muslim Shrines in India. Delhi: Oxford University Press, pp.112-124.

- Lawrence, Bruce B. (1986). "The Earliest Chishtiya and Shaikh Nizam al-Din Awliya." in R E Frykenberg, (Ed.). Delhi Through the Ages. Delhi: Oxford University Press, pp.104-128.
- Currie, P M (1989). The Shrine and Cult of Muin-al-Din Chisti of Ajmer. Delhi. OUP
- Rizvi, S A A (1978). A History of Sufism, Vol. 1. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

Unit VI: This unit deals with the architectural traditions in the Sultanate period. The students will be able to appreciate the political and artistic complexities that played an important role during the period of study and for this as case study, Qutb Complex and Hampi, the imperial city of Vijayanagra has been taken up. **(Teaching Time: 6 hrs. approx.)**

- Kumar, Sunil. (2002). 'Qutub and Modern Memory' in The Present in Delhi's, Delhi: The Three Essay Press, pp1-61.
- Spear, Percival. (1994). Delhi, Its Monuments and History, New Delhi, Oxford University Press.
- Verghese, Anila (2002). Hampi, Delhi: Oxford University Press.
- Fritz, M John and Michell. George. (2014). Hampi Vijaynagara, Delhi. Jaico Publishing House.

Unit VII: This unit will provide an overview about the trade and commerce from 12th to 15th century especially the Indian Ocean trade, the trading communities and its impact on the South Asian economy and beyond. **(Teaching Time: 6 hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Chandra, Satish. (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient Black Swan.
- Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500-1800. Delhi: Oxford University Press.

Suggestive readings

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.
- Aquil, Raziuddin. ed. (2010). Sufism and Society in Medieval India. Delhi: Oxford University Press.
- Bahuguna, RP (2009). Madhyakalin Bharat mein Bhakti aur Sufi Andolan. Delhi: Granth Shilpi.
- Brown, Percy. (1968). Indian Architecture: Islamic Period. Bombay. DB Taraporevala.
- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 1. Delhi: Haranand Publications.

- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 1*. Delhi: Jawahar Publishers.
- Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
- Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
- Digby, Simon. (2004). "Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century." *Journal of the Economic and Social History of the Orient* vol. 47no.3, pp. 298-356
- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton: Princeton University Press.
- Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan*. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*. 10 volumes. Delhi; Rajkamal.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." *History of Religions* vol. 22, pp. 313-37.
- Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
- Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
- Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development (1526-1858)*. Delhi: Primus.
- Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black
- Kumar, Sunil. (2014). "Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries" in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). *A History of South India*. Delhi. OUP.
- Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries)*. Delhi: Munshiram Manoharlal.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Environment in Indian History

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Environment in Indian History	4	3	1	0	XII Pass	NIL

Learning Objectives

This course aims to introduce the students to the major themes in the environmental history of the Indian subcontinent. A historically informed understanding on how the past societies shaped the natural world shall enable the students to critically situate the environmental issues that we encounter at present. The issues include global warming, contestation over natural resources, changing land use patterns, human interaction with other living species, impacts of agrarian expansion, ecological consequences of imperialism, impacts of mega infrastructure projects, urban pollution, emergence of environmental justice movements and environmental regulations, changing ideas about the natural world, and gendered dimension of environmental degradation. The course has the following broad objectives: a) to introduce the historical studies that explores the long-term trajectories of man-nature interactions and revises the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods; b) to introduce interdisciplinary approaches- cartographic, geological, zoological, ecological knowledges-that helps historians study the crucial role played by ecology in the shaping of the past societies; c) to familiarize the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between humans and the natural world. By the end of this course, the students are expected to develop an in-depth understanding of the interdisciplinary approaches to historical thinking and the significance of the environment in human history.

Learning outcomes

After completing this course, students will be able to:

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.

- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.
- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have livable cities.
- Locate solutions to environmental problems within a framework of greater democratization of resource use.

SYLLABUS OF DSC-1

Unit I. What is Environmental History

1. Historiography and Sources
2. Interdisciplinarity

Unit II. Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices and Natural Resources

Unit III. Era of Major Agrarian Expansion

1. Pastoralism, Agrarian Expansion
2. Forests and Tribal Groups
3. Irrigation and Canals

Unit IV. Colonialism and Transformation of Nature

1. Changing Land Use Patterns; Railway and Deforestation, Dams and Hydroelectric Power
2. Inland Waterbodies and Fisheries
3. Urbanization and Environment; Delhi

Unit V. Development, Environment, and Migration in Contemporary India

1. Big Dams and Displacement; Narmada and Tehri
2. Gender and Environmental Justice
3. Green Revolution; Biodiversity Loss; Species Extinction

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, sources, and the major sub-fields of environmental history. The second rubric explores how archeological records, literary sources, bio-mass, artistic depictions of nature, material cultural artefacts and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 Hours approx.)**

- Hughes, Donald (2006), What is Environmental History? Cambridge: Polity Press. pp. 1-17 [Chapter 1: "Defining Environmental History"]
- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

Unit II. This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 Hours approx.)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson, pp. 7-16.
- वी. एन तमश्रा (2010) िलवारु, तसंधु घाटी सभ्यता के उथान - पतन में एक घटक: रास्थान और पार के तथ्य, महेश रं गारांिन संपातित भारत में पर्ावरण के मुििे, तपर्सान, तिल्ली.
- Allchin, Bridget (1998), "Early Man and Environment in South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, Nature and the Orient: The Environmental History of South and Southeast Asia. Delhi: Oxford University Press, pp. 29-50.
- Lal, Makkhan, "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson, pp. 18- 32.
- मखन लाल, (2010), गंगा के मैिानों में लोहे के उपकरण, वनों की सफाई और नगरीकरण का संबंध, महेश रं गारांिन संपातित भारत में पर्ावरण के मुििे, तपर्सान, तिल्ली.
- Thapar, Romila (2008), "Forests and Settlements", In Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson, pp. 33-41.
- रीतमला थापर, वन और बस्ती, महेश रं गारांिन संपातित भारत में पर्ावरण के मुििे, तपर्सान, तिल्ली, 2010
- Gosling, David L. (2001), Religion and Ecology in India and Southeast Asia. London: Routledge.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson, pp. 42-48.
- महेश रं गारांिन (2010), प्राचीन भारत में वन और खेत, महेश रं गारांिन संपातित भारत में पर्ावरण के मुििे, तपर्सान, तिल्ली.
- Chakravarti, Ranabir, "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al,

eds, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Oxford: Oxford University Press, 1998, pp. 87-105.

Unit III. This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 9 Hours approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Singh, Chetan (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 97-106.
- सुतमत गुहा (2010) अठारहवीं शताब्दी के महाराष्टर में घास और चारे पर तनर्त्रण: एक ऐतहासक अध्यर्न, महेश रं गारांिन संपातित भारत में पर्ावरण के मुििे , तपर्सान, तिल्ली.
- Singh, Abha (2014), "Irrigating Haryana: The Pre-Modern History of the Western Yamuna Canal", in Habib, Irfan, *Medieval India 1: Researches in the History of India 1200-1750*, Delhi: Oxford University Press, pp.49-61.
- Sengupta, Nirmal (1985), "Irrigation: Traditional vs Modern", *Economic and Political Weekly*, Vol. 20, No.45-47, pp.1919-1938.

Unit IV. This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of water bodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. The third rubric elaborates the environmental problems of urbanization in the context of the colonial city of Delhi. **(Teaching time: 9 Hours approx.)**

- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- D'Souza, Rohan (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh

Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550-583.

- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- Reeves, Peter, (1995), "Inland Waters and Freshwater Fisheries: Some Issues of Control, Access and Conservation in Colonial India," In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 260-292.
- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Sharan, Awadhendra B. (2014), *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press ["Introduction" and Chapter 4: "Pollution: Industrial Landscapes, 1936-2000"].

Unit V. This unit explains how the issues of development such as the construction of big dams and other mega infrastructural projects are often associated with displacement, biodiversity loss, species ex-tinction, and how the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. It offers a historical perspective on increasing the inequality of access to natural resources for women and the poor. **(Teaching time: 9 Hours approx.)**

Sangvai, Sanjay (2008), "The Tragedy of Displacement," In Mahesh Rangarajan, ed.,

- *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 437-443.
- संर्ि संगवई (2010), *तवस्थापना का एक िििनाक तकस्सा, महेश रं गाराञ्ि संपातित भारत में पर्ावरण के मुििे*, तपर्सान, तिल्ली.
- Asthana, Vandana (2012), "Forced Displacement: A Gendered Analysis of the Tehri Dam Project," *Economic and Political Weekly*, Vol. 47, No. 47/48, pp. 96-102.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*,
- Vol. 25, No. 11, pp. 561-574.
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India",
- *Feminist Studies*, Vol. 18, No.1. pp. 119-158.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- McNeill, J. R. (2008), "The Green Revolution," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 184-194.
- Shiva, Vandana (2016), *Stolen Harvest: The Hijacking of the Global Food Supply*. Ken-tucky: The University Press of Kentucky, [Chapter 1: "The Hijacking of the Global Food Supply"] pp. 5-20.

- Shiva, Vandana (1993), *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, London and New Jersey: Zed Books, pp. 19-60; [Chapter 1: “Science and Politics in the Green Revolution”], pp. 61-102 [Chapter 2: “Miracle Seeds’ and the destruction of Genetic Diversity”]; pp. 171-193 [Chapter 5: “The Political and Cultural Costs of the Green Revolution”].

Suggested Readings:

- Erdosy, George (1998), “Deforestation in Pre- and Proto Historic South Asia,” In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 51-69.
- Adve, Nagraj (2022), *Global Warming in India: Science, Impacts, and Politics*. Bhopal: Eklavya Foundation.
- Agarwal, Ravi (2010), “Fight for a Forest,” In *Seminar*, No. 613, pp. 48-52 (On Delhi Ridge)
- Bhattacharya, Neeladri (1992), ‘Colonial State and Agrarian Society,’ In Burton Stein, ed.
- *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human- Animal Relationships*. New York: Colombia University Press. pp. 205-224.
- D’souza, Rohan (2006), *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. New Delhi: Oxford University Press.
- Dangwal, Dharendra Datt (2009), *Himalayan Degradation: Colonial Forestry and Environmental Change in India*. New Delhi: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
- Hardiman, David (1996), ‘Small-dam Systems of the Sahyadris,’ in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185-209.
- Kapur, Nandini Sinha (2011), *Environmental History of Early India: A Reader*. New Delhi: Oxford University Press.
- Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
- Mann, Michael (2007), “Delhi’s Belly: The Management of Water, Sewerage and Excreta in a Changing Urban environment during the Nineteenth Century,” *Studies in History*, Vol. 23, No. 1, pp. 1-31.
- Meadow, R. H. (1981), “Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan,” In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Murali, Atluri (1995), “Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922,” In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86- 122.

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," Studies in History, Vol 17, No. 1, pp. 135-48.
- Rangarajan, Mahesh ed. (2008), Environmental Issues in India. Delhi: Pearson.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," Economic and Political Weekly, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885. Delhi: Primus Books

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-2): Cultures in Indian Subcontinent – I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultures in Indian Subcontinent – I	4	3	1	0	XII Pass	NIL

Learning Objectives

This course aims to provide an overview of Indian cultural traditions and cultural experience. It will help students to understand the meaning, perspectives and approaches to the study of culture. The section dealing with Indian languages and literature focuses upon the development of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature respectively. The content of performing arts will help one appreciate the traditions of music, dance and drama in Indian culture through the ages. This also explores the development of different forms of architecture in India since ancient period.

Learning outcomes

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

- understand different perspectives and approaches to the study of culture,
- explain the plurality in Indian cultural traditions,
- learn the growth of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature,
- trace the evolution of and the distinction between the Hindustani and Carnatic music culture,
- identify Indian classical dance forms, musical and theatre cultures,
- explain the rich architectural traditions of India.

SYLLABUS OF DSC-1

Unit I: Definitions of Culture and its various aspects

1. Perspective on Cultures: Indian Cultural tradition: An overview.
2. Plurality of Cultures: Social Content of Culture

Unit II: Language and Literature

3. Sanskrit: Kavya – Kalidasa’s Ritusamhara; Prakrit: Gatha Saptasati.

4. Development of Vernacular language and literature.
5. Indo-Persian literature: Amir Khusro's works; Urdu poetry and prose: Ghalib.

Unit III: Performing Arts

6. Music: Hindustani, Carnatic Classical Music, Devotional Music: Bhakti and Sufi
7. Dance: Classical and Folk
8. Theatre: Classical, Folk, Colonial and Modern

Unit IV: Architecture: Meanings, Forms and Functions

9. Rock-cut and structural temples: Mamallapuram or Ellora; Khajuraho complex and Tanjavur temple.
10. Fort – Daulatabad or Chittor forts; Palace–dargah at Fatehpur Sikri.
11. Colonial architecture– Lutyens' Delhi.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit will enable students to understand the meaning of culture and its various perspectives. It will further help them to explain the plural characteristics of cultures in the Indian subcontinent and explore their content which conveys diverse ideas. **(Teaching Time: 9 Hours approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi, 2013.

Unit II: This unit will help students to understand the literary traditions of India since ancient times. The section deals with some of the important literary works of Sanskrit and Prakrit literature in ancient India. It also explores about the origin and development of vernacular literature in India along with the development of Indo-Persian literature in medieval times and, Urdu poetry and prose of modern period. **(Teaching Time: 12 Hours approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit III: This unit highlights various kinds of performing art forms practiced in India since our ancient past. These include music, dance and theatre. This part deals with the musical traditions of north and south India. The focus is also on the devotional music of the Bhakti and Sufi traditions. Classical and folk forms of dance and theatre are also dealt with. **(Teaching Time: 12 Hours approx.)**

- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. *Bhartiya Upamahadvipa ki Sanskritiyan*, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; *Indian Classical Dance*, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. *Music as History in Tamil Nadu*, Primus Books, Delhi, 2010.
- Zimmer, H. *Myths and Symbolism in Indian Art and Civilization*, Princeton Press, New Jersey, 1992.

Unit IV: This unit explains the different architectural forms in India through the ages. It deals with the rock-cut and structural temples of India, fort and palaces of medieval period and the colonial buildings of modern era with special reference to Lutyens' Delhi. **(Teaching Time: 12 Hours approx.)**

- Agrawala, Vasudev Sharan, *Bhartiya Kala* (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): *Perceptions of India's Visual Past*, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, *Architecture of Mughal India*, Cambridge University Press, 1992.
- Brown, Percy. *Indian Architecture, Buddhist Hindu and Islamic*, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. *Studies in Indian Temple Architecture*, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Majumdar, R.C. ed. *The History and Culture of the Indian People*, Vol. 3 (The Classical Age), *Bhartiya Vidya Bhawan*, Bombay, 1954. (chapters XV, XIX) (in Hindi translation *Shrenya Yug* translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. *Bhartiya Upamahadvipa ki Sanskritiyan*, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Zimmer, H. *Myths and Symbolism in Indian Art and Civilization*, Princeton Press, New Jersey, 1992.

Suggestive readings

- Agrawala, Vasudev Sharan, *Kala Aur Sanskriti* (in Hindi), New Edition, Prabhat Prakashan, Delhi, 2019.
- Agrawala, Vasudev Sharan, *Bhartiya Kala* (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): *Perceptions of India's Visual Past*, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, *Architecture of Mughal India*, Cambridge University Press, 1992.

