

UNIVERSITY OF DELHI

BACHELOR OF HISTORY (HONS.)
(SEMESTER-I)

DSC-1-History of India I (from the beginning to fourth century BCE)

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
History of India I (from the beginning to fourth century BCE)	DSC-01	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in Annexure-I

DSC-2-Social Formations and Cultural Patterns of the Ancient World-I

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
Social Formations and Cultural Patterns of the Ancient World-I	DSC-02	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in Annexure-II

DSC-3- History of Modern China: c. 1840-1950s

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
History of Modern China: c. 1840-1950s	DSC-3	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in Annexure-III

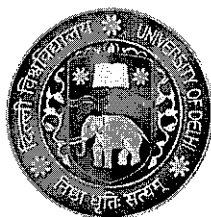
UNIVERSITY OF DELHI

Generic Electives in Bachelor of History (Hons.) (SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Content of the Course & Reference
				L	T	P		
1	Delhi through the Ages: The Making of its Early Modern History	GE-01	4	3	1	0		<i>Annexure-IV</i>
2	Science, Technologies and Humans: Contested Histories	GE-02	4	3	1	0		<i>Annexure-V</i>

UGC- 2022
B.A. Honours History
SEMESTER – I

Course Type: DSC (Discipline Specific Core)

Course Title: History of India – I (From the beginning to fourth century BCE)

Course Objectives:

The course intends to provide an extensive and deep understanding of early Indian history to students who will be introduced to the manner in which diverse aspects of ancient Indian history has been recovered from a rich variety of sources, archeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. The course, with an interdisciplinary approach, will help students trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 400 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

Learning Outcome:

After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from pre-historic times. The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and their subsistence strategies, regions, landscapes and resources. They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions. The students will learn about early artifacts, texts, coins and epigraphs, and recognise the need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

Course Context:

Unit I: Introducing early Indian history: Sources (upto 750 CE) and historiographical trends.

Unit II: Prehistoric hunter-gatherers and early food producing societies

1. Paleolithic cultures: sequence and distribution; tool typology and technology, subsistence patterns.
2. Mesolithic Cultures: regional distribution, tool typology and subsistence patterns.
3. Early food producing communities: Regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange.

Unit III: The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; pyrotechnology and water management; craft production and trade; social and political organization; religious beliefs and practices; art; Late/ Post Harappan evidence.

Unit IV: Social and Cultural Transitions (up to 400 BCE)

1. Archeological cultures: PGW, NBPW, megalithic; metallic coins; role of iron technology.
2. Literary and textual traditions: Vedic and Brahmanical; Shramanic.
3. The Aryan Question.
4. Emergence of Social and political institutions; urbanization; social stratification and state formation.

General Readings:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters- 1 & 2.)
- Chakrabarti, D.K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- Conningham, Robin and Young, Ruth (2015), *The Archaeology of South Asia, From Indus to Asoka*, Cambridge: Cambridge World Archaeology
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)

Unit wise essential readings:

Unit I: This unit aims to familiarise students with the divergent landscapes, varied sources and the different approaches to the history of ancient India. (Teaching Time: 2 Weeks Approx.)

Relevant chapters from General readings

- Subbarao, B. (1958). *The Personality of India*. (Baroda: M. S. University). Chapter II.
- Chattopadhyaya, B. D. (2017). *The Concept of Bharatavarsha and Other Essays*. (Ranikhet: Permanent Black). Chapter 1.
- Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarize students with the distribution, economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent, and the beginnings of organized food production in pre-historic times in the Indian subcontinent. It also explains the impact on other aspects of the life of the Neolithic and Chalcolithic humans, their cultural practices, their art and funerary practices. (Teaching Time: 4 Weeks Approx.)

Relevant chapters from General readings:

- Chattopadhyaya, U. C. (1996). "Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, World Archaeology, vol. 27(3), pp. 461-476
- Neumayer, E. (1993). Lines on Stone: The Prehistoric Rock Art of India. Delhi: Manohar.

Unit III: At the end of this unit, students shall be familiar with various aspects of Harappan Civilization, their technological expertise, as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 4 Weeks Approx.)