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Cohn. Bernard. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004
- Deva, B.C. An introduction to Indian Music, Delhi, 1973.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-1): Politics of Nature

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 Nature	4	3	1	0	XII Pass	NIL

Learning Objectives

This introductory course familiarizes students with major themes in the history of human inter-action with nature. It studies the long-term transformations made by humans on their surrounding environment and the reciprocal effects of nature on societies. The themes include the inter-actions between humans and other living species, link between imperialism and environmental transformations, profligate use of resources, population growth, increasing urbanisation, carbon emission, and climate crisis. By focusing on the planetary scale of ecological interconnected-ness, the course enables students to understand the social, political, and cultural roots of the current environmental crisis. The course will also elaborate how the interdisciplinary approach enabled the environmental historians to arrive at new methodology in critically understanding the past. It integrates concepts and insights from Anthropology, Historical-Geography, Climate Science, Political Ecology, and Economics. The paper explains the politics of nature in terms of an increasing inequality in access to natural resources and the social responses to the unequal distribution of the effects of environmental degradation. Discussions on the politics of nature on a planetary scale will encourage students to innovate and suggest policy changes at the national and international level.

Learning outcomes

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

- Discuss environmental issues within a social and political framework.

- Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective.
- Analyse the historical agency of animals.
- Understand how ideas about the environment have evolved in various socio-ecological contexts.
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding the urban-environmental problems, industrial hazards and the environmental impacts of the mega-infrastructure projects.
- Locate solutions to the contemporary environmental problems within a framework of greater democratisation of resource use.

SYLLABUS OF GE-1

Unit I: Doing Environmental History

1. The themes of Environmental History.
2. Interdisciplinarity; Historical-Geography, Anthropology, Archaeology, and Political Ecology

Unit II: Societies and Natural Resources in the Pre-Modern World

1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Ecology and Imperial Power in the Early Modern World

1. The Columbian Exchange; Diseases
2. Colonialism and Natural Resources; Ecological Imperialism

Unit IV: The Worlds of Fossil Energy

1. Industrial Agriculture Steam Ships and Hydraulic Engineering
2. Cities and Environment; Delhi and Bombay

Unit V: The Great Acceleration and the Future

1. Carbon Emission and Environmental Justice; Climate Change
2. The Anthropocene Debate

Essential Readings

Unit I. This unit provides an overview of the major themes of environmental history and elaborates the interdisciplinary approaches developed by the environmental historians to study the past. **(Teaching time: 9 Hours approx)**

- Hughes, Donald (2006), What is Environmental History?. Cambridge: Polity Press. Chapter 1, pp. 1-17 [“Defining Environmental History”]
- McNeil, J. R. and Mauldin, E. S. (2012). A Companion to Global Environmental History. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), What is Global History. Princeton: Princeton University Press, pp. 1-17 [“Introduction”].

- Bayly, C. A, et al., “AHR Conversation: On Transnational History,” *The American Historical Review*, Vol. 111, No. 5, pp. 1440-64.

Unit II. This unit examines human interactions with the environment in pre-modern societies. The two rubrics are aimed to explore how human interaction with animals and the development of energy harnessing technologies transformed social relationships, practices, and ideas. **(Teaching time: 9 Hours approx.)**

- Richard Bulliet. *Hunters, Herders and Hamburgers: The Past and Future of Human- Animal Relationships*. New York: Columbia University Press, 2005, pp. 205 -224.
- Edmund Burke III. “The Big Story: Human History, Energy Regime and the Environment” in Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.
- Smil, Vaclav (1994), *Energy in World History*. Colorado: Westview, 1994 [Chapter 2 “Energy in Prehistory, pp. 15-27; Chapter 3 “Traditional Agriculture,” pp. 28-91; Chapter 4 “Pre-Industrial Prime Movers and Fuel, 92-156].
- Deloche, John (1993), *Transport and Communication in India: Prior to Steam Locomotion*. New Delhi: Oxford University Press, pp. 227-254.

Unit III. : This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an interconnected but unequal world. **(Teaching time: 9 Hours approx.)**

- Crosby, Alfred W. (1967). “Conquistadory Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires,” *The Hispanic American Historical Review*, Vol.47(No.3), pp. 321-337.
- Crosby, Alfred W. (1988), “Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon,” In Donald Worster, ed., *The Ends of the Earth*. New York: Cambridge University Press. pp. 104-105.
- Cronon, William (1983), *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang, pp.3-18.
- McNeill, J.R. (2012). “Biological Exchange in Global Environmental History,” In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 433-452.

Unit IV. This unit studies the new energy regimes of the modern world, with a special focus on the histories of landscape transformations. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, and the urbanization of natural resources. **(Teaching time: 9 Hours approx.)**

- McKittrick, Meredith (2012), “Industrial Agriculture,” In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.

- Carse, Ashley (2014), *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal*. Cambridge, MA: The MIT Press, [Chapter 3: “Making the Panama Canal Watershed”, pp. 37-58; Chapter 6: “Canal Construction and the Politics of Water”, pp. 93- 120; Chapter 13: “A Demanding Environment,” pp. 129-222].
- Awadhendra B. Sharan. *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution-page numbers to be added]
- Riding, Tim (2018), “‘Making of Bombay Island’: Land Reclamation and Geographical Conception of Bombay, 1661-1728,” *Journal of Historical Geography*, Vol. 59, pp. 27-39.
- Klein, Ira (1986), “Urban Development and Death: Bombay City, 1870-1914”, *Modern Asian Studies*, Vol.20, No.4, pp.725-754.

Unit V. This unit introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet’s history. This provides a long-term historical perspective on contemporary environmental issues including global warming and the need for innovation and policy change at the national and international levels. **(Teaching time: 9 Hours approx)**

- Carruthers, Jane, (2011), “Recapturing Justice and Passion in Environmental His-tory: A Future Path”, *RCC Perspectives*, No. 3, pp. 57-59.
- White, Sam. (2012). “Climate Change in Global Environmental History,” In J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 394-410.
- Lewis, Simon L. and Maslin, Mark A. (2015). “Defining the Anthropocene,” *Nature*, Vol. 519, pp. 171-80.
- Moore Jason W. ed., (2016), *Capitalism in the Web of Life: Ecology and the Accumula-tion of Capital*. London: Verso, pp. 169-192 [“Anthropocene or Capitalocene?: On the Nature and Origins of Our Ecological Crisis,”].

Suggestive readings

- Agarwal, Ravi (2010), “Fight for a Forest,” In *Seminar*, No. 613, pp. 48-52 (On Delhi Ridge)
- Bauer Jordan and Melosi, Martin V. (2012). “Cities and the Environment,” In J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 360-376.
- Brooke, John L. (2014), *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, pp. 370-383 [“The Little Ice Age and the Black Death”].
- Bulliet, Richard. (2005), *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, pp. 205 -224.
- Byrne, John, Leigh Glover and Cecilia Martinez, eds. (2002), *Environmental Justice: Discourses in International Political Economy*. London: Routledge, pp. 261-291 [“The Production of Unequal Nature”]
- Corona, Gabriella (2008), “What is Global Environmental History?” *Global Environment*, No. 2, pp. 228-249.

- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History," In A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp. 553-572.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Grove, Richard H. (1995), *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). *The Rise of Steam Power and the Roots of Global Warming*. London: Verso. pp.389-394
- McKenney Jason. (2002). *Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers"* In Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press, pp.121-129
- Mitchell, Timothy. (2011), *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Moore Jason W. (ed.) (2016) *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*. Oakland: PM Press. pp. 173-195
- Moore, Jason W (2015), *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, pp. 241-306 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century", and "Conclusion: The End of Cheap Nature?"]
- Moore, Jason W. (2014), "The Value of Everything? Work, Capital, and Historical Nature in the Capitalist Ecology," *Review (Fernand Braudel Centre)*, Vol. 37, No. 3-4, pp. 245- 292.
- Morrison, Kathleen D. (2015), "Provincializing the Anthropocene", *Seminar*, No. 673, 75- 80.
- Moss, Jeremy (2015), *Climate Change and Justice*: Cambridge: Cambridge University Press, 2015, pp. 1-16 [Introduction: Climate Justice].
- Nunn, Nathan and Qian, Nancy. "The Columbian Exchange: A History of Disease, Food, and Ideas", *Journal of Economic Perspectives*, Vol. 24, No.2 (2010), 163–188.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature," *Ambio*, Vol. 36, (No.8), 614-21.
- Sutter, Paul S. (2007), "Nature's Agents or Agents of Empire? Entomological Workers and Environmental Change during the Construction of the Panama Canal," *Isis*, Vol. 98, No. 4, pp. 724-753.
- White Jr, Lynn (1974), *Medieval Technology and Social Change*. London: Oxford University Press, pp. q-38.
- सुर्मत गुहा, (2010) "अठारहवीं शताब्दी के महाराष्ट्र में घास और चारे पर नयंत्रण: एक ऐतिहासिक अध्ययन", महश्व भारत में पर्यावरण के मित्र, पर्यटन, दिल्ली.

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

GENERIC ELECTIVES (GE-2): Making of Post-Colonial 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		
Making of Post-Colonial India	4	3	1	0	XII Pass	NIL

Learning Objectives

This thematic course introduces the students to various perspectives on India's evolving political, economic, social and cultural conditions from the 1940s to the 2000. The course intends to familiarise the students with some select themes pertaining to the gradual historical transformation of political organizations, the emergence of new forms of socio-political mobilization, the patterns of economic development and cultural representation and peoples' movements in the period under study.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Draw a broad outline of the history of the early years of the Indian Republic, focusing on the framing of the Constitution, the integration of princely states, the reorganization of states and the features of our foreign policy.
- Examine critically patterns of economic development in the early years of Independence and the subsequent shifts and the persistent problems of uneven development.
- Trace a broad history of political organizations at the national level and political developments in the regional contexts.
- Examine issues of critical relevance with respect to the assertions and mobilization in the movements on the questions of caste, tribe and women.

SYLLABUS OF GE-2

Unit I: Laying the Foundation of the Nation State

1. Making of Indian Constitution and its salient features;
2. Integration of princely states, delineating provincial boundaries and the formation of newer states;

Unit II: Political Trajectories.

1. Politics and Political Parties: I. Congress hegemony and counter-hegemony, the rise of regional political parties; II. left political parties and Left wing political radicalism; III. J.P. movement / Nav Nirman movement, Emergency and Janta interregnum; and IV. Jansangh and Rise of the BJP.
2. Key features of the foreign policy of India.

Unit III: Socio-Economic Development and underdevelopment

1. Concept of planned economy and the key features of respective five year plans for agrarian, industrial and other sectors;
2. Shift from the model of mixed economy and public sectors to economic liberalization, privatization and globalisation;
3. Discontents amongst peasants and workers and the larger concerns of economic re-distribution, inequality, sustainability and environment.
4. Peoples' Movements for Rights, Liberation and Social Justice: Dalits, Adivasis and women.

Unit IV: Shaping a new public sphere and its discontents

1. Education, science and technology;
2. Language and Literature;
3. Cinema and visual art.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit deals with laying the foundations of the Indian republic by discussing key debates in the framing of the Constitution, some aspects of the finally adopted Constitution and amendments within it particularly focusing upon the questions of citizenship, language, fundamental rights, directive principles and the rights of the minorities. The unit also deals with the integration of princely states and the process of delineating or reorganizing the provincial boundaries. **(Teaching Time: 3 weeks approx.)**

- Agnihotri, Rama Kant (2015), Constituent Assembly Debates on Language, EPW, Feb 21, 2015, pp. 47-56.
- Bhargava Rajiv. (ed.), (2009), Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press.
- Khosla, Madhav. (2020), India's Founding Moment. HUP.
- Ahmad, Aijaz. (1992). "Three World Theory: End of the Debate". In Theory. London: Verso.
- Asha Sarangi, Sudha Pai. (2011), Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India
- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP [relevant sections].
- Damodaran, A.K (1987), "Roots of Indian Foreign Policy", India International Centre Quarterly. Vol.14. No. 3., pp. 53-65
- Dhavan, Rajeev. (2008). "Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution if India," Indian Journal of Constitutional Law, Vol.8, pp.204-220.

- Markovits, Claude. (2004), A History of Modern India. Anthem Press. (Chapter 21)

Unit II: This unit traces the trends of the emergence of political parties and movements in post-independence India. This unit will also focus on the key features of India's foreign policy in the period under study, including the non-alignment.

(Teaching Time: 4 weeks approx.)

- Bipan Chandra. In the name of Democracy: JP Movement and the Emergency. Penguin Random House India. [Relevant chapters].
- Chatterjee, Partha (ed.). (1997). State and Politics in India. Delhi: Oxford University Press. [pp. 92-124].
- Francine Frankel et al, (eds.). (2002), Transforming India: Social and Political Dynamics of Democracy. Delhi: Oxford University Press. [Relevant chapters].
- Hasan, Zoya. (2004). Parties and Party Politics in India. New Delhi: Oxford University Press. Chapters 9 and 10.
- Jaffrelot, Christophe. (1999). The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin. Chapters 3, 5, 7, 11 to 13.
- Chhibber, Pradeep K (1999). State Policy, Party Politics, and the Rise of the BJP in Democracy without Associations: Transformation of the Party System and Social Cleavages in India. Ann Arbor: University of Michigan Press. (pp. 159-176).
- Kochanek, Stanley. (1968). The Congress Party of India: The Dynamics of One-Party Democracy. Princeton: Princeton University Press. Chapters 1 to 4, 13 and 16.
- Kumar, Ashutosh (ed). (2016), Rethinking State Politics in India: Regions within Regions. New Delhi: Routledge India. [Relevant chapters].
- Nirija Gopal Jayal and Pratap Bhanu Mehta (2011) Oxford Companion to Politics in India Oxford University Press
- Subhash C. Kashyap, Our Parliament (National Book Trust) (Chapter 15).
- Tarlo, Emma. (2003) Unsettling Memories: Narratives of the Emergency in Delhi, Berkeley: University of California Press. Introduction and C (2017), Chape (2017), r 2.

Unit III. This unit deals with the history of economic developments from 1950s till 2000. It focuses on planning, agrarian issue and industrialisation in the first two decades of Independence and goes on to explore the subsequent liberalization of the Indian economy and the concomitant uneven development. It also links this history with the unrest amongst peasants and workers as well as with the issues of sustainability and environment. **(Teaching Time: 4 weeks approx.)**

- Bhalla, G.S. (2007). Indian Agriculture since Independence, New Delhi: National Book Trust
- Chadha, G.K. Khurana, M.R. (1989). Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab. EPW, Nov 25, 1989, pp. 2617 - 2623
- Partha Chatterjee (ed.) (1997 State and Politics in India. Delhi: OUP) "Chapter-7: Development Planning and Indian State."

- Roy, Tirthankar. Indian Economy after Independence: Economic History of India 1857- 2010. [Chapter-13].
- Singh, Satyajit K. (2010).“State, Planning and Politics of Irrigation Development: A Critique of Large Dams”, in Achin Vanaik and Rajeev Bhargava (eds.), Understanding Contemporary India: Critical Perspective (Hyderabad: Orient BlackSwan), pp. 105-148.
- Kohli, Atul (2006). Politics of Economic Growth in India, 1980-2005: Part I & 2 -- The 1980s. EPW, V 41, No 13, April 1-7, 2006, pp 1251-1259; and EPW, Vol. 41, No. 14 (Apr. 8-14, 2006), pp. 1361-1370.
- Frankel, Francine R. (2005). India’s Political Economy. New Delhi: OUP. Chapters 1, 3 and 4.
- Prasad, Archana (2003). Preface: Ecological Romanticism and Environmental History. In Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity.
- Sangeeta Dasgupta, Introduction: Reading the Archive, Reframing ‘Adivasi’ Histories. IESHR, 53, 1, 2016, pp 1-8.
- Gadgil, Madhav and Ramachandra Guha (1994), Ecological Conflicts and the Environmental Movement in India, Development and Change. Vol 25. pp.101-136.

Unit IV. Shaping a new public sphere and its discontents: This unit traces the official policies as well as their contestations and alternatives with regard to some key themes of public sphere in post-independence India, such as Education policy: issues of access and participation; role and nature of the intervention of science and technology; politics over Language; emerging trends in Literature; and representations in Cinema and visual art. **(Teaching Time: 4 weeks approx.)**

- Balaran, Rakhee., Mitter, Partha., Mukherji, Parul Dave. (2021) 20th Century Indian Art: Modern, Post- Independence, Contemporary. Thames & Hudson.
- Brass, Paul R. (2005), Language, Religion and Politics in North India. Cambridge University Press, 1974. (Specially Introduction pp 3-50 and Chapters 3-5 pp 119-275).
- Das Gupta, Jyotirindra. (2018), Language Conflict and National Development: Group Politics and National Language Policy in India. University of California Press. First published, 1970.
- Deshpande Anirudh. (2014), Class, Power and Consciousness in Indian Cinema.
- Dwyer, Rachel. (2002). Cinema India: The Visual Culture of Hindu Film. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), ‘Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism’, in Ravi Kumar, (Ed.), Education, State and Market: Anatomy of Neoliberal Impact, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). Education and Inequality: Historical and Contemporary Trajectories. Orient Blackswan. (Relevant Chapters)
- Hasan Zoya. (ed,), (2019), Forging Identities: Gender, Communities, And The State In India. Routledge. Relevant chapters.

- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947- 1958", in his Resisting Colonialism and Communal Politics, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. (2006), "Science Since Independence." India International Centre Quarterly 33, no. 3/4: 182–95, <http://www.jstor.org/stable/23006080>.
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," Sociological Bulletin, Vol. 67 (2), August, pp. 204-219.
- Sinha Gayatri. (2009), Art and visual culture in India, 1857-2007. Relevant Chapters.
- Vasudevan, Ravi. (2011), The Melodramatic Public: Film Form and Spectatorship in Indian Cinema. Palgrave Macmillan.

Suggestive readings - NIL

- Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin
- Guha, Ramachandra. (2008). India After Gandhi.
- रामचंद्र गुहा. (2016). भारत गांधी के बाि, र्िल्ली: पेंगुइन बुक्स

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

GENERIC ELECTIVES (GE-3): Indian Science and Technology

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		
Indian Science and Technology	4	3	1	0	XII Pass	NIL

Learning Objectives

This course proposes to examine the interlinkages between science and technology with respect to society in India and its historical relevance and evolution. This paper is thematically arranged and provides a historical overview of Indian Science and Technology and acquaints students with historiographical debates. Further this paper takes a brief survey of the material culture as it evolved in Indian history. The students will study the evolution of agriculture in relation to the environment and animals. This paper will also explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Critically understand the evolution of science and technology in India.
- Understand the interrelationship between science, technology and society.

SYLLABUS OF GE-3

Unit I: Historiography of Science and Technology

Unit II: The Environment, Agriculture and Animals

Unit III: Mathematics and Astronomy: From Aryabhata to Sawai Jai Singh

Unit IV: Patients, Doctors and Medicines

Unit V: Military and Warfare Technologies

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this unit students will understand the debates pertaining to the historiography of Science and Technology in India. They will also examine and explore the question why science did not flourish in India despite significant scientific developments. Factors like the prevalence of social inequality acting as a barrier to the development of scientific temperament and experimentation will be explored. **(Teaching Time: 3 weeks approx.)**

- Chattopadhyay, D.P. (1986). History of Science and Technology in Ancient India: The Beginnings, Calcutta: Farma KLM Pvt Ltd, pp. 1-54.
- मुले, गुणाकर. (२००५). भारतीरतइतहासमेंत वज्ञान. त िल्ली:रात्रीप्रकाशन. (अध्यार:त वज्ञानऔरसमाि; पृष्ठ११-29, ज्योत तषकाआरिऔरवकास; पृष्ठ४१-49, वैत िक्तगणतकीसमीक्षा; पृष्ठ५0--66).

Unit II: In this unit students will explore the process of human settlement, domestication of animals and transformation in the environment due to the advent of agriculture and introduction of new crops. **(Teaching Time: 2.5 weeks approx.)**

- Saxena, R.C. et al. (1994). A Textbook on Ancient History of Indian Agriculture. Secunderabad: Asian Agri-History Foundation (Chapter 5 Crop Domestication and Diffusion, pp. 29-36).

Unit III: This unit will trace the development of astronomical and mathematical sciences from Aryabhatta to Sawai Jai Singh. Students will be acquainted with the rich Indian heritage of astronomy and mathematics. **(Teaching Time: 3.5 weeks approx.)**

- Kochar, Rajesh and Jayant Narlikar. (1995). Astronomy in India: A Perspective, New Delhi: INSA, pp. 1-27.
- Bag, A.K. (1995). 'Mathematical and Astronomical Heritage of India' in D.P. Chattopadhyay et. al., Mathematics Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries, Delhi: Indian Council for Philosophical Research, pp. 110-128.

Unit IV: In this unit, students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers. **(Teaching Time: 3 weeks approx.)**

- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, Concise History of Science in India, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.
- Arnold, David (2000). Science, Technology and Medicine in Colonial India, The New Cambridge History of India, Cambridge: Cambridge University Press, pp. 1-9.
- Nanda, Meera. (2016). Science in Saffron, Delhi: Three Essays (Chapter 3, 'Genetics, Plastic Surgery and other Wonders of Ancient Medicines', pp. 93-120).
- Alavi, Seema. (2008). Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900. New Delhi: Permanent Black (Introduction).

Unit V: This unit will examine the emergence of new military technologies and how these changed the course of warfare techniques in medieval times. Further this unit will also explore the advance-ment of military technologies for colonial dominance in the Indian subcontinent. **(Teaching Time: 3 weeks approx.)**

- Khan, I.A. (2004). Gunpowder and Firearms: Warfare in Medieval India. New Delhi: Ox-ford University Press.
- Habib, Irfan. (2008). Technology in Medieval India 650-1750, New Delhi: Tulika, pp. 87- 98.

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

GENERIC ELECTIVES (GE-4): Media in History

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		
Media in History	4	3	1	0	XII Pass	Nil

Print media – Radio Transmission – The Cinematic Turn – Television and Digital Media

Learning Objectives:

The course will apprise the students with the elementary outlines of the history of media in India, from its beginnings to contemporary times. The different forms of media – Print, Audio-Visual and Electronic – the modes and methods will be discussed, and the potent ways in which technology and larger socio-political and economic trends intersected will be highlighted.

Learning Outcomes:

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

- Delineate the historical context within which the beginnings of each media platform can be understood.
- Analyze the state's attempts to control and organize media output through laws and policies.
- Explain the conjunctures of technological breakthroughs, advances and larger socio-economic and political matrices.
- Better appreciate the trends in media production, and its efforts in engaging with current ideological and socio-political issues.

Course Content

Unit I: Forms and Contexts

1. Introduction – Types of media to be studied and their unique Indian context and adaptation
2. Significance and impact of media in history

Unit II: Press/Print media

1. Press censorship in British India; Vernacular Press Act
2. Role of the Indian press in the freedom movement; views of Leaders,
3. Press in India after independence: The Press Commissions, Contemporary Opportunities and Challenges

Unit III: Radio Transmission

1. Radio Transmission in Colonial India – Foundation, Inter-war years; AIR Programming, Expansion and broadening of listenership base
2. Establishment and Expansion of Akashvani after 1947 – The Keskar years; Classical vs. Popular; Radio Ceylon and Vividh Bharati
3. Government Policies and Bandwidth matters since the 1970s – end of License Raj; FM Radio Wave; Community Radio; Podcasts

Unit IV: The Cinematic Turn

1. Cinema during Colonial Period - Silent Era, Genres and Censorship
2. Post-Independence Cinema till 1980s- Nation Building, Mainstream cinema and Parallel Cinema
3. Era of Liberalization, Globalization and Privatization- Changes in Production, Distribution and Exhibition, Experimental Cinema

Unit V: Studying Television and Digital Media

1. Television in India-The Doordarshan era- Entertainment, Infotainment
2. Rise of the Satellite TV – Soap Operas and 24x7 News, Changes and Effects.
3. Digital Media - Effects of Digital Media-Privacy and Surveillance, Misinformation and Disinformation

Essential Readings and Unit-Wise Teaching Outcomes:

Unit I: As the introductory unit, the focus will be on types of media to be studied and their unique Indian context and adaptations. The cross-fertilization between the terrains of technology, circulation of ideas, means and methods of propagation, and patterns of patronage, production and consumption can be elucidated. **(Teaching time: 2 week approx.)**

- Sarkar, S. 2015. *Modern Times: India 1880s to 1950s: Environment, Economy, Culture*. New Delhi: Orient Blackswan.
- Khanna, A. 2019. *Words. Sounds. Images: A History of Media and Entertainment in India*. New Delhi: Harper Collins.
- Chatterjee, K, 2020. *Media and Nation Building in Twentieth-Century India: Life and Times of Ramananda Chatterjee*. New Delhi: Routledge.

Unit II This unit will give a broad historical overview of the coming of the printing press in the Indian Subcontinent, and discuss aspects of book production under colonial conditions. It aims to make a historical assessment of how Indian readers consume printed contents through well-chosen case studies. **(Teaching time: 3 weeks approx.)**

- Robert Darnton (2002) “Book Production in British India, 1850-1900” *Book History*, vol. 5, pp. 239-262.
- A.R. Venkatachalapathy (2012) *The Province of the Book*, Ranikhet: Permanent Black, “Readers, Reading practices, modes of reading” (chapter 7).
- Krishna Murthy, Nadig (1966) *Journalism - Origin Growth and Development of Indian Journalism from Ashoka to Nehru*, Prasaraanga, University of Mysore.
- Rao, M. Chalapathi (1974) *The Press*. National Book Trust, New Delhi.
- Devika Sethi. 2016. *War over Words : Censorship in India, 1930-1960*. Cambridge: Cambridge University Press.
- रामशरण जोशी (2012), *मीडिया, मिथ और समाज*, Shilpayan; First edition.
- रत्नाकर पाण्डेय, *हिंदी पत्रकारिता और समाचारों की दुनिया*.

- बिपिन चंद्र, मृदुला मुखर्जी, आदित्य मुखर्जी, के एन पत्रिकर, सुचेता महाजन: भारत का स्वतंत्रता संघर्ष, अध्याय आठ- प्रेस की आज़ादी के लिए संघर्ष।

Unit III: The section on Radio will help the students to understand the complex trajectories of the beginnings and development of Radio transmission in India. With its establishment in the colonial period, radio has expanded its reach and remains the most widespread popular medium of entertainment, infotainment and news across the country. The shifts in government policies, technical and programming/content related matters reflect the changing socio-political and economic milieu, and this section will acquaint the students with the same. **(Teaching Time: 3 weeks approx.)**

- Malik, K.K. Mixed Signals: Radio Broadcasting Policy in India.
- Chatterjee, P.C. Broadcasting in India
- Bandopadhyay, P.K. 2015. The Genesis and Growth of Broadcasting in India: From Lionel Fielden to the Present Day. New Delhi: B.R.Publishing Corporation Ld
- Gupta, P.S. 2001. "Radio and the Raj." Power, Politics and the People: Studies in British Imperialism and Indian Nationalism. New Delhi: Permanent Black, pp 447-80.
- Pinkerton, A. 2008. "Radio and the Raj: Broadcasting in British India, 1920- 1940." Journal of the Royal Asiatic Society, Vol. 18, No. 2, pp 167-91.

Unit IV: The unit will focus on the development of Indian cinema during the colonial period and afterwards. The post-independence cinema and the changes brought about in 1990s and after will also be studied. **(Teaching time: 4 weeks approx.)**

- Rangoonwala, Firoze, 75 years of Indian Cinema, Indian Book Company, Delhi, 1975
- Rangoonwala, Firoze, Bhartiya Chalchitra Ka Itihas, Rajpal & Sons, Delhi, 1975
- Kaul, Gautam, Cinema and the Indian Freedom Struggle, Sterling Publishers Pvt. Ltd., Delhi, 1999
- Vasudev, Aruna, Liberty and Licence in the Indian Cinema, Vikas Publishing House Pvt. Ltd., Delhi, 1978
- Sharma, Manoj, National Movement and Currents of Social Reform in Hindi Cinema: 1931-1947, Proceedings of Indian History Congress, Vol. 66, (2005-2006), pp.492-498, JSTOR
- Chatterji, Shoma A. Subject: Cinema, Object: Women: A Study of the Portrayal of Women in Indian Cinema, Parumita Publications, Calcutta, 1998

Unit V: The unit will focus on the development of television and spread of its programming. It will also look into the arrival of 24x7 televisions programming and viewing. Digital media will also be discussed and analyzed. **(Teaching time: 3 weeks approx)**

- Conrad, P. (2016). Television: The medium and its manners. Routledge.
- Devi, S. (2022) Media Discourse in Contemporary India: A study of select news channels. Routledge.
- Fiske, J. (2004) Reading Television. Routledge.
- Ghose, B. (2005). Doordarshan Days. Penguin/Viking
- Gray, J., & Lotz, A. D. (2019). Television Studies. John Wiley & Sons

Suggested Readings:

- Finkelstein, D. & Peers, D.M. 2000. Negotiating India in Nineteenth Century Media. London: Palgrave Macmillan

- AS Iyengar. Role of Press and Indian Freedom Struggle
- Madan Gopal. Freedom Movement & The Press : The Role of Hindi Newspapers
- Mann, M. 2017. Wiring the Nation: Telecommunication, Newspaper-Reportage, and Nation Building in British India, 1850–1930. New Delhi: Oxford University Press
- Robert Darnton (2001) “Literary Surveillance in the British Raj: The Contradictions of Liberal Imperialism”, Book History, Volume 4, 2001, pp. 133-176.
- Lelyveld, D. 1995. “Upon the Subdominant: Administering Music on All India Radio.” Social Text, Vol. 39, pp 111-27
- Kripalani, C. 2018. “All India Radio’s Glory Days and Its Search for Autonomy” in Economic and Political Weekly, Vol. 53, No. 37, pp 42-50.
- Jhingan, S. 2011. “Re-embodying the Classical: The Bombay Film Song in the 1950s” in Bioscope, Vol 2, No. 2, pp 157-79
- Vasudev, Aruna, New Indian Cinema, Delhi, MacMillan, 1986
- Thoravel, Yves, The Cinemas of India, Macmillan, Delhi, 2000
- Rini Bhattacharya Mehta & Rajeshwari V. Pandharipande ed, Bollywood and Globalisation; Indian Popular cinema: Nation and Diaspora, Anthem Press, London, 2010
- डॉ. परमवीर सिंह , भारतीय टेलिविज़न का इतिहास। एडुक्रीएशन पब्लिशिंग, (२०१७)

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

BA (Hons.) Political Science**DISCIPLINE SPECIFIC CORE COURSE – 7: Political Theory: Concepts and****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Political Theory: Concepts and Debates DSC-7	4	3	1	0	12th Pass	NIL

Learning Objectives

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices while engaging in relevant debates. The course will make use of these concepts, understood as values, in organizing our collective life in a political community. The course will develop a broader understanding of some of the key concepts of political practices which affects lives of people in a significant way. It gives a conceptual framework to further explore some of the important political processes and institutions. It aims to evaluate and analyse political issues, debates and arguments from their core value analysis through significant policy changes. It further endeavours to bring change in the very understanding of values and concepts to address issues of contemporary times.

Learning outcomes

After completing the course, the learner will be able to:

- Understand the dimensions of shared living through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.
- Instigate further developments of these concepts in new ways
- Develop an insight to some of the core political issues
- Develop critical analytical skill to evaluate core political debates and issues.
- Brings conceptual understanding and clarity to social, political, economic and cultural issues.

SYLLABUS OF DSC-7

UNIT – I (9 Hours)

Freedom

- a) Liberty: Negative and Positive
 - b) Freedom, Emancipation, *Swaraj*
- Debate:* Free speech, expression and dissent

UNIT – II (9 Hours)

Equality

- a) Equality of opportunity and Equality of Outcome
 - b) Egalitarianism: Background inequalities and differential treatment
- Debate:* Affirmative action

UNIT – III (9 Hours)

Justice

- a) Justice: Procedural and Substantive
 - b) Rawls and his critics
- Debate:* Scope of Justice – National vs Global

UNIT – IV (9 Hours)

Rights

- a) Rights: Natural, Moral and Legal
 - b) Rights and Obligations
- Debate:* Human Rights - Universalism or Cultural Relativism

UNIT – V (9 Hours)

Democracy

- a) Democracy: Idea and Practice
 - b) Liberal Democracy and its critics
 - c) Multiculturalism and Toleration
- Debate:* Representation vs participation

Essential/recommended readings

I. Freedom

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 103-125.