Relevant chapters from General readings

- Kenoyer, J. Mark. (1998). Ancient Cities of the Indus Valley Civilization. Karachi: Oxford University Press.
- Possehl, Gregory L. (2002). The Indus Civilization: A Contemporary Perspective. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. Delhi: Tulika.
- Ratnagar, Shereen. (2015). Harappan Archaeology: Early State Perspectives, Delhi: Primum.
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). Sindhu Sabhyata. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi)

Unit IV: This unit traces the archaeological and textual evidence for processes that led to the emergence of states, social complexity, intensive agriculture and urban patterns. The unit also covers debates around the origins and coming of the Aryans, the cosmogonies, cosmology and world view of Vedic, Brahmanical texts and religio-philosophical thought in Upanishads, Buddhist, Jaina and Shramanic traditions. (Teaching Time: 6 weeks)

Relevant chapters in General Readings (for archaeological cultures)

- Harvey, Peter (2017 edition). Buddha in his Indian Context, Chapter in An Introduction to Buddhism, p.8-31, Cambridge University Press, (first published in 1992)
- Moorti, U.S. (1994). Megalithic Culture of South India: Socio-economic Perspectives. Varanasi: Ganga Kaveri Publishing House.
- Sahu, B.P. (ed.). (2006). Iron and Social Change in Early India. Delhi: Oxford University Press. (Most relevant is the 'Introduction'.)
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidas. (Chapters VII-XIV and XXII.) (Also available in Hindi)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5.) (Also available in Hindi)

- Staal, Frits (2017). *Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part I and II*, Penguin.
- Thapar, Romila. (1984). *From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press.
- श्रीमाली, कृष्ण मोहन. (2017). *_आर्थिक संरचना और धर्म_(रिऱिल्लीऱआकार)*. पाठ, 3, 4, 5, 6, 7, 8, 9.

Suggested Readings:

- Allchin, F.R. et al. (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D. K. (1999). *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi: Oxford University Press.
- Chakrabarti, D. K. and Makkhan Lal, (2013). *History of Ancient India, vol. 1*, Delhi: Aryan Books International. (Section III.2, pp. 301-346.)
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India, vol. 1, Part 1*. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Lahiri, Nayanjot, ed. (2000). *The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Pathak, V. S. (1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.
- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.
- Patrick Olivelle, (2017) *Introduction in The Early Upanisads, Annotated Text and Translation*, OUP, p3-28.
- Neelis, Jason. (2011).“ *Historical Contexts for the Emergence and Transmission of Buddhism Within South Asia*” In *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*,

65–182. Brill. 2011. <http://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>. Stable URL: <https://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>, PP 65-78.

- Dundass, Paul. (2002 edition) Chapter One in *The Jainas* p.1-44, Routledge , (first published in 1992)

Teaching Learning Process:

Classroom teaching will be enriched by discussions and presentations made by students in class and/or in tutorials. Presentations shall focus either on important theme covered in class lectures, or on specific readings. Overall, the Teaching Learning Process shall emphasise the interconnect- edness of issues within the different rubrics to build a holistic view of the time period.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a Core Course, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corre- sponding issues/events/debates discussed in their other history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks To-

tal: 100 Marks

Keywords: Social Stratification, Archaeology, Chalcolithic, Paleolithic, Historiography, Ancient India, Civilization, Urbanisation, Indus Valley, Harappa

Course Type: DSC (Discipline Specific Core)

Course Title: Social Formations and Cultural Patterns of the Ancient World – I

Course Objectives:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history – social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but interlinked history of humanity is therefore the prime objective of this Course.

Learning Outcomes:

- Upon completion of this course the student shall be able to:
- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyze the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Course Content:

Unit-I: Evolution of Humans and Hunting-Gathering Cultures

1. Understanding Prehistory
2. Biological and Cultural Evolution of Humans: lithic and other technologies
3. Changing subsistence patterns; funerary practices and art

Unit-II: Transition to Food Production

1. Mesolithic Cultures: West Asia and Europe
2. Origins of Food Production: Debates

3. Features of the Neolithic based on sites from West Asia, Europe, Mesoamerica / China

Unit-III: The Bronze Age

Note: Rubrics b, and c are to be based on any one case study:

1. Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
2. Concepts: 'Bronze Age', 'Civilization', 'Urban Revolution' and 'State'
3. Ecological context of early civilizations
4. Kingship, religion and state; Social and economic complexity: Class, Gender

Unit IV: Nomadic Cultures in Transition

1. Nomadic Pastoralism in West Asia in the third and second millennium BCE
2. Iron technology and its spread

Essential Readings and Unit Wise Teaching Outcomes:

Unit-I: This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Humans (**Teaching Time: 4 weeks Approx.**)

- Bogucki, P. (1999). *The Origins of Human Society*. Wiley-Blackwell 1999, Chapter 2, pp. 2977.
- V.G. Childe, *What Happened in History?* Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). *The People of the Earth: An Introduction to World Pre-history*. (15th edn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- चाइल्ड, V. गॉडनर, ईतहास का ईतहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V. गॉडनर. (2019) औजारों का ईतहास (अनवु ाि सशील कु मार), र्िल्ली: गागीर प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार जक सर्चनाएँ और सुस्कृ र् तयाँ, र्िल्ली: मानक प्रकाशन.
- मजूमार, D.N तथा गोपाल शरण, प्रार् र्गतहास, र्िल्ली र् वर्िवद्यालय, र् हन्ी माध्यम कायान्विन र् निशिलय.

Unit II. This Unit will familiarise students with the transition to food production when the advanced Hunter-Gatherer communities primarily of the Mesolithic cultures responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. The debates on the origins of food production will enable students to understand the complexity of the Neolithic cultures. The discussion on the Neolithic sites in different parts of the world will help in understanding the process of beginning of food production and variations in Neolithic Cultures.

(Teaching Time: 4 weeks Approx.)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127-159.
- Price, T.D. (1991). "The Mesolithic of Northern Europe", *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222
- Zvelebil, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार्व जक स॰ रचनाएँ और स॰ स्क्ृ र् तयाँ, र् िल्ली: मानक प्रकाशन.
- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Prehistory*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Price, T.D. and O. Bar-Yosef. (2011). "The Origins of Agriculture: New Data, New Ideas", An Introduction to Supplement 4. *Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind's First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार्व जक स॰ रचनाएँ और स॰ स्क्ृ र् तयाँ, र् िल्ली: मानक प्रकाशन.

Unit III. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world.

(Teaching Time: 4 weeks Approx.)

- Childe, G. (1950). "The Urban Revolution, " *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार्व जक स॰ रचनाएँ और स॰ स्क्ृ र् तयाँ, र् िल्ली: मानक प्रकाशन.

Mesopotamia

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford

and Victoria: Blackwell.

- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

OR

Egypt

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House, pp. 285-299.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History*. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Wilkinson, T. (2010). *The Rise and Fall of Ancient Egypt: The History of a Civilisation from 30,000 BC to Cleopatra*. London: Bloomsbury Publishing, pp. 13-114.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt*. New York: Oxford University Press (Ed.) pp. 10 - 27.

Unit IV. This unit will discuss the Nomadic cultures in West Asia in the third and second Millennium BCE. The use and spread of iron technology will enable students to be familiar with the technological and other changes related to it. **(Teaching Time: 4 weeks Approx.)**

- Schmidt, Conrad. (2018) "Pastoral Nomadism in Third Millennium BC Eastern Arabia," *Paleorient*, Vol 44, No. 1, pp.105 -118.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.
- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE, vol. II*, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Seventh Century B.C.* Paris, London: Routledge: UNESCO.

- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). “How the Iron Age Began”, *Scientific American*, Vol. 237, No, 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). “The Coming of Iron”, in A.Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.
- Erb-Satullo, Nathaniel L. (2019). “The Innovation and Adoption of Iron in the Ancient Near East,” *Journal of Archaeological Research* 27:557-607 <https://doi.org/10.1007/s10814-01929-6>, pp.557 – 593.
- Snodgrass, A.M. (1980). “Iron and Early Metallurgy in the Mediterranean” in T.H.Wertime and J.D. Muhly (eds.) *The Coming of the Age of Iron*. New Haven and London, pp.335 -374.