Knowles, D. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, A. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, I. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Smits, K. (2009). 'Should Offensive Speech be Regulated?', In *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, PP. 152-170.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

II. Equality

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, P. and William, A. (2008) 'Equality', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

Smits, K. (2009). 'Is Affirmative Action Fair?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, pp. 65-85.

III. Justice

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brock, G. (2008) 'Global Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 289-312.

IV. Rights

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, C. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Campbell, T. (2008) 'Human Rights', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 194-217.

V. Democracy

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 105-117.

Christiano, T. (2008) 'Democracy', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 80-102.

Mookherjee, M. (2008) 'Multiculturalism', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 218-240.

Seglow, J. (2003) 'Multiculturalism', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Galeotti, A. E. (2008) 'Toleration', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 126-148.

Additional Resources:

Mill, J. S. (1991) *On Liberty and Other Essays*. ed. Jon Gray. Oxford: Oxford University Press.

Berlin, I. (1969) 'Two Concepts of Liberty', in *Four Essays on Liberty*. England: Oxford University Press, pp. 118-172.

Rawls, J. (1971) *A Theory of Justice*. Harvard: Harvard University Press.

Dworkin, R. (1981) 'What is equality? Part I: Equality of Welfare', *Philosophy and Public Affairs* 10 (3), pp. 185-246.

Dworkin, R. (1981) 'What is equality? Part II: Equality of Resources', *Philosophy and Public Affairs* 10 (3), pp. 185-243.

Dworkin, R. (1977) *Taking Rights Seriously*. London: Duckworth.

Dryzek, J. (2000) *Deliberative Democracy and Beyond*. Oxford: Oxford University Press.

Miller, D. (2006) *The Liberty Reader*. Edinburgh: University of Edinburgh Press.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge.

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Mendus, S. (ed.) (1999) *The Politics of Toleration*. Edinburgh: University of Edinburgh Press.

Readings in Hindi

भार्गव, र. और अशोक आचार्य (सं), राजनीतिक सिधांत: एक परिचय, दिल्ली: पिएर्सन, 2008.

कुमार, संजीव (सं.), राजनीति सिधांत की समझ, दिल्ली: ओरिएंट ब्लैक स्वान, 2019.

कुमार, संजीव (सं.), राजनीति सिधांत : अवधारणाएँ और विमर्श, नई दिल्ली : सेज भाषा, 2021.

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

DISCIPLINE SPECIFIC CORE COURSE – 8: Ancient and Medieval 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Ancient and Medieval Indian Political Thought DSC-8	4	3	1	0	12th Pass	NIL

Learning Objectives

The political thought which constitutes the dominant element of political Science is essentially euro genetic and Eurocentric. What we study in our universities are ones which evolved and developed with European and Anglo-American tradition. The conceptual framework and

discourses were product of societies and the forces amidst which they took birth and the shape. That does not mean that India had no tradition of political thinking. This paper seeks to critically engage with writers of ancient India who produced wonderful treatise on the statecraft and several elements of government and governance. This includes the concept of monarchy, the forms of government, the role of the state and state individual relationship.

Learning outcomes

After reading the course the students would be able to answer

- What were the major institutions of government in ancient India and how did they function?
- How thinkers like Manu, Shukra, Brihaspati and Kautilya perceived the role of statecraft in society?
- What was the Nitisar tradition? How did it mark a difference from the Arthashastra tradition?
- The students will be able to answer how Kabir epitomised the syncretic traditions of India.
- What was the political and economic ideas of Tiruvallur and what was his take on ethics?

SYLLABUS OF DSC- 8

UNIT – I (5 hours)

Foundations of Indian Political Thought:

- An Overview on Sources of Indian Political Thought
- Cultural and Territorial conception of India
- Distinctive Features of Indian Political Thought

UNIT – II (4 hours)

Manu:

- Authenticity of Manu smriti (Talking Point)
- Social Laws and Conception of Justice

UNIT – III (4 hours)

Brihaspati: Statecraft, Justice, Inter-state Relations

UNIT – IV (4 hours)

Shukra/Usana

- Talking Point: Debate on the authenticity of Shukra-Niti
- The Concept of Kingship and Statecraft in Shukra-Niti

UNIT – V (4 hours)

Kautilya: Theory of State

UNIT – VI (4 hours)

Aggannasutta (DighaNikaya): Theory of kingship

UNIT – VII (4 Hours)

Tiruvalluvar: Ethical Life and Politics

UNIT – VIII (4 Hours)

Basavanna

UNIT – IX (4 Hours)

Adi Shankracharya: Advaita

UNIT – X (4 Hours)

Kabir and Guru Nanak: Syncretism

UNIT – XI (4 Hours)

Abu'IFazl: Monarchy

Essential/recommended readings

Unit 1: Foundations of Indian Political Thought:

V. R. Mehta (1992) Introduction, in *Foundation of Indian Political Thought*, Delhi, Manohar, pp. 1-11.

Brown, D. M. (1953). The Premises of Indian Political Thought. *The Western Political Quarterly*, 6(2), 243–249.

Suda, J. P. (1970). Dharma: Its Nature and Role in Ancient India. *The Indian Journal of Political Science*, 31(4), 356–366.

Varma, Vishwanath Prasad (1953). *Studies in Hindu Political Thought and its Metaphysical Foundations*, Motilal Banarsidas, Delhi.

Flood, Gavin (2003). *The Blackwell Companion to Hinduism*. Blackwell Publishing Ltd, UK.

Unit 2: Manu

Manu (2006) 'Rules for Times of Adversity', in P. Olivelle (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp.208-213.

V. Mehta (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251

P. Olivelle (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

Unit 3: Brihaspati: Statecraft, Justice, Inter-state Relations

Vajpeyi, Raghavendra (1966) *Barhaspatya Rajya-Vyavastha: Political and Legal System of Brhaspati*. ChaukhambaVidyabhawan, Varanasi.

Chousalkar Ashok S. (2018). *Revisiting the Political Thought of Ancient India: Pre-KautilyanArthashastra*: SAGE Publications Pvt Ltd, Delhi.

Kane, P.V (1940). "Rajyashastras of Brihaspati, Usanas, Bhardwaj and Vishalaksh". *Journal of the University of Bombay*.

Unit 4: Shukra/Usana:

Nagar, Vandana (1985). *Kingship in Shukra-Niti*, Pushpa Prakashan, Delhi, India.

Varma, Vishwanath Prasad (December 1962). "Some Aspects of Public Administration in The Sukraniti". *Indian Journal of Political Science*. 23 (1/4): 302–308.

Puntambekar, S. V. (1948). Some Aspects of Sukra's Political Thought. *The Indian Journal of Political Science*, 9(2/3), 1–12.

Unit 5: Kautilya: Theory of State

Kautilya (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, pp. 116- 142.

Unit 6: Aggannasutta (DighaNikaya): Theory of kingship

S. Collins (ed) (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI (1), pp. 15- 22.

Unit 7: Tiruvalluvar: Ethical Life and Politics

Maharajan, S. (2017), *Makers of Indian Literature: Tiruvalluvar*, Sahitya Akademi Publication, New Delhi.

K. V. Nagarajan *Tiruvalluvar's Vision: Polity and Economy in Thirukkural*, *History of Political Economy* 37:1, 2005 by Duke University Press.

C.S. Srinivasachari, *The Political Ideology of the Kural*, *Indian Journal of Political Science*, Oct-Dec 1949, pp 15-23

Norman Cutler, *Interpreting Thirukural: The Role of the Commentary in the Creation of a Text*, *Journal of the American Oriental Society*, October- December 1992, Vol 112, No 4, pp 549-556

Unit 8: Basavanna

H. Thipperudraswamy, *Basaveshwara*, Sahitya Akademi, 1975.

Julia Leslie, *Understanding Basava; History, Historiography, and a Modern Kannada Drama*, *Bulletin of the School of Oriental and African Studies*, university of London, 1998, Vol 61, No 2, pp 228-261.

M. P. Samartha, *Basava's Spiritual Struggle*, *Religious Studies*, Cambridge University Press, Sept 1977, Vol 13, No 3, pp 335-347.

Unit 9: Adi Shankracharya –Advaita

Koller, John, M. (2012) 'Shankara', in Chad Meister & Paul Copan (eds.), *The Routledge Companion to Philosophy of Religion*, pp. 99 - 108.

ManilalDvivedi, *The Advaita Philosophy of Shankara*, pp. 95-113. (Published by Department of Oriental Studies, University of Vienna).

Chatterjee and Dutta (2007), *An Introduction to Indian Philosophy*, New Delhi: Rupa Publications, pp 317 - 382.

Swami Mukhyananda (2006), *Shri Shankaracharya: Life and Philosophy*, Kolkata: Advaita Ashram, pp. 1 - 64.

Unit 10: Kabir and Guru Nanak: Syncretism

Kabir. (2002) *The Bijak of Kabir* (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Unit 11: Abu'IFazl: Monarchy

A. Fazl (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.

V. Mehta (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political thought*, Delhi: Manohar, pp. 134- 156.

Additional Readings:

V.R.Mehta, *Foundations of Indian Political Thought*. Delhi: 1992, Manohar

U.N.Ghoshal, *A History of Indian Political Ideas: the ancient period and the period of transition to the middle ages* . OUP, Bombay, 1959

Himanshu Roy &M.P.Singh (eds.), *Indian Political Thought*, Pearson, Second edition, 2017.

Ankit Tomar&Suratha K Malik (eds.), *Ancient and Medieval Indian Thought: Themes and Traditions*. Sage. 2020

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

DISCIPLINE SPECIFIC CORE COURSE – 9: Constitutional Government and Democracy in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Constitutional Government and Democracy in India DSC 9	4	3	1	0	12th Pass	NIL

Learning Objectives

The aim of this course is to enable students to know the constitutional design of government and political institutions in India. The purpose is to understand how liberty, equality and justice, territorial decentralization and federalism, development and democracy, serve as values on which constitutional democracy in India is premised. The course traces the contestations over how these values were incorporated in the Constitution, and demonstrates the manner in which they played out in practice. It encourages students to see how institutional practices and constitutional design are impacted by the political contexts within which they unfold. The relationship between emergency provisions, constitutionalism and democracy offers significant insights into these processes. The course helps develop an understanding of how the different organs of government exist in an institutional matrix which is characterised by conflict and cooperation, division of powers in an asymmetrical federal arrangement, protection of the vulnerable against discrimination on the grounds of cases, class, ethnicity and gender, and decentralisation of power to facilitate participatory governance at local levels. The course is expected to enable students to develop the ability to comprehend the relationships between constitutionalism, democracy and governance by using concepts and analytical frameworks informed by the scholarly literature on the subject buttressed by empirical details.

Learning outcomes

On successful completion of the course, students will demonstrate:

- understanding the specificities of Indian constitutionalism through a reading of the Constituent Assembly debates
- familiarity with the debates around constitutional architecture, institutional design and practice, and constitutional democracy
- awareness of the manner in which government functions through its various organs
- understanding of the division of power between various organs of the government at different levels.

SYLLABUS OF DSC-9

UNIT – I (11 Hours)

The Constituent Assembly and the Constitution

- a) Philosophy of the Constitution, the Preamble, and features of the Constitution.
- b) Citizenship, Fundamental Rights, Directive Principles and Fundamental Duties

UNIT – II (11 Hours)

Organs of Government

- a) The Legislature: Power and Functions of Parliament, Debates on Representation in Parliament.
- b) The Executive: Election, Power, Functions and the changing role of President and Prime Minister.
- c) The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.

UNIT – III (12 Hours)

Federalism and Decentralization

- a) Centre-State Relations, Asymmetrical Federalism
- b) The Panchayats and Municipalities

UNIT – IV (11 Hours)

Constitutional Provisions and National Security Laws

- a) Emergency Provisions
- b) Preventive Detention and National Security Laws

Essential/recommended readings

Classics

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan.

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt. Ltd, Bombay.

Unit wise reading list

1. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38.

D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

Bipan Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Citizenship, Fundamental Rights, Directive Principles and Fundamental Duties

The Constitution of India, Part II, Part III, Part IV and Part IV A

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

Madhav Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press [Chapter 3: pp.87-148]

Subhash Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), *Citizenship in India*, New Delhi: Oxford University Press, Ch.1 and Ch.2.

MHRD (1999), *Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to Operationalize the Suggestions to Teach Fundamental Duties to the Citizens of the Country*, Volume I, Delhi: Government of India.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights – II, pp.84-115].

2. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 67-103.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury [Ch.2 Parliament and the Executive, pp.39-70]

Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press [Ch.4: Representative Women? Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

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.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

The Constitution of India, Part V, Chapter I and III

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].

James Manor (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.

J. Manor (1994), 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength With Democracy, pp.116-143]

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

Arghya Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

Upendra Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

Madhav Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

P. Khanna (2008) (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and U.K. Singh (ed.), *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

B. Chakrabarty (2017), *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

U. Baxi (2010), 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp.61-67.

L. Rudolph and S. Rudolph (2008), 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

3. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

R. Dhawan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197

M.P. Singh and Rekha Saxena (2013), *Federalising India in the Age of Globalisation*, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

L. Tillin (2019), *Indian Federalism*, Oxford India Short Introduction series, Delhi: Oxford University Press.

Louise Tillin (2013) *Remapping India: New States and their Political Origins*, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

Kuldeep Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.

James Manor (2010), 'Local Governance' in P.B. Mehta and N.G. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 61-79.

P. deSouza (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, pp. 370-404.

M. John (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

4. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. VIV: The Emergencies, pp.243-249]

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

A.G. Noorani (2011), *Challenges to Civil Rights Guarantees in India*, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

U.K. Singh (2015), 'Anti-terror laws and Human Rights' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy*, Oxford University Press, New Delhi. pp.181-197.

G Haragopal, B Jagannatham (2009), 'Terrorism and Human Rights: Indian Experience with Repressive Laws', in *Economic and Political Weekly*, Vol. 44(28), pp. 76-85.

SAHRDC (2006), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.

D.P. Jinks (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2nd Edition, Cambridge, Cambridge University Press, pp.420-446.

Hindi Readings:

अनुपमारॉय (2017). 'राष्ट्र, संविधान और नागरिकता', *नागरिकता का स्त्री-पक्ष* (अनु.) कमलनयन चौबे, नयी दिल्ली: वाणी प्रकाशन. पृष्ठ 186-237.

एस. के. चौबे (2011), भारतीय संविधान, रचना एवं कार्य, एनबीटी, दिल्ली

ग्रेनविल ऑस्टिन (2017), भारतीय संविधान: राष्ट्रकी आधारशिला, अनुवादक: नरेश गोस्वामी, नयी दिल्ली: वाणी प्रकाशन.

जॉर्ज मैथ्यू, भारत में पंचायती राज: परिप्रेक्ष्य और अनुभव, नई दिल्ली: वाणी प्रकाशन

डीडी बसु (1989), भारत का संविधान: एक परिचय (दसवां संस्करण, 2013), लेक्सिसनेक्सिस.

महेंद्र प्रसाद सिंह एवं हिमांशु राय (सं.) (2013), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.

माधव खोसला (2018). भारत का संविधान, नयी दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस.

सुभाष काश्यप (2016), संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन.

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

Discipline Specific Elective (DSE) Courses for Sem – III

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1a: State Politics in India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
State Politics in India DSE-1a	4	3	1	0	12 Pass	NIL

Learning Objectives

This course situates the study of state politics as one of the key domains of Indian politics. It aims to introduce the students to 'state politics' in India as a significant site where key idioms, processes and practices of democratic politics are produced. Discussing the relevance of the theme, the course focusses on various theories on state politics, the historical and constitutional context that shaped state reorganisation including linguistic demands and other recent demands for smaller states. The course also focuses on the rise of regional parties and movements as the means through which state politics unfolds. It subsequently looks at the political economy of development in the states through a detailed analysis of agrarian change, with specific focus on the rise of the agrarian capitalist class, rural markets, agrarian movements, regional business and economic reforms in the states.

Learning outcomes

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

- Knowledge of the historical context and legal framework of the emergence of state politics in India
- Understanding of the phenomenon of state formation and reorganisation as part of both national and regional politics in India
- Awareness of the nature of agrarian politics in India and the political economy of states in India
- Knowledge of electoral politics and political leadership in states in India.

SYLLABUS OF DSE-1a

UNIT – I (9 hours)

State politics in India

Relevance and frameworks of analysis

UNIT – II (9 hours)

States reorganisation and formation of states

UNIT – III (9 hours)

Agrarian politics

Rise of an agrarian capitalist class, rural markets, land acquisition and farmers' movements

UNIT – IV (9 hours)

Political economy of development and reforms in the states

Policy, politics, and regional business.

UNIT – V (9 hours)

Electoral politics in states

Political parties, leadership, and mobilisation

Essential/recommended readings

State politics in India: relevance and frameworks of analysis

Kumar, A. (2016) Introduction, in *Rethinking State Politics in India-Regions Within Regions*, Taylor and Francis.

Pai, Sudha (1989) 'Towards a theoretical framework for the study of state politics in India: Some observations, *The Indian Journal of Political Science*, Jan. - March, Vol. 50, No. 1, pp. 94-109

Tillin, L. (2013) 'National and Subnational Comparative Politics: Why, What and How,' *Studies in Indian Politics*, Vol.1, No.02, pp.235-240.

Snyder, R. (2001) 'Scaling Down: The Subnational Comparative Method,' *Studies in Comparative International Development*, Spring 2001, Vol. 36, No. 1, pp. 93–110.

States reorganization and formation of states

Mawdsley, E. (2002). Redrawing the body politic: federalism, regionalism and the creation of new states in India. *Commonwealth & Comparative Politics*, Vol. 40, No.3, pp. 34-54.

Sarangi, A. and Pai, S. (2011), Introduction: Contextualising Reorganisation, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Tillin, Louise (2011), Reorganising the Hindi Heartland in 2000: The Deep Regional Politics of State Formation, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Singh, M.P. (2008) 'Reorganisation of States in India,' *Economic and Political Weekly*, Vol. 43, No.11 (March 15-21) pp.70-75.

Tillin, Louise (2013). *Remapping India: New states and their political origins*. Hurst Publishers.

Samaddar, R. (2020). Rule, Governmental Rationality and Reorganisation of States, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States* (pp. 48-65). Routledge India.

Nag, Sajal (2011) 'Linguistic Provinces' to 'Homelands': Shifting Paradigms of State-making in Post-colonial India, in Sarangi, A. and Pai, S. (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Agrarian politics

Bhalla G.S. 1994 (ed.) *Economic Liberalisation and Indian Agriculture*, Institute for Studies in Industrial Development, New Delhi: 61107.

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: [10.1080/03066159408438553](https://doi.org/10.1080/03066159408438553)

Frankel, F. and Rao, M.S.A. (1989 and 1990) (eds.) *Dominance and State Power in India* Oxford University Press, New Delhi 2 Vols. 198

Pai, S. (2009) 'Agrarian Mobilization and Farmers' Movements in India' in *Oxford Companion to Indian Politics* (eds.) Pratap Bhanu Mehta and Niraja Gopal Jayal. Oxford: Oxford University Press.

Baviskar, A. and Levien, M. (2021) 'Farmers' protests in India: introduction to the JPS Forum,' *The Journal of Peasant Studies*, 48:7, DOI: [10.1080/03066150.2021.1998002](https://doi.org/10.1080/03066150.2021.1998002)

Political economy of development and reforms in the states

Ahluwalia, M. (2000) 'Economic Performance of States in Post-Reform Period,' *Economic and Political Weekly*, 6 May, pp.1637-1648

Jenkins, R. (2000). The evolution of economic reform in India. In *Democratic Politics and Economic Reform in India (Contemporary South Asia*, pp.12-41). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511605871.004

Kennedy, L., Robin, K. and Zamuner, D. (2013) 'Comparing State-level policy responses to economic reforms in India,' 13 | 1er semestre / Spring 2013: *Économiepolitique de l'Asie* (1)

Sinha, A. (2016) 'A Distinctive Indian Political Economy: New Concepts and a Synthesizing Framework,' *Studies in Indian Politics*, Vol.4, No.02, pp. 266-273.

Electoral politics in states

Auerbach, A. M., Bussell, J., Chauchard, S., Jensenius, F. R., Nellis, G., Schneider, M., & Ziegfeld, A. (2022). Rethinking the study of electoral politics in the developing world: Reflections on the Indian case. *Perspectives on Politics*, 20(1), 250-264.

Kumar, A. (2003). State Electoral Politics: Looking for the Larger Picture. *Economic and Political Weekly*, 38(30), 3145–3147

Yadav, Y. (1999). Electoral politics in the time of change: India's third electoral system, 1989-99. *Economic and political weekly*, 2393-2399.

Yadav, Yogendra, and Palshikar, S. (2006) 'Party system and electoral politics in the Indian States, 1952-2002: From hegemony to convergence,' *India's political parties* 6: 73-116.

Additional Readings:

Roy, H., Singh, M.P. and Chouhan, A.P.S. (2017) *State Politics in India*, Primus Books.

Narain, I. (1965) (ed.) *State Politics in India* Meerut, Meenakshi Prakashan

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1b: Indian Constitution: Key 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Constitution: Key Debates DSE-1b	4	3	1	0	12 Pass	NIL

Learning Objectives

The course has been designed with the aim to familiarise students with the key debates that went into the making of the Indian Constitution. The debates have been identified for their historical significance and contemporary relevance. The course is on the distinguishing features of the constitution, the modalities through which consensus on contentious matters were arrived in the Constituent Assembly, and the political contexts in which these debates have remained significant. The course takes the students back to the Constituent Assembly Debates to help them comprehend the principles that were articulated to resolve or defer a debate. While the Constituent Assembly Debates serve as resources for a historical and a contextual analysis of the Constitution, the forms in which the debates have resurfaced is also paid attention through recourse to debates in the Parliament. Alongside, scholarship produced by political theorists, historians and lawyers have been included to trace the contours of the debate and the constitutional values that emerge out of it.

Learning outcomes

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

- Knowledge of the process of constitution making and familiarity with Constituent Assembly debates
- An understanding of the framing of debates in the Constituent Assembly and the forms in which they have remained significant
- An understating of the principles that undergirded the debates and the constitutional values that they sought to entrench

SYLLABUS OF DSE-1b

UNIT – I (7 Hours)

Citizenship

UNIT – II (7 Hours)

Religious Freedom (and Minority Rights)

UNIT – III (7 Hours)

Uniform Civil Code

UNIT – IV (7 Hours)

Asymmetrical Federalism

UNIT – V (7 Hours)

Emergency Provisions and Preventive Detention Laws

UNIT – VI (5 Hours)

Constitutional Amendment

UNIT – VII (5 Hours)

Language Question

Essential/recommended readings

Unit wise reading list

Constituent Assembly Debates (Proceedings), Volumes I- XII, available at <http://164.100.47.194/Loksabhadhindi/cadebatefiles/cadebates.html>

1. Citizenship

Primary Text: Part II, The Constitution of India

Constituent Assembly Debates (Proceedings), On Citizenship, 10 August 1949 to 12 August 1949, Vol. IX, pp. 343-349, 353-357, 398-401 (Lok Sabha Secretariat, New Delhi, 4th edition, 2003). URL: <http://loksabhaph.nic.in/writereaddata/cadebatefiles/vol9.html>

Valerian Rodrigues, 2008, Citizenship and the Indian Constitution, in Rajiv Bhargava (ed), *Politics and Ethics of Indian Constitution*, Oxford University Press

Anupama Roy, 2016, We the People: Citizenship in the Indian Constitution, in *Citizenship in India (Oxford India Short Introductions)*, Oxford University Press.

Anupama Roy, 2019, The Citizenship (Amendment) Bill, 2016 and the Aporia of Citizenship, *Economic and Political Weekly*, Vol. 54, Issue No. 49.

2. Religious Freedom (and Minority Rights)

Primary Text: Art 25- 30, The Constitution of India

Constituent Assembly Debates (Proceedings), On Religious Conversion, 1st May 1947, Vol III (<http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C01051947.html>) and 6th December 1948, Vol. VII (<http://164.100.47.194/Loksabha/Debates/cadebatefiles/C06121948.html>)

Rajeev Bhargava, 2002, India's Secular Constitution, in Zoya Hasan et al, *India's Living Constitution*, Permanent Black.

Gurpreet Mahajan, 2008, Religion and the Indian Constitution: Questions of Separation and Equality, in Rajiv Bhargava (ed), *Politics and Ethics of Indian Constitution*, Oxford University Press

ShibaniKinkarChaube, 2000, End of the Indian Problem II- Minority Rights, in *Constituent Assembly of India: Springboard of Revolution*, Manohar

3. Uniform Civil Code

Constituent Assembly Debates (Proceedings), On UCC, 23rd November 1948, Vol. VII URL: <http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C23111948.html>

Peter Ronald deSouza, 2015, Politics of the Uniform Civil Code, *Economic and Political Weekly*, Vol. 50, Issue No. 48,

NiveditaMenon, 2014, A Uniform Civil Code in India: The State of the Debate in 2014. *Feminist Studies* 40(2), 480-486. doi:10.1353/fem.2014.0025.

4. Asymmetrical Federalism

Primary Texts: Article 370- 371 (J), Part XXI, The Constitution of India,

Primary Texts:Fifth Schedule and Sixth Schedule, Part XXII, Constitution of India

Constituent Assembly Debates (Proceedings), On Special Status to Jammu and Kashmir, 17th October 1949, Vol. X.

URL: <http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C17101949.html>

Arun Thiruvengadam, 2018, Federalism and Local Government (pp. 71-92), *The Constitution of India, a Contextual Analysis*, Hart Publishing

Rekha Saxena, 2021, Constitutional Asymmetry in Indian Federalism, *Economic and Political Weekly*, Vol. 56, Issue No. 34.

M.P. Singh, 2016, The Federal Scheme, in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press.

Ashwani Kumar, 2019, The Constitutional Legitimacy of Abrogating Article 370, *Economic and Political Weekly*, Vol. 54, Issue No. 38

5. Emergency Provisions and Preventive Detention Laws

Primary Text: Articles 352, 353, 356, 358, 359, Part XVIII, The Constitution of India

Constituent Assembly Debates (Proceedings) on Draft Article 15-A, Personal Liberty and Procedure Established by Law (Article 22), September 15 and 16, 1949, Volume IX (<http://164.100.47.194/loksabha/writereaddata/cadebatefiles/vol9.html>)

Venkat Iyer, 2000, Emergency Law in India: the Background and the Development of the Law, in *States of Emergency, the Indian Experience*, Butterworths.

S.P. Mukherjee, 1990, Preventive Detention (Parliamentary Debates, 13 February, 1951), in *Eminent Parliamentarians Monograph Series*, Lok Sabha Secretariat, pp. 61- 81 (<https://eparlib.nic.in/bitstream/123456789/58670/1/Eminent Parliamentarians Series Syam a Prasad Mookerjee.pdf>)

Granville Austin, 1966, Fundamental Rights II, Social Reform and State Security versus 'Due Process' (pp. 128- 142), in *Indian Constitution, Cornerstone of a Nation*, OUP.

Granville Austin, 1999, Democracy Rescued or Constitution Subverted: Emergency and 42nd Amendment, in *Working a Democratic Constitution*, OUP

Arvind Narrain, 2022, Roots of the Emergency: Preventive Detention, in *India's Undeclared Emergency*, Context, Westland Publications.

6. Constitutional Amendment

Primary Text: Art 368, Part XX, The Constitution of India.

Constituent Assembly Debates (Proceedings), Excerpts on Amendment Procedure in B R Ambedkar's Final Speech on 25th November 1949 URL: <http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C25111949.html>

D DBasu, 2011, Procedure for Amendment, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Constitutional Change, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

Pratap Bhanu Mehta, 2002, The Inner Conflict of Constitutionalism: Judicial Review and the 'Basic Structure', in Zoya Hasan et al, *India's Living Constitution*, Permanent Black.

Sudhir Krishnaswamy, 2009, Amending Power: The Constitutional Basis for Basic Structure Review, in *Democracy and Constitutionalism in India, A Study of the Basic Structure Doctrine*, Oxford University Press.

7. Language Question

Primary Text: Art 343- 351, Part XVII, The Constitution of India.

Granville Austin, 1966, Language and the Constitution- The Half-Hearted Compromise, in *Indian Constitution, Cornerstone of a Nation*, OUP.

Paramjit S Judge, 2021, Fifteen Years that Never Ended: The Language Debate in *Making of Modern India*, Rawat

Paramjit S Judge, 2021, Language Issue in Constituent Assembly Debates, *Economic and Political Weekly*, Vol. 56, Issue No. 14

(On Assembly Debates) *Indian Express*, 24 Sep 2019, <https://indianexpress.com/article/explained/amit-shah-on-hindi-language-status-constituent-assembly-national-language-6022271/>

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

Category II

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-3A): Ancient and Medieval 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Ancient and Medieval Indian Political Thought MDSC-3A	4	3	1	0	12 Pass	N/L

Learning Objectives

The political thought which constitutes the dominant element of political Science is essentially euro genetic and Eurocentric. What we study in our universities are ones which evolved and developed with European and Anglo-American tradition. The conceptual framework and discourses were product of societies and the forces amidst which they took birth and the shape. That does not mean that India had no tradition of political thinking. This paper seeks to critically engage with writers of ancient India who produced wonderful treatise on the statecraft and several elements of government and governance. This includes the concept of monarchy, the forms of government, the role of the state and state individual relationship.

Learning outcomes

After reading the course the students would be able to answer

- What were the major institutions of government in ancient India and how did they function?
- How thinkers like Manu, Shukra, Brihaspati and Kautilya perceived the role of statecraft in society?
- What was the Nitisar tradition? How did it mark a difference from the Arthashastra tradition?
- The students will be able to answer how Kabir epitomised the syncretic traditions of India.
- What was the political and economic ideas of Tiruvallur and what was his take on ethics?

SYLLABUS OF MDSC-3A

UNIT – I (5 Hours)

Foundations of Indian Political Thought:

- An Overview on Sources of Indian Political Thought
- Cultural and Territorial conception of India
- Distinctive Features of Indian Political Thought

UNIT – II (4 Hours)

Manu

- Authenticity of Manu smriti (Talking Point)
- Social Laws and Conception of Justice

UNIT – III (4 Hours)

Brihaspati: Statecraft, Justice, Inter-state Relations

UNIT – IV (4 Hours)

Shukra/Usana

- Talking Point: Debate on the authenticity of Shukra-Niti
- The Concept of Kingship and Statecraft in Shukra-Niti

UNIT – V (4 Hours)

Kautilya: Theory of State

UNIT – VI (4 Hours)

Aggannasutta (DighaNikaya): Theory of kingship

UNIT – VII (4 Hours)

Tiruvalluvar: Ethical Life and Politics

UNIT – VIII (4 Hours)

Basavanna

UNIT – IX (4 Hours)

Adi Shankracharya: Advaita

UNIT – X (4 Hours)

Kabir and Guru Nanak: Syncretism

UNIT – XI (4 Hours)

Abu'IFazl: Monarchy

Essential/recommended readings

Unit 1: Foundations of Indian Political Thought:

V. R. Mehta (1992) Introduction, in Foundation of Indian Political Thought, Delhi, Manohar, pp. 1-11.

Brown, D. M. (1953). The Premises of Indian Political Thought. *The Western Political Quarterly*, 6(2), 243–249.