Suggested Readings:

- Carr, E.H. (1961/1991). “The Historian and his facts”, in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- कार, E.H.(1976). ‘ईतहासकर और उसके तथ्य’, E.H. कार, ईतहास क्या है? में अध्याय 1, मेर्कमलन पब्लिके शन (रू हन्िी अनुवाि, 1976).
- Bar-Yosef, O, and F. Valla. (1990). “The Natufian culture and the origins of the Neolithic in the Levant”, *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). ‘Post-Pleistocene adaptations’ in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). “Origins of Food Production”, *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). “The State, the Chicken, and the Egg; or, What Came First” in R. Cohen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.
- James, T.G.H. (1979, 2005). *The British Museum’s Concise Introduction to Ancient Egypt* British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9

– 183.

- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.
- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams, D. (2002). *The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). “Models of Social Evolution: Trajectories from the Neolithic to the State”, *Man*, New Series, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Pre-hispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*. London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions:*
 - W.W. Norton & Co.
 - Sherratt, A. (1996) “Sedentary Agricultural and nomadic pastoral populations’ in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J.de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
 - Starr, H. (2005). “Subsistence Models and metaphors for the Transition to Agriculture in North western Europe”, MDIA, Issue Title: Subsistence and Sustenance, Vol.15, no. 1, Arbor, Ann. (2005) Publishing, University of Michigan Library [url: http://hdl.handle.net/2027/spo.0522508.0015.103](http://hdl.handle.net/2027/spo.0522508.0015.103).
 - Website: www.bradshawfoundation.com
 - Wright, G. A. (1992). “Origins of Food Production in Southwestern Asia: A Survey of Ideas”, *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990*, Vol.33, No. 1, Feb., 1992, pp. 109-139.
 - Yoffee, Norman. (2004). *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
 - कोरोर्वकन, फ्योिोर. (2019). प्राचीन र् वि ईतहास का पर्चय, Delhi: Medha Publishing House.
 - राय, U.N. (2017). र् वि सभ्यता का ईतहास, र् िल्ली: राजकमल प्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is a history of a region/s relatively unfamiliar to students,

adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned reading.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords: Human Evolution, Pleistocene, Hunter-gatherers, bands, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Domestication, Neolithic Revolution, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'State', Kingship, Bronze Age, Nomadic Pastoralism.

Course Type: DSC (Discipline Specific Core)

Course Title: History of Modern China (c. 1840 – 1950s)

Course 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 completion of this course the students 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 discourses 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.

Course Content:

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

1. The Revolution of 1911: Nature and Significance
2. 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 Yen-an ; Communist victory (13 lectures)

Essential Readings and Unit Wise Teaching Outcomes:

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: 3 Weeks)

- Chesneaux, 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 :4 weeks)

- Peffer, 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).
- Chesneaux, 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: 4 ½ Weeks)

- 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.
- Lazzarani, 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: 4 ½ Weeks)

- 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 andTransformation*. 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.
- पणतः बकर, .ीकू 1ण व3कटेश.(1967) एशया क@ अवकासोम ख एकता. लखनऊ : कहानि समोत, सच उरविेश.
- ना अवभाग,
- अनाके , हरे ङड, एम. (1974). पवZ एशया का आधोनक इतहास. लखनऊ: कहानि समोत सच ना अवभाग.
- एसटाइन, इजराइल.(1984). अफम युध से मरु etतक.किलन: अतररा1fनय वकाशन.
- चीन का भग ोल, (1985). अविशी भाषा वकाशन गह, पेइचग
- प.त, शैला. (2005) आध ोनक चीन का उयि. किलन : इमडप3ड3ट पनलके शन क. पनी
- >म.कू 1णकात.(2005).बीसवीं सिन का चीन: रा1fवाि और सापयवाि, qãथ>शपी.
- अव्याल.कार, ससयके तु . (2015). एशया का आधोनक इतहास, मसरू N: .ी सरवती सिन.
- सराओ, के . टन. एस. (2015) आधो ोनिशालय.

- व्याख्यान: कर्माचार्य
 मोहित शर्मा, मनोरंजन (2017) माओ से-तुंग का राजनीतिक चिंतन. दिल्ली: राधाशर्मा.
 पांडेय, धनपति. (2017). आधुनिक एशिया का इतिहास. दिल्ली: मोतीलाल बनारसीदास.