Suda, J. P. (1970). Dharma: Its Nature and Role in Ancient India. *The Indian Journal of Political Science*, 31(4), 356–366.

Varma, Vishwanath Prasad (1953). *Studies in Hindu Political Thought and its Metaphysical Foundations*, Motilal Banarsidas, Delhi.

Flood, Gavin (2003). *The Blackwell Companion to Hinduism*. Blackwell Publishing Ltd, UK.

Unit 2: Manu

Manu (2006) 'Rules for Times of Adversity', in P. Olivelle (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp.208-213.

V. Mehta (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251

P. Olivelle (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

Unit 3: Brihaspati: Statecraft, Justice, Inter-state Relations

Vajpeyi, Raghavendra (1966) *Barhaspatya Rajya-Vyavastha: Political and Legal System of Brhaspati*. ChaukhambaVidyabhawan, Varanasi.

Chousalkar Ashok S. (2018). *Revisiting the Political Thought of Ancient India: Pre-KautilyanArthashastra*: SAGE Publications Pvt Ltd, Delhi.

Kane, P.V (1940). "Rajyashastras of Brihaspati, Usanas, Bhardwaj and Vishalaksh". *Journal of the University of Bombay*.

Unit 4: Shukra/Usana:

Nagar, Vandana (1985). *Kingship in Shukra-Niti*, Pushpa Prakashan, Delhi, India.

Varma, Vishwanath Prasad (December 1962). "Some Aspects of Public Administration in The Sukraniti". *Indian Journal of Political Science*. 23 (1/4): 302–308.

Puntambekar, S. V. (1948). Some Aspects of Sukra's Political Thought. *The Indian Journal of Political Science*, 9(2/3), 1–12.

Unit 5: Kautilya: Theory of State

Kautilya (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthasastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, pp. 116- 142.

Unit 6: Aggannasutta (DighaNikaya): Theory of kingship

S. Collins (ed) (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI (1), pp. 15- 22.

Unit 7: Tiruvalluvar: Ethical Life and Politics

Maharajan, S. (2017), Makers of Indian Literature: Tiruvalluvar, Sahitya Akademi Publication, New Delhi.

K. V. Nagarajan Thiruvalluvar's Vision: Polity and Economy in Thirukkural, History of Political Economy 37:1, 2005 by Duke University Press.

C.S. Srinivasachari, The Political Ideology of the Kural, Indian Journal of Political Science, Oct-Dec 1949, pp 15-23

Norman Cutler, Interpreting Thirukural: The Role of the Commentary in the Creation of a Text, Journal of the American Oriental Society, October- December 1992, Vol 112, No 4, pp 549-556

Unit 8: Basavanna

H. Thipperudraswamy, Basaveshwara, Sahitya Akademi, 1975.

Julia Leslie, Understanding Basava; History, Historiography, and a Modern Kannada Drama, Bulletin of the School of Oriental and African Studies, university of London, 1998, Vol 61, No 2, pp 228-261.

M. P. Samartha, Basava's Spiritual Struggle, Religious Studies, Cambridge University Press, Sept 1977, Vol 13, No 3, pp 335-347.

Unit 9: Adi Shankracharya –Advaita

Koller, John, M. (2012) 'Shankara', in Chad Meister & Paul Copan (eds.), The Routledge Companion to Philosophy of Religion, pp. 99 - 108.

ManilalDvivedi, The Advaita Philosophy of Shankara, pp. 95-113. (Published by Department of Oriental Studies, University of Vienna).

Chatterjee and Dutta (2007), An Introduction to Indian Philosophy, New Delhi: Rupa Publications, pp 317 - 382.

Swami Mukhyananda (2006), Shri Shankaracharya: Life and Philosophy, Kolkata: Advaita Ashram, pp. 1 - 64.

Unit 10: Kabir and Guru Nanak: Syncretism

Kabir. (2002) The Bijak of Kabir (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta (1992) Foundation of Indian Political Thought, Delhi: Manohar, pp. 157- 183.

G. Omvedt (2008) 'Kabir and Ravidas, Envisioning Begumpura', in Seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91- 107.

Unit 11: Abu'IFazl: Monarchy

A. Fazl (1873) The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta (1992) 'The Imperial Vision: Barni and Fazal', in Foundations of Indian Political thought, Delhi: Manohar, pp. 134- 156.

Additional Readings:

V.R.Mehta, Foundations of Indian Political Thought. Delhi: 1992, Manohar

U.N.Ghoshal, A History of Indian Political Ideas: the ancient period and the period of transition to the middle ages . OUP, Bombay, 1959

Himanshu Roy &M.P.Singh (eds.), Indian Political Thought, Pearson, Second edition, 2017.

Ankit Tomar&Suratha K Malik (eds.), Ancient and Medieval Indian Thought: Themes and Traditions. Sage. 2020

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-3B): Theory and Practice of

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Theory and Practice of Democracy MDSC-3B	4	3	1	0	12 Pass	NIL

Learning Objectives

This course offers an introduction to the evolution, theories, and practices of democracy. The course will introduce debates in democratic theory and practices in the past, and their contested legacies in contemporary times. Students will learn to evaluate past practices, critically examine current practices, learn about recent innovations and discuss the future of democracy. This course will provide an overview of different theories of democracy, covering approaches such as civic republicanism, liberal constitutionalism, participatory and deliberative democracy. The course will engage in challenges and debates on diversity, citizenship, representation and globalization.

Learning outcomes

After completing this course students will be able to:

- Develop a broad historical, normative and empirical understanding of the idea and practice of democracy.
- Distinguish different models of democracy and their normative assumptions
- Understand different theories of democracy and how different theories led to waves of democratization over history.
- Understand/assess some of the major political challenges that democracy faces in the wake of globalization.
- Examine current problems and understand how different democratic crises have emerged in practice
- Apply democratic theories to critically assess political institutions and practices
- Engage in dialogue about the meaning and value of democracy
- Explain and defend how democratic theory might be used to respond to problems being faced by nation-states

SYLLABUS OF MDSC-3B

UNIT – I (11 Hours)

Origins of the idea

- Ancient Greece and India
- Modern developments
- Procedural and substantive accounts
- Contemporary innovations

UNIT – II (11 Hours)

Theory

Liberal Representative democracy
Participatory democracy
Deliberative democracy

UNIT – III (11 Hours)

Institutions

Constitutionalism
Legislatures and legislation
Political Parties
Media & the Civil Society

UNIT – IV (12 Hours)

Contemporary Debates

Diversity
Representation
Globalization & Global Issues

Essential/recommended readings

Unit wise reading list

Unit 1: Origins of the idea

Isakhan, Benjamin and Stephen Stockwell, *The Edinburgh Companion to the History of Democracy*, Edinburgh University Press, 2012. Ch. 3, 6, 7, 16, 17.

Dahl, Robert. *On Democracy*. Yale University Press, 1998.

Dunn, John (ed.), *Democracy: The Unfinished Journey: 508 BC to AD 1993*, Oxford University Press, 1992. Ch. 1, 4, 6, 7, 8.

Schmitter, Philippe C. and Terry Lynn Karl, 'What Democracy is....and is not,' *Journal of Democracy*, Summer 1991: 3-16.

Arblaster, Anthony. *Democracy*. 3rd Edition. Open University Press, 2002.

Unit 2: Theory

Pateman, C, 'Rousseau, J. S. Mill, and G. D. H. Cole: A Participatory Theory of Democracy', in "Participation and Democratic Theory, Cambridge University Press, 1970.

Pateman, C, 'Participatory Democracy Revisited', *Perspectives on Politics*, March 2012, Vol. 10:17.

Saward, M. 'Representation and Democracy: Revisions and Possibilities', *Sociology Compass* 2/3 (2008): 1000–1013

Mansbridge, J. Clarifying the Concept of Representation, *American Political Science Review* Vol. 105, No. 3 August 2011

Gutman A, and Dennis Thompson, 'What Deliberative Democracy Means' in *Why Deliberative Democracy?* Princeton University Press, 2004.

Unit 3: Institutions

Manin, Bernard. *The Principles of Representative Government*. Cambridge: Cambridge University Press, 1997.

Freeman, M. Constitutional Democracy and the Legitimacy of Judicial Review, *Law and Philosophy*, 9: 327-370, 1990-1991.

Zurn, C. From Majoritarian to Deliberative Theories of Constitutional Democracy' (Ch – III), in *Deliberative Democracy and the Institutions of Judicial Review*, Cambridge University Press, 2007

Bark, A. 'Protecting the Constitution and Democracy' (Ch. 2) in *Judge in a Democracy* Princeton University Press, 2004.

Unit 4: Contemporary Debates

Birch, A. H. *The Concepts and Theories of Modern Democracy*, 3rd Edition. Routledge, 2007.

Dowding, Keith, James Hughes and Helen Margetts, *Challenges to Democracy: Ideas, Institutions and Involvement*. The PSA Yearbook 2000, Palgrave, 2001.

Held, David. *Models of Democracy*. 3rd Edition. Polity Press, 2007.

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

Category III

Political Science Courses for Undergraduate Programme of study with Political Science as one of the Core Disciplines (B.A. Programmes with Political Science as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-3A): Ancient and Medieval 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Ancient and Medieval Indian Political Thought MDSC-3A	4	3	1	0	12 Pass	NIL

Learning Objectives

The political thought which constitutes the dominant element of political Science is essentially euro genetic and Eurocentric. What we study in our universities are ones which evolved and developed with European and Anglo-American tradition. The conceptual framework and discourses were product of societies and the forces amidst which they took birth and the shape. That does not mean that India had no tradition of political thinking. This paper seeks to critically engage with writers of ancient India who produced wonderful treatise on the statecraft and several elements of government and governance. This includes the concept of monarchy, the forms of government, the role of the state and state individual relationship.

Learning outcomes

After reading the course the students would be able to answer

- What were the major institutions of government in ancient India and how did they function?
- How thinkers like Manu, Shukra, Brihaspati and Kautilya perceived the role of statecraft in society?
- What was the Nitisar tradition? How did it mark a difference from the Arthashastra tradition?
- The students will be able to answer how Kabir epitomised the syncretic traditions of India.
- What was the political and economic ideas of Tiruvallur and what was his take on ethics?

SYLLABUS OF MDSC-3A

UNIT – I (5 Hours)

Foundations of Indian Political Thought:

- An Overview on Sources of Indian Political Thought
- Cultural and Territorial conception of India
- Distinctive Features of Indian Political Thought

UNIT – II (4 Hours)

Manu

- Authenticity of Manu smriti (Talking Point)
- Social Laws and Conception of Justice

UNIT – III (4 Hours)

Brihaspati: Statecraft, Justice, Inter-state Relations

UNIT – IV (4 Hours)

Shukra/Usana

- Talking Point: Debate on the authenticity of Shukra-Niti
- The Concept of Kingship and Statecraft in Shukra-Niti

UNIT – V (4 Hours)

Kautilya: Theory of State

UNIT – VI (4 Hours)

Aggannasutta (DighaNikaya): Theory of kingship

UNIT – VII (4 Hours)

Tiruvalluvar: Ethical Life and Politics

UNIT – VIII (4 Hours)

Basavanna

UNIT – IX (4 Hours)

Adi Shankracharya: Advaita

UNIT – X (4 Hours)

Kabir and Guru Nanak: Syncretism

UNIT – XI (4 Hours)

Abu'IFazl: Monarchy

Essential/recommended readings

Unit 1: Foundations of Indian Political Thought:

V. R. Mehta (1992) Introduction, in Foundation of Indian Political Thought, Delhi, Manohar, pp. 1-11.

Brown, D. M. (1953). The Premises of Indian Political Thought. The Western Political Quarterly, 6(2), 243–249.

Suda, J. P. (1970). Dharma: Its Nature and Role in Ancient India. *The Indian Journal of Political Science*, 31(4), 356–366.

Varma, Vishwanath Prasad (1953). *Studies in Hindu Political Thought and its Metaphysical Foundations*, Motilal Banarsidas, Delhi.

Flood, Gavin (2003). *The Blackwell Companion to Hinduism*. Blackwell Publishing Ltd, UK.

Unit 2: Manu

Manu (2006) 'Rules for Times of Adversity', in P. Olivelle (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp.208-213.

V. Mehta (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251

P. Olivelle (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

Unit 3: Brihaspati: Statecraft, Justice, Inter-state Relations

Vajpeyi, Raghavendra (1966) *Barhaspatya Rajya-Vyavastha: Political and Legal System of Brhaspati*. ChaukhambaVidyabhawan, Varanasi.

Chousalkar Ashok S. (2018). *Revisiting the Political Thought of Ancient India: Pre-KautilyanArthashastra*: SAGE Publications Pvt Ltd, Delhi.

Kane, P.V (1940). "Rajyashastras of Brihaspati, Usanas, Bhardwaj and Vishalaksh". *Journal of the University of Bombay*.

Unit 4: Shukra/Usana:

Nagar, Vandana (1985). *Kingship in Shukra-Niti*, Pushpa Prakashan, Delhi, India.

Varma, Vishwanath Prasad (December 1962). "Some Aspects of Public Administration in The Sukraniti". *Indian Journal of Political Science*. 23 (1/4): 302–308.

Puntambekar, S. V. (1948). Some Aspects of Sukra's Political Thought. *The Indian Journal of Political Science*, 9(2/3), 1–12.

Unit 5: Kautilya: Theory of State

Kautilya (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthasastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, pp. 116- 142.

Unit 6: Aggannasutta (DighaNikaya): Theory of kingship

S. Collins (ed) (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI (1), pp. 15- 22.

Unit 7: Tiruvalluvar: Ethical Life and Politics

Maharajan, S. (2017), *Makers of Indian Literature: Tiruvalluvar*, Sahitya Akademi Publication, New Delhi.

K. V. Nagarajan *Thiruvalluvar's Vision: Polity and Economy in Thirukkural*, *History of Political Economy* 37:1, 2005 by Duke University Press.

C.S. Srinivasachari, *The Political Ideology of the Kural*, *Indian Journal of Political Science*, Oct-Dec 1949, pp 15-23

Norman Cutler, *Interpreting Thirukural: The Role of the Commentary in the Creation of a Text*, *Journal of the American Oriental Society*, October- December 1992, Vol 112, No 4, pp 549-556

Unit 8: Basavanna

H. Thipperudraswamy, *Basaveshwara*, Sahitya Akademi, 1975.

Julia Leslie, *Understanding Basava; History, Historiography, and a Modern Kannada Drama*, *Bulletin of the School of Oriental and African Studies*, university of London, 1998, Vol 61, No 2, pp 228-261.

M. P. Samartha, *Basava's Spiritual Struggle*, *Religious Studies*, Cambridge University Press, Sept 1977, Vol 13, No 3, pp 335-347.

Unit 9: Adi Shankracharya –Advaita

Koller, John, M. (2012) 'Shankara', in Chad Meister & Paul Copan (eds.), *The Routledge Companion to Philosophy of Religion*, pp. 99 - 108.

ManilalDvivedi, *The Advaita Philosophy of Shankara*, pp. 95-113. (Published by Department of Oriental Studies, University of Vienna).

Chatterjee and Dutta (2007), *An Introduction to Indian Philosophy*, New Delhi: Rupa Publications, pp 317 - 382.

Swami Mukhyananda (2006), *Shri Shankaracharya: Life and Philosophy*, Kolkata: Advaita Ashram, pp. 1 - 64.

Unit 10: Kabir and Guru Nanak: Syncretism

Kabir. (2002) *The Bijak of Kabir* (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Unit 11: Abu'IFazl: Monarchy

A. Fazl (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political thought*, Delhi: Manohar, pp. 134- 156.

Additional Readings:

V.R.Mehta, *Foundations of Indian Political Thought*. Delhi: 1992, Manohar

U.N.Ghoshal, *A History of Indian Political Ideas: the ancient period and the period of transition to the middle ages*. OUP, Bombay, 1959

Himanshu Roy &M.P.Singh (eds.), *Indian Political Thought*, Pearson, Second edition, 2017.