Teaching Learning Process:

Classroom teaching will be enriched by discussions and presentations made by the students in class and/or in tutorials. Presentations shall focus either on important themes covered in class

lectures, or on specific readings. Overall, the Teaching-Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period.

Assessment Methods:

Since this is a core course, the students should be encouraged to explore the subject through as many diverse media and in as many ways as possible. Students will be encouraged to innovatively use diverse learning aids, such as maps, texts on historical geography, literature, media reports, documentaries, and movies.

Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100

Keywords: China, Confucianism, Canton, Opium, Imperialism, Revolt, Reform, Sun Yat-sen, Revolution, Nationalism, KMT, CCP, Communism, MaoTse-Tung, Kiangsi, Yenan, Peasantry, Soviets.

Course Type: Generic Elective (GE)

Course Title: Delhi Through the Ages: The making of its early Modern History

Course Objective:

The objective of the paper is to explore the city of Delhi from its early history to the eighteenth century. The city grew into one of the largest cities in the world and was the capital of some of the great empires. As capital Delhi profited from continuous immigration, state patronage and vibrant cultural life. The city was not merely dependent upon its rulers for cultural and political sustenance. The course also focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence.

Learning Outcomes:

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

- To acquaint students with the history of Delhi till the early modern period.
- Analyse the processes of urbanization as shaped by political, economic and social changes

Course Content:

Unit I: Delhi's Early History: Indraprastha, Ashokan Edicts, Mehrauli Iron Pillar, Lalkot

Unit II: From Settlements to Cityscape - Understanding the 13th and 14th Century Cities of Delhi.

Case Study Any Two:

1. Dehli-i Kuhna's Masjid-i Jami
2. Siri
3. Ghiyaspur-Kilukhari
4. Tughulqabad
5. Firuzabad

Unit III: 16th to 17th Century Delhi:

1. Humayun's Garden Tomb
2. Morphology of Shahjahanabad

Unit IV: 18th Century Delhi - Understanding political and social changes

Essential Readings:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha ancient edicts and pillars and the Tomar and Chauhan constructions. (Teaching Time: 3 Weeks)

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press
- Mani, B.R. (1997). *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International

Unit 2: This unit will study the cities of Sultanate Delhi in the 13th and 14th centuries. It will discuss the various reasons for the shift of capitals and the changing character of the city. Case studies of any two of these cities will be undertaken. Students will be encouraged to plan field trips related to the themes and readings. (Teaching Time : 4 Weeks)

- Ali, Athar. (1985). “Capital of the Sultans: Delhi through the 13th and 14th Centuries”, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Kumar, Sunil. (2019) “The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi”, in Kumkum Roy and Naina Dayal. (Ed.). *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Kumar, Sunil. (2011). “Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE” in Albrecht Fuess and Jan Peter Hartung. (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) ‘Qutb in Modern Memory’. In: Kaul, Suvir, (ed.), *Partitions of Memory*. Delhi: Permanent Black, pp. 140-182.
- Jackson, Peter. (1986). ‘Delhi: The Problem of a Vast Military Encampment’, in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). ‘Persian Histories and a Lost City of Delhi’, *Studies in People's History*, vol. 1, pp. 163–171
- Aquil, R. (2008). “Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam.” *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). “The Tughluqs: Master Builders of the Delhi Sultanate “: *Muqarnas*, vol. 1 pp. 123-166.
- Welch, Anthony. (1993). *Architectural Patronage and the Past: The Tughluq Sultans of India*: Muqarnas, Vol. 10, Essays in Honor of Oleg Graber, pp. 311-322, Published by Brill. <https://www.jstore.org/stable/1523196>

Unit 3: This unit will explore the structure and meanings of Humayun’s Garden Tomb and morphology of the imperial city of Shahjahanabad, in the 16th and 17th centuries (Teaching time: 4 weeks)

- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Blake, Stephen, (1985). “Cityscape of an Imperial City: Shahjahanabad in 1739”, in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.

- Hasan, Nurul, S. (1991). “The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad”, In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta, Narayani. (1993). “The Indomitable City,” in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). “Diwan-i’Amm and Chihil Sutun: The Audience Halls of Shah Jahan”. *Muqarnas*, vol. 11, pp. 143-165.
- Lowry, Glenn D. (1987). *Humayun’s Tomb: Form Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Dickie, James (Zaki, Yakub), (1985). *The Mughal Garden: Gateway to Paradise*, *Muqarnas*, Vol. 3, pp. 128-137.
- Koch, Ebba. (1997). ‘Mughal Palace Gardens from Babur to Shahjahan (1526-1648), *Muqarnas*, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). “The Mighty Defensive Fort’: Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.” *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 4: This unit will discuss the developments in Shahjahanabad in the 18th century. The ‘decline’ in the authority meant turbulence in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced by some and seen as a challenge by others. (Teaching Time: 4 Weeks)

- Alam, Muzaffar. (2013) “Introduction to the second edition: Revisiting the Mughal Eighteenth Century” in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-lxiv
- Ataullah. (2006-2007). “Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city” *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Raziuddin Aquil, (2017) “Violating Norms of Conduct” in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

Suggested Readings:

- Anthony Welch, ‘A Medieval Centre of Learning in India: The Hauz Khas Madrasa in Delhi’, *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, ‘The Shrine of the Holy Footprint in Delhi’, *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). “Delhi Walled: Changing Boundaries” in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.

- Bayly, Christopher Alan. (1986). “Delhi and Other Cities of North India during the ‘Twilight’”, in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E.Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi:Oxford University Press, pp. 106-116.
- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Habib, Irfan. (1978). ‘Economic History of the Delhi Sultanate -- an Essay in Interpretation’, *Indian Historical Review* vol. 4, pp. 287-303.
- Flood, Finbarr B. (2008). “Introduction” in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Matsuo, Ara. (1982). “The Lodi Rulers and the Construction of Tomb-Buildings in Delhi”. *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) “Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History.” *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *A Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). “A True Beginning in the North” and “A Phenomenon called ‘Vali’” in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. (2003). “Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi” *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, ‘Saintly Visions: Other histories and history’s others in the medieval ruins of Delhi’ *IESHR*, 49 (2012).
- Pinto, Desiderios. 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.

Teaching Learning Process:

Classroom teaching is supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background,

adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentary films and power point presentations, and an appropriate field- visit will be used where necessary.

Assessment Methods: Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for the final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks To-
tal: 100 Marks

Keywords: History, settlements, cityscape, morphology, social empowerment, Delhi, Urbanisation

Course Type: Generic Elective (GE)

Course Title: Science, Technologies and Humans: Contested Histories

Course Objectives:

This course proposes to examine the history of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’. Human instinct to understand the unknown and the need to predict the future which often ventures into providence has been explored through case studies of astronomy and astrology. The paper analyses the impact of hegemony of Colonial science on traditional knowledge systems. It proposes a case study to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitutes an important component of this paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures and women in sciences that shaped the nature of scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of ‘dual use’ technologies.
- Define various initiatives taken by the government for promotion of science and technology.

Course Content

Unit 1: Science, Technology and Society

1. Revisiting ‘Scientific Revolution’
2. Colonialism and Science

Unit 2: Science: Contestation and Exchanges

1. Decimal and Zero
2. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics

1. Generic Medicines
2. Industrial Disasters

Unit 5: Science and nation making

1. Atomic Power
2. Policies and Institutions
3. Homi Jehangir Bhabha, Meghnad Shaha, E. K. Janaki Ammal

Essential Readings and Unit Wise Teaching Outcomes:

Unit-1: Science and technology have a very complex relationship with society. Populating of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. **(Teaching Time: 4 weeks Approx.)**

- Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*. New Delhi: Orient Longman. pp. 1-24/36.
- मल्ल, गुणाकर. (२००५). भारतीयईतहासमें र्ज्ञान. र्
िल्ली:यात्रीप्रकाशन. (अध्याय: र्ज्ञान और समाज; पृष्ठ ११-२९,
ज्योत्षका आरम्भ और विकास; पृष्ठ ४१-४९, वैर्िकर्गणतकीसमीक्षा; पृष्ठ ५०--६६).
- Bernal, J D. (1969). *Science in History Vol, I: The Emergence of Science*. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. *Journal of Early Modern History*, Vol. 21 (No.5), pp. 445-458.
- Habib, S Irfan and Raina, Dhruv. (2007). 'Introduction', in S Irfan Habib & Dhruv Raina. (Eds.). *Social History of Science in Colonial India*. Delhi: Oxford University Press. pp. XII-XL.
- (Revised version published as S Irfan Habib & Dhruv Raina, 'Introduction' in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII-XL.)
- Kumar, Deepak, *Science and the Raj*, OUP, 1998 (Introduction).