Ankit Tomar&Suratha K Malik (eds.), *Ancient and Medieval Indian Thought: Themes and Traditions*. Sage. 2020

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1a: State Politics in India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
State Politics in India MDSE-1a	4	3	1	0	12Pass	NIL

Learning Objectives

This course situates the study of state politics as one of the key domains of Indian politics. It aims to introduce the students to 'state politics' in India as a significant site where key idioms, processes and practices of democratic politics are produced. Discussing the relevance of the theme, the course focusses on various theories on state politics, the historical and constitutional context that shaped state reorganisation including linguistic demands and other recent demands for smaller states. The course also focuses on the rise of regional parties and movements as the means through which state politics unfolds. It subsequently looks at the political economy of development in the states through a detailed analysis of agrarian change, with specific focus on the rise of the agrarian capitalist class, rural markets, agrarian movements, regional business and economic reforms in the states.

Learning outcomes

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

- Knowledge of the historical context and legal framework of the emergence of state politics in India
- Understanding of the phenomenon of state formation and reorganisation as part of both national and regional politics in India
- Awareness of the nature of agrarian politics in India and the political economy of states in India
- Knowledge of electoral politics and political leadership in states in India.

SYLLABUS OF MDSE-1a

UNIT – I (9 Hours)

State politics in India

Relevance and frameworks of analysis

UNIT – II (9 Hours)

States reorganisation and formation of states

UNIT – III (9 Hours)

Agrarian politics

Rise of an agrarian capitalist class, rural markets, land acquisition and farmers' movements

UNIT – IV (12 Hours)

Political economy of development and reforms in the states

Policy, politics, and regional business.

UNIT – V (9 Hours)

Electoral politics in states

Political parties, leadership, and mobilisation

Essential/recommended readings

State politics in India: relevance and frameworks of analysis

Kumar, A. (2016) Introduction, in *Rethinking State Politics in India-Regions Within Regions*, Taylor and Francis.

Pai, Sudha (1989) 'Towards a theoretical framework for the study of state politics in India: Some observations, *The Indian Journal of Political Science*, Jan. - March, Vol. 50, No. 1, pp. 94-109

Tillin, L. (2013) 'National and Subnational Comparative Politics: Why, What and How,' *Studies in Indian Politics*, Vol.1, No.02, pp.235-240.

Snyder, R. (2001) 'Scaling Down: The Subnational Comparative Method,' *Studies in Comparative International Development*, Spring 2001, Vol. 36, No. 1, pp. 93–110.

States reorganization and formation of states

Mawdsley, E. (2002). Redrawing the body politic: federalism, regionalism and the creation of new states in India. *Commonwealth & Comparative Politics*, Vol. 40, No.3, pp. 34-54.

Saranghi, A. and Pai, S. (2011), Introduction: Contextualising Reorganisation, in Saranghi, A. and Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Tillin, Louise (2011), Reorganising the Hindi Heartland in 2000: The Deep Regional Politics of State Formation, in Saranghi, A. and Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Singh, M.P. (2008) 'Reorganisation of States in India,' *Economic and Political Weekly*, Vol. 43, No.11 (March 15-21) pp.70-75.

Tillin, Louise (2013). *Remapping India: New states and their political origins*. Hurst Publishers.

Samaddar, R. (2020). Rule, Governmental Rationality and Reorganisation of States, in Saranghi, A. and Pai, S (eds) *Interrogating Reorganisation of States* (pp. 48-65). Routledge India.

Nag, Sajal (2011) 'Linguistic Provinces' to 'Homelands': Shifting Paradigms of State-making in Post-colonial India, in Sarangi, A. and Pai, S. (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Agrarian politics

Bhalla G.S. 1994 (ed.) *Economic Liberalisation and Indian Agriculture*, Institute for Studies in Industrial Development, New Delhi: 61107.

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: [10.1080/03066159408438553](https://doi.org/10.1080/03066159408438553)

Frankel, F. and Rao, M.S.A. (1989 and 1990) (eds.) *Dominance and State Power in India* Oxford University Press, New Delhi 2 Vols. 198

Pai, S. (2009) 'Agrarian Mobilization and Farmers' Movements in India' in *Oxford Companion to Indian Politics* (eds.) Pratap Bhanu Mehta and Niraja Gopal Jayal. Oxford: Oxford University Press.

Baviskar, A. and Levien, M. (2021) 'Farmers' protests in India: introduction to the JPS Forum,' *The Journal of Peasant Studies*, 48:7, DOI: [10.1080/03066150.2021.1998002](https://doi.org/10.1080/03066150.2021.1998002)

Political economy of development and reforms in the states

Ahluwalia, M. (2000) 'Economic Performance of States in Post-Reform Period,' *Economic and Political Weekly*, 6 May, pp.1637-1648

Jenkins, R. (2000). The evolution of economic reform in India. In *Democratic Politics and Economic Reform in India (Contemporary South Asia*, pp. 12-41). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511605871.004

Kennedy, L., Robin, K. and Zamuner, D. (2013) 'Comparing State-level policy responses to economic reforms in India,' 13 | 1er semestre / Spring 2013: *Économiepolitique de l'Asie* (1)

Sinha, A. (2016) 'A Distinctive Indian Political Economy: New Concepts and a Synthesizing Framework', *Studies in Indian Politics*, Vol.4, No.02, pp. 266-273.

Electoral politics in states

Auerbach, A. M., Bussell, J., Chauchard, S., Jensenius, F. R., Nellis, G., Schneider, M., & Ziegfeld, A. (2022). Rethinking the study of electoral politics in the developing world: Reflections on the Indian case. *Perspectives on Politics*, 20(1), 250-264.

Kumar, A. (2003). State Electoral Politics: Looking for the Larger Picture. *Economic and Political Weekly*, 38(30), 3145–3147

Yadav, Y. (1999). Electoral politics in the time of change: India's third electoral system, 1989-99. *Economic and political weekly*, 2393-2399.

Yadav, Yogendra, and Palshikar, S. (2006) 'Party system and electoral politics in the Indian States, 1952-2002: From hegemony to convergence,' *India's political parties* 6: 73-116.

Additional Readings:

Roy, H., Singh, M.P. and Chouhan, A.P.S. (2017) *State Politics in India*, Primus Books.

Narain, I. (1965) (ed.) *State Politics in India* Meerut, Meenakshi Prakashan

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1b: Indian Constitution: Key

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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Constitution: Key Debates MDSE-1b	4	3	1	0	12Pass	NIL

Learning Objectives

The course has been designed with the aim to familiarise students with the key debates that went into the making of the Indian Constitution. The debates have been identified for their historical significance and contemporary relevance. The course is on the distinguishing features of the constitution, the modalities through which consensus on contentious matters were arrived in the Constituent Assembly, and the political contexts in which these debates have remained significant. The course takes the students back to the Constituent Assembly Debates to help them comprehend the principles that were articulated to resolve or defer a debate. While the Constituent Assembly Debates serve as resources for a historical and a contextual analysis of the Constitution, the forms in which the debates have resurfaced is also paid attention through recourse to debates in the Parliament. Alongside, scholarship produced by political theorists, historians and lawyers have been included to trace the contours of the debate and the constitutional values that emerge out of it.

Learning outcomes

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

- Knowledge of the process of constitution making and familiarity with Constituent Assembly debates
- An understanding of the framing of debates in the Constituent Assembly and the forms in which they have remained significant
- An understating of the principles that undergirded the debates and the constitutional values that they sought to entrench

SYLLABUS OF MDSE-1b

UNIT – I (7 Hours)

Citizenship

UNIT – II (7 Hours)

Religious Freedom (and Minority Rights)

UNIT – III (7 Hours)

Uniform Civil Code

UNIT – IV (7 Hours)

Asymmetrical Federalism

UNIT – V (7 Hours)

Emergency Provisions and Preventive Detention Laws

UNIT – VI (5 Hours)

Constitutional Amendment

UNIT – VII (5 Hours)

Language Question

Essential/recommended readings

Unit wise reading list

Constituent Assembly Debates (Proceedings), Volumes I- XII, available at <http://164.100.47.194/Loksabhadhindi/cadebatefiles/cadebates.html>

1. Citizenship

Primary Text: Part II, The Constitution of India

Constituent Assembly Debates (Proceedings), On Citizenship, 10 August 1949 to 12 August 1949, Vol. IX, pp. 343-349, 353-357, 398-401 (Lok Sabha Secretariat, New Delhi, 4th edition, 2003). URL: <http://loksabhaph.nic.in/writereaddata/cadebatefiles/vol9.html>

Valerian Rodrigues, 2008, Citizenship and the Indian Constitution, in Rajiv Bhargava (ed), *Politics and Ethics of Indian Constitution*, Oxford University Press

Anupama Roy, 2016, We the People: Citizenship in the Indian Constitution, in *Citizenship in India (Oxford India Short Introductions)*, Oxford University Press.

Anupama Roy, 2019, The Citizenship (Amendment) Bill, 2016 and the Aporia of Citizenship, *Economic and Political Weekly*, Vol. 54, Issue No. 49.

2. Religious Freedom (and Minority Rights)

Primary Text: Art 25- 30, The Constitution of India

Constituent Assembly Debates (Proceedings), On Religious Conversion, 1st May 1947, Vol III (<http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C01051947.html>) and 6th Dec. 1948, Vol. VII (<http://164.100.47.194/Loksabha/Debates/cadebatefiles/C06121948.html>)

Rajeev Bhargava, 2002, India's Secular Constitution, in ZoyaHasan et al, *India's Living Constitution*, Permanent Black.

Gurpreet Mahajan, 2008, Religion and the Indian Constitution: Questions of Separation and Equality, in R. Bhargava (ed), *Politics and Ethics of Indian Constitution*, Oxford University Press

ShibaniKinkarChaube, 2000, End of the Indian Problem II- Minority Rights, in *Constituent Assembly of India: Springboard of Revolution*, Manohar

3. Uniform Civil Code

Constituent Assembly Debates (Proceedings), On UCC, 23rd November 1948, Vol. VII URL: <http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C23111948.html>

Peter Ronald deSouza, 2015, Politics of the Uniform Civil Code, *Economic and Political Weekly*, Vol. 50, Issue No. 48,

Nivedita Menon, 2014, A Uniform Civil Code in India: The State of the Debate in 2014. *Feminist Studies* 40(2), 480-486. doi:10.1353/fem.2014.0025.

4. Asymmetrical Federalism

Primary Texts: Article 370- 371 (J), Part XXI, The Constitution of India,

Primary Texts: Fifth Schedule and Sixth Schedule, Part XXII, Constitution of India

Constituent Assembly Debates (Proceedings), On Special Status to Jammu and Kashmir, 17th October 1949, Vol. X.

URL: <http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C17101949.html>

Arun Thiruvengadam, 2018, Federalism and Local Government (pp. 71-92), *The Constitution of India, a Contextual Analysis*, Hart Publishing

Rekha Saxena, 2021, Constitutional Asymmetry in Indian Federalism, *Economic and Political Weekly*, Vol. 56, Issue No. 34.

M.P. Singh, 2016, The Federal Scheme, in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press.

Ashwani Kumar, 2019, The Constitutional Legitimacy of Abrogating Article 370, *Economic and Political Weekly*, Vol. 54, Issue No. 38

5. Emergency Provisions and Preventive Detention Laws

Primary Text: Articles 352, 353, 356, 358, 359, Part XVIII, The Constitution of India

Constituent Assembly Debates (Proceedings) on Draft Article 15-A, Personal Liberty and Procedure Established by Law (Article 22), September 15 and 16, 1949, Volume IX (<http://164.100.47.194/loksabha/writereaddata/cadebatefiles/vol9.html>)

Venkat Iyer, 2000, Emergency Law in India: the Background and the Development of the Law, in *States of Emergency, the Indian Experience*, Butterworths.

S.P. Mukherjee, 1990, Preventive Detention (Parliamentary Debates, 13 February, 1951), in *Eminent Parliamentarians Monograph Series*, Lok Sabha Secretariat, pp. 61- 81 ([https://eparlib.nic.in/bitstream/123456789/58670/1/Eminent Parliamentarians Series Syama Prasad Mookerjee.pdf](https://eparlib.nic.in/bitstream/123456789/58670/1/Eminent%20Parliamentarians%20Series%20Syama%20Prasad%20Mookerjee.pdf))

Granville Austin, 1966, Fundamental Rights II, Social Reform and State Security versus 'Due Process' (pp. 128- 142), in *Indian Constitution, Cornerstone of a Nation*, OUP.

Granville Austin, 1999, Democracy Rescued or Constitution Subverted: Emergency and 42nd Amendment, in *Working a Democratic Constitution*, OUP

Arvind Narrain, 2022, Roots of the Emergency: Preventive Detention, in *India's Undeclared Emergency*, Context, Westland Publications.

6. Constitutional Amendment

Primary Text: Art 368, Part XX, The Constitution of India.

Constituent Assembly Debates (Proceedings), Excerpts on Amendment Procedure in B R Ambedkar's Final Speech on 25th November 1949 URL: <http://164.100.47.194/loksabha/writereaddata/cadebatefiles/C25111949.html>

D DBasu, 2011, Procedure for Amendment, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Constitutional Change, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

Pratap Bhanu Mehta, 2002, The Inner Conflict of Constitutionalism: Judicial Review and the 'Basic Structure', in Zoya Hasan et al, *India's Living Constitution*, Permanent Black.

Sudhir Krishnaswamy, 2009, Amending Power: The Constitutional Basis for Basic Structure Review, in *Democracy and Constitutionalism in India, A Study of the Basic Structure Doctrine*, Oxford University Press.

7. Language Question

Primary Text: Art 343- 351, Part XVII, The Constitution of India.

Granville Austin, 1966, Language and the Constitution- The Half-Hearted Compromise, in *Indian Constitution, Cornerstone of a Nation*, OUP.

Paramjit S Judge, 2021, Fifteen Years that Never Ended: The Language Debate in *Making of Modern India*, Rawat

Paramjit S Judge, 2021, Language Issue in Constituent Assembly Debates, *Economic and Political Weekly*, Vol. 56, Issue No. 14

(On Assembly Debates) *Indian Express*, 24 Sep 2019, <https://indianexpress.com/article/explained/amit-shah-on-hindi-language-status-constituent-assembly-national-language-6022271/>

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

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE**

GENERIC ELECTIVES (GE-1): Ideas in Indian Political Thought

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ideas in Indian Political Thought GE-1	4	3	1	0	12 Pass	NIL

Learning Objectives

This paper is designed for students who are from other disciplines and wish to have a basic understanding of the various themes that has shaped Indian society and politics. It revolves around key concepts based on original texts which would help the students to critically engage 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 Maharashtra 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

Sampath, Vikram (2021) Savarkar: A Contested Legacy, 1924-1966, Gurugram: Penguin Random House India

7. Integral Humanism: DeenDayal 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	0	12 Pass	NIL

Learning Objectives

The course aims to introduce the students to the foundational text of constitutional democracy in India - the Indian Constitution. By providing an overview of the socio-political context of its origin and its basic tenets, which provide the organizing framework for democracy in India, the course expects to bring historical insights in making the constitutional text comprehensible. The course traces the history of the Constitution both in the colonial legislations and in the declaration and reports produced in the course of the Indian National Movement. It focuses on the creation and the working of the Constituent Assembly as part of a transformative vision for independent India. The basic features of the Constitution form the core themes of the course introducing students to the philosophy behind them and the final form in which they were adopted in the Indian Constitution to make it a document for social revolution. The course aims at providing students with both a textual and a 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

ShibaniKinkarChaube, 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 DBasu, 2011, The Historical background, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

(b) Making of the Constitution of India

ShibaniKinkarChaube, 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 DBasu, 2011, Outstanding Feature of Our Constitution, in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Ivor Jennings, 1953, Introduction, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

3. Fundamental Rights

Primary text: Article 14- 32, Part III, The Constitution of India

Granville Austin, 1966, The Conscience of the Constitution- Fundamental Rights and Directive Principles of State Policy- I (pp. 63-94), in *Indian Constitution, Cornerstone of a Nation*, OUP

ShibaniKinkarChaube, 2010, Rights of Indians, in *The Making and Working of the Indian Constitution*, NBT, India.