Unit-2: Students will understand the politics associated with appropriation of 'Scientific' heritage through the case study of the decimal and zero. It will also teach them about the politics of documentation and its importance during early modern times. **(Teaching Time: 4 weeks Approx.)**

- Nanda, Meera. (2016). 'Nothing that is: Zero's Fleeting Footsteps', in *Science in Saffron: Skeptical Essays on History of Science*. Delhi: Three Essays Collective. pp. 49-92.
- Grove, Richard. (1996). 'Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature'. *Modern Asian Studies*, Vol. 30 (No. 1), pp. 121-143.
- Joseph, George V., *A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact*, Sage Publication, 2009 (Introduction).

Unit-3: This unit will make an attempt to convey that science and technology need to be carefully historicized in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. **(Teaching Time: 3 weeks Approx.)**

- Mazumdar, Pradip. (2017). 'The Generic manoeuvre'. *Economic and Political Weekly*, Vol. LII (No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). 'Are we prepared for another Bhopal?' in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp. 530-43. **(Also available in Hindi)**
- Banerjee, Madhulika, *Power, Knowledge, Medicine: Ayurvedic Pharmaceuticals at Home and in the World*, Hyderabad: Orient Blackswan, 2009 (Introduction).

Unit-5: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and women; associated institutions and their contribution in nation making. **(Teaching Time: 3 weeks Approx.)**

- Kosambi, D. D. (2016). 'Atomic Energy for India', in Ram Ramaswamy, ed., *D.D.Kosambi:Adventures into the unknown: Gurgaon: Three Essays Collective*. pp. 59-70.
- Marshal, Eliot. (2007). 'Is the Friendly Atom Poised for a Comeback?' in MaheshRangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.544-49. **(Also available in Hindi)**
- Banerjee, Somaditya. (2016). 'Meghnad Shaha: Physicist and Nationalists'. *Physics Today*, Vol.69 (No.8), pp. 39-44.
- Wadia, Spenta R. (2009). 'Homi Jehangir Bhaba and the Tata Institute of Fundamental Research'. *Current Science*, Vol.96 (No.5), pp. 725-33.
- Krishna, V.V. (2013). 'Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment'. *Economic and Political Weekly*, Vol. 48 (No.16), pp. 15-19.
- Damodaran, Vinita. (2013). 'Gender, Race and Science in Twentieth-Century India: E.K. Janaki Ammal and the History of Science.' *History of Science*, Vol. 51 (No. 3), pp. 283- 307.
- Chattopadhyay, Anjana. (2018). 'Janaki Ammal, Edavaleth Kakkat (1897-1984)', in *Women Scientists in India: Lives, Struggles and Achievements*, New Delhi: National BookTrust, pp. 170-172.

Suggested Readings:

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII (No.9), pp. 45-47.
- Chaterjee, Santimay. (1994). 'Meghnad Shaha: The Scientist and the Institution maker.' *Indian Journal of History of Science*, Vol.29 (No.1), pp. 99-110.
- Habib, Irfan. (2008). *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika (Also available in Hindi).
- Qaisar, A J. (1982). *Indian Response to European Technology and Culture AD 1498-1707*, Bombay: Oxford University Press.
- Rahman, Abdur. (1984). *Science and Technology in Indian Culture: A Historical Perspective*. Delhi: National Institute of Science, Technology & Development Studies

Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi Also :(<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>).