D DBasu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Fundamental rights, Directive Principles and the Judiciary (pp. 118-137), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

4. Obligations of State and Duties of Citizens

Primary text: Article 36- 51A, Part IV and IVA, The Constitution of India

ShibaniKinkarChaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D DBasu, 2011, Directive Principles of State Policy (pp. 79- 142), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Gautam Bhatia, 2016, Directive Principles of State Policy, in Sujit Choudhry, *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP

Ivor Jennings, 1953, Directives of Social Policy, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

5. Organs of Constitutional Governance- Legislature, Executive and Judiciary

Primary Text: Part V, The Constitution of India

S.K. Chaube, Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube, Union Government 2: The Legislature, in *The Making and Working of Indian Constitution*, NBT, India

Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230.

Arun Thiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

M.R. Madhavan, 2017, Parliament, in D. Kapur, P.B. Mehta and M Vaishnav (eds.), *Rethinking Public Institutions in India*, Oxford University Press

D.D. Basu, 2011, The Judicature (pp. 299- 313), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Pratap Bhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP, India.

Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.

6. Centre-State Relations and Decentralization

D DBasu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

M.P. Singh and Rekha Saxena, 2013, Asymmetrical Federalism, in *Federalising India in the Age of Globalisation*, Primus

Ivor Jennings, 1953, Indian Federalism, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

S.K. Chaube, Local Government, in *The Making and Working of Indian Constitution*, NBT, India.

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

GENERIC ELECTIVES (GE-3): Nationalism in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Nationalism in India GE-3	4	3	1	0	12 Pass	NIL

Learning Objectives

The course aims to help students understand the national movement in India. It looks at the movement from different theoretical perspectives that highlight its varied dimensions. The course begins by looking at the Indian responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century. It successively focuses on the events leading to the Partition and the Independence in 1947. In the process, the course also tries to focus on the various tensions and debates within nationalism in India 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; Revolutionaries, Socialists and Communists; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socio-cultural Organizations and National Movement

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- 6th edition) Crusade Against Caste System, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6th edition) Crusade Against Untouchability, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6th 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) *RashtravadbhanamDeshbhakti* 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 AlgaovaadaurDharm*, 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	0	12 Pass	NIL

Learning Objectives

This course aims to make students understand the intersections between politics, economics, culture and nature that shape human life in the contemporary world. These intersectional relations foreground the multiple interactions that constitute the reality of the group life of humans. The issues around which the course is designed consists of the role of state in international politics, cultural identities such as the nation and, issues such as global poverty and global inequalities. Additionally, the course dwells on the psycho-cultural and politico-economic causes of violence, oppression and injustices that make the world a contested space. It examines the ways in which information technology shapes the course of human life in the age of globalization and how the phenomenon of the international manifests both in the virtual and the material world. Going beyond the Westphalian conception of territoriality, the course looks at the ways in which IR manifests in the realm of art/cinema/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 International Relations?
- 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 International Relations

- 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:

MiljaKurki, "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 21st Century*, USA: Spiegel & Grau, Jonathan Cape, 2018, pp. 104-117.

Dr V. Basil Hans, 'State and the Market- Debate and Developments,' January 2014, <http://dx.doi.org/10.2139/ssrn.2373827>

Andrew Heywood, "Sovereignty, the Nation and Supranationalism," in *Political Ideas and Concept*, New York: St. Martin's Press, 1994, pp. 48-77.

Stuart Elden, "Why the World Divided Territorially," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, , pp. 220-244.

Robert Gilpin, "Nature of political economy," in *Global Political Economy: Understanding the International Economic Order*, Princeton: Princeton University Press, 2001, pp- 25-45.

Stephen D. Krasner, 'Sharing Sovereignty: New Institutions for Collapsed and Failing States,' *International Security*, 29: 2, 2004, pp. 85-120.

Susan Strange, Chapters 3-6, on 'The Security Structure', 'The Production Structure', 'The Financial Structure', 'The Knowledge Structure', in *States and Markets*, London: Bloomsbury, 2015,

Unit 3. Inequalities

Mohammad Ayoob, 'Inequality and Theorizing in International Relations: The Case for Subaltern Realism,' *International Studies review*, 4:3, 2002, pp. 27-48.

3.1 Mapping inequalities in IR

Joao Pontes Nogueira, "Inequality," in Arlene B, Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 240-255.

Paul Cammack, "Why are Some People Better off than Others," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 405-428.

3.2 Climate Change: Global commons and differentiated responsibilities

A. Damodaran, 'Encircling the Seamless- India, Climate Change, and the Global Commons,' Oxford University Press, 2010, India. Chapters 1 and 2.

Additional Readings:

Amartya Sen, "Capabilities and Resources," in *The Idea of Justice*, New York: Penguin Books, 2009, pp. 253-268.

Amartya Sen, "Measures of Inequality," in *On Economic Inequality*, New York: Clarendon Press Oxford, 1997, pp. 24-46.

Dipesh Chakrabarty, Chapter 7 on 'Anthropocene Time,' in *The Climate of History in a Planetary Age*, *University of Chicago Press London*, 2021, pp. 155-181.

Graham Thompson, "Global Inequality, Economic Globalization and Technological Change," Chapter Eleven in 'A World of Whose Making- Ordering the International: History, Change and Transformation' by William Brown, Simon Bromley, and Suma Athreye. Pluto Press, 2004, pp. 377-415.

Unit 4. Sites of Conflict and Forms of Violence

Arlene B. Tickner, "War and Conflict," in Arlene B. Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 115-138.

4.1 Changing Landscape/ Nature of Conflict

Michael Dillon, "What makes the world dangerous," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 519-538

Mary Kaldor, 'In Defense of New Wars', *Stability: International Journal of Security and Development*, 2:1, 2013, 1-16. <http://dx.doi.org/10.5334/sta.at>.

4.2 Forms of Violence

Joanna Bourke, "Why Does Politics Turns into Violence?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 472-495.

Anuradha M. Chenoy, "Militarization, Conflict and Women in South Asia," in Lois Ann Lorentzen and Jennifer Turpin (eds.), *The Women and War Reader*, New York: New York University Press, 1998, pp. 101-110.

Additional Readings:

Roland Bleiker, "Can we move beyond Conflict," in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 564- 589.

David Held, "Expanding reach of organized violence," in *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999, pp. 87- 92.

5.1 Internet

M. I. Franklin, "How does the way we use the Internet make a difference?" in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 176-199.

Jr. Harry M. Cleaver, 'The Zapatista Effect: The Internet and the Rise of an Alternative Political Fabric,' *Journal of International Affairs*, 51:2, 1998, pp. 621- 640.

5.2 Museums

Christine Sylvester, "Can International Relations and Art/Museums Come Together," in *Art/Museums: International Relations Where We Least Expect it*, New York: Routledge, 2016, pp. 1-24.

<https://www.ushmm.org/teach/teaching-materials/holocaust>

<https://www.partitionmuseum.org/event/remembering-the-jallianwala-bagh-massacre-100-years-later/>

5.3 Cinemas

Cynthia Weber, "Culture, Ideology, and the Myth Function in IR Theory," in *International Relations Theory: A Critical Introduction*, London: Routledge, 2013, pp. 1-12.

Cynthia Weber, "Case Study: Modernization and Development theory: is there a clash of civilizations? Movie analysis of East is East," in *International Relations Theory: A Critical Introduction*, London: Routledge, 2013, pp. 173-202.

Additional Readings:

Maria Elena Martinez- Torres, 'Civil Society, the Internet, and the Zapatistas,' *Journal of Social Justice*, 13:3, 2001, pp. 347-355.

Lene Hansen, Rebecca Adler-Nissen and Katrine Emelie Andersen, 'The visual international politics of the European refugee crisis: Tragedy, humanitarianism, borders,' *Cooperation and Conflict*, 56:44, 2021, pp. 367-393.

Mirzoeff, Nicholas, "Global Visual Cultures" in *An Introduction to Visual Culture* 2nd Edition, London: Routledge, 2009, pp. 1-16.

Azmat Rasul and Mudassir Mukhtar, 'Bollywoodization of foreign policy: How film discourse portrays tensions between states' *Journal of Media Critiques*, 1:1, June 2015, pp. 11-27.

Roland Bleiker, *Visual Global Politics*, London and New York: Routledge, 2018, pp.1-29.

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

GENERIC ELECTIVES (GE-5): Governance: Issues and Challenges

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Governance: Issues and Challenges GE-5	4	3	1	0	12Pass	NIL

Learning Objectives

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced 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

NeeraChandhoke, State and Civil Society Explorations in Political Theory, Sage Publishers, 1995

सिंह, अभयप्रसाद एवं कृष्णमुरारी (2018), शासन: मुद्दे एवं चुनौतियाँ, ओरियंट ब्लैकस्वान, नई दिल्ली

चक्रवर्ती, बिद्युत, प्रकाशचंद्र (2018), वैश्वीकृत दुनिया में लोकप्रशासन, सेजभाषा, नई दिल्ली

सिन्हा, मनोज (2010) प्रशासन एवं लोकनीति, ओरियंट ब्लैकस्वान, नई दिल्ली

Governance and Development

B. C. Smith, Good Governance and Development, Palgrave, 2007

World Bank Report, Governance and Development, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal [ed.], *Democracy in India*, Oxford University Press, 2007

Environmental Governance

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge, 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance*, Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

Local Governance

Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', *Economic and Political Weekly*, Vol. 42(39), 2007

Good Governance Initiatives in India: Best Practices

Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera [ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford University Press, 1995

K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) Education in India: Dynamics of Development, Shipra Publications, 2007

K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity, Oxford University Press, 1998

Jean Dreze and Amartya Sen, An Uncertain Glory: India and Its Contradictions, Princeton University Press, 2013

ReetikaKhera, '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	0	12 Pass	NIL

Learning Objectives

This course familiarizes the students with the manner in which the political questions are posed and answered normatively by select thinkers. The aim is to introduce to the students

the questions, ideas and values of political philosophy addressed by political thinkers and juxtapose the same to contemporary political thinking.

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 (15 Hours)

Classical Political Philosophy

- a) Plato
- b) Aristotle

UNIT – II (30 Hours)

Renaissance and Modern Political Philosophy

- a) Machiavelli
- b) Hobbes
- c) Rousseau
- d) Mill
- e) Marx

Essential/recommended readings

Unit 1

R. Kraut (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *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.

Q. Skinner (2000) *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

Unit 2

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

J. Coleman (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers.

I. Hampsher-Monk (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers.

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	0	12 Pass	NIL

Learning Objectives

This course examines the paradoxes of contemporary globalisation. It has been crafted in a manner as to introduce to the students from diverse disciplinary backgrounds the complex multifaceted nature of the contemporary phenomenon of globalization. Students will learn about the evolution of globalization by examining whether globalization is a mere historical process, or, it is also a socio-cultural, politico-economic and, psychological phenomenon and, understand these through different conceptual frames. It then makes the students understand the debates that have been put forth for and against globalization. The course introduces 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. Students will also learn about the political, economic and cultural facets of globalization. As a political phenomenon, the course seeks to understand as to how globalization has impacted upon the functioning of the sovereignty of nation-states. In the realm of economy, it introduces 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, the course also discusses 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* (2nd 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* (2nd 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>

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 Kostecky, 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

कोर्ससेसम्बन्धितहिंदीमाध्यमकीपुस्तकें

दुबे, अभयकुमार (संपादक), *भारतकाभूमंडलीकरण, लोकचिंतनग्रंथमाला*, नईदिल्ली: वाणीप्रकाशन, २००३

पंत, पुष्पेश, *भूमंडलीकरणएवंभारत*, नईदिल्ली: एक्सेसपब्लिशिंग, २०१६

खन्ना, वीएन, *अंतराष्ट्रीयसम्बन्ध*, नॉएडा (उप्र): विकासपब्लिशिंगहाउस, २०२०

चक्रवर्ती, बिद्युतएवंप्रकाशचंदकंडपाल, *वैश्वीकृतदुनियामेंलोकप्रशासन: सिद्धांतऔरपद्धतियां*, २०१८

भार्गव, नरेश, *वैश्वीकरण: समाजशात्रीयपरिप्रेक्ष्य*, २०१४

पांडेय, ब्रजकुमार, *भूमंडलीकरणकीसमझ*, महावीरप्रकाशनदिल्ली

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	0	12 Pass	NIL

Learning Objectives

The paper seeks to provide an understanding to the concept of Public Policy. Public Policy is a proposed course of action of a government to realize its socio-economic objectives. 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. This course will help to 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.

- Contextualization of knowledge;
- Praxis and technique;
- Critical Thinking;
- 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		
Women and Politics in India: Concepts and DebatesGE-9	4	3	1	0	12 Pass	NIL

Learning Objectives

The course attempts to bring together feminist theory and praxis by focussing on conceptual categories theorized by feminism and the mobilization of the feminist epistemology to focus on key concerns surrounding the everyday existence of women. This course would serve as the fundament introduction to the history of women's movement with particular emphasis on the women's movement in India. The course opens up the question of women's agency, taking it beyond the question of women empowerment and locates women as radical social agents. It attempts to question the complicity of social structures and relations in preserving gender inequality. This is extended 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.

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.) *NaarivaadiRajneeti: Sangharsh evamMuddey*, 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 AmitaDhanda, Archana Parashar(eds) *Engendering Law - Essays in Honour of Lotika Sarkar*, Eastern Book Company, 139-160

History of the Women's Movement in India

Radha Kumar (1993), *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Zubaan

Anupama Roy (2010) *Women's Movement in India*, N.G. Jayal and P.B. Mehta (Ed.) *Oxford Companion to Indian Politics*, New Delhi, Oxford

I. Agnihotri and V. Mazumdar (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

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Violence against women

N. Menon (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

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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, *Revisoning 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,

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 MahilaAndolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi (2004) *Bharat Mein StreeAsmaanta: 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) *AajkaStreeAndolan*, Delhi: ShabdSandhan.

मेनन, निवेदिता, साधनाआर्याऔरजिनीलोकनीता (ed.) नारीवादीराजनीति: संघर्षएवंमुद्दे, दिल्ली: हिंदीमाध्यमकार्यन्वयनिदेशालय, 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 SciencesGE-10	4	3	1	0	12 pass	NIL

Learning Objectives

Digital technology in the discipline of Social Science cannot be viewed only as a tool for research but as something that transforms the nature of Social Science and the object of its study- the society- in course of researching about it. This very aspect of digital technology and its capacity for social transformation is the mainstay of the emerging field of Digital Social Sciences. The course aims to introduce students to this field of Digital Social Science sbyprimarily focussing on two intertwined aspects of the field- first, impact of digital technologies on the society and two, the role of digital technologies in the study of Social Sciences or the study of society. The intertwined aspect of the twin focus can be alternately formulated as the attempt of the course to understand social change taking place under the impact of digital technology while digital technology providing with the tools to map out these changes. The course begins with a basic introduction to digital literacy and its contribution to pedagogic Social Science and proceeds by way of foundational introduction to prominent technologies and digital spaces through which the aspects of the social can be understood.

The course throws light on how the digital turn has redefined the contours of debates surrounding personal identity and social identification through biometrical techniques having consequences both for social welfare and social surveillance; whether access to the digital spaces is impacting social cleavages, creating space for democracy or re-entrenching social inequality through the digital divide; is the digital economy offering new forms of employment or restructuring the vulnerability of the forms of labour; and how is algorithm driven digital space reformulating social choice and social classification. These are some of the illustrative questions through which the course intends to reflect upon the evolving relationship between digital technologies and social sciences.

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)

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