- Zimmerman, F. (1987). 'Monsoon in Traditional Culture', in Jay S. Fein and Pamela L. Stephens, eds., *Monsoon*. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:

- *The Fugitive* A movie featuring Harrison Ford.
- *The Effects of the Atomic Bomb on Hiroshima and Nagasaki* (<https://www.youtube.com/watch?v=3wxWNAM8Cso> and <https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5>)

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and there by engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks To-

tal: 100 Marks

Keywords: Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

UNIVERSITY OF DELHI

Multi-Disciplinary Programme with History as MAJOR (Module-II)
(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF) (Effective
from Academic Year 2022-23)



DSC-1- History of India from earliest times up to 300 CE

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
History of India from earliest times up to 300 CE	DSC-01	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in *Annexure-I*

DSC-2- Ancient Societies

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
Ancient Societies	DSC-02	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in *Annexure-II*

UNIVERSITY OF DELHI

Multi-Disciplinary Programme with History as MINOR (Module-I) (SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF) (Effective
from Academic Year 2022-23)



DSC-1- History of India from earliest times up to c. 300 CE

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
History of India from earliest times up to c. 300 CE	DSC-01	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in *Annexure-III*

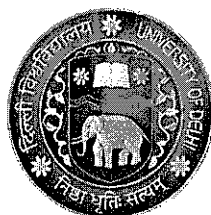
UNIVERSITY OF DELHI

Generic Electives in Bachelor of Multidiscipline (History) (SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Content of the Course & Reference
				L	T	P		
1	Culture & Everyday life in India	GE-01	4	3	1	0		<i>Annexure-IV</i>
2	Understanding History	GE-02	4	3	1	0		<i>Annexure-V</i>

UGCF- 2022
BA (MULTIDISCIPLINARY)
SEMESTER – I

Course Type: DSC (Discipline Specific Core)

Course Title: History of India from earliest times up to c. 300 CE

Course Objectives:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

Learning Outcomes:

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

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

Course Content:

UNIT I: Sources for interpreting early Indian history

UNIT II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic.

UNIT III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline.

UNIT IV: Vedic and Megalithic cultures: an overview

UNIT V: Second urbanization, material and social changes, Buddhism and Jainism.

UNIT VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts

UNIT VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society

UNIT VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas

Essential Readings and Unit-Wise Teaching Outcomes:

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 1 week approx.)

- Chakrabarti, D.K. (1990). *India: An Archaeological History*. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). *The Coinage of Ancient India*. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). *Indian Epigraphy*. Delhi: OUP.
- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) *The Archaeology of India*. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld. (अध्याय 3-5)
- जयसवाल विदुला (1987) *भारतीय इतिहास के आदि चरण की रूपरेखा*. दिल्ली: स्वाति पब्लिकेशन
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 3 weeks approx.)

- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्वा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 2)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world (परिशिष्ट I)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): *The History and Culture of Indian People*. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press (Chapter 1)

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 4)

- Sahu, B.P. (ed.) (2006), *Iron and Social Change in Early India*, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of *Dhamma* during the Mauryan Empire. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 4)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) *Ashoka in Ancient India*. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). *Political History of Ancient India*. New Delh: OUP
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 1 week approx.)

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press. (Chapter 2)
- Sastri, K. A. Nilakantha. (1955) *A History of South India from Prehistoric Times to the fall of Vijayanagar*. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Mac-Millan. (Chapter 5)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) *Society and Culture in Post-Mauryan India c.200 BC to AD 300*. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

Suggested Readings:

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and powerpoint presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment:25 Marks

Written Exam: 75 Marks Total: 100 Marks

Keywords: Prehistory, Harappan civilization, Megalithic, second urbanisation, Empire, *Dhamma, Tamilakam*.

Course Type: DSC (Discipline Specific Core)

Course Title: Ancient Societies

Course Objective:

The course aims towards enabling students to have a broad understanding of various Ancient Civilizations with special focus on complexities in State Formation, society, economy, religion and culture. An overview of the ecological impact on their emergence, craft and trade, emerging cultural patterns, art and architecture and religion will be discussed related to the Indian, Mesopotamian, Egyptian, Greek and Chinese Civilizations. Students will get to familiarize themselves with fundamental concepts like 'Bronze Age', 'Civilization', 'Culture', 'Urban Revolution', and 'State'. Various craft technology especially metal technology and debates around it will also be introduced to them. The course strives to generate interest in students to learn about metal technology and its contribution to the emergence and growth of Ancient Civilizations.

Learning Outcomes:

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

- Define and explain concepts like Urban Revolution, Bronze Age and Civilization.
- Discuss the debate around metal technology.
- Describe ecological and other reasons for emergence of the various civilizations.
- Understand social complexities of different civilizations.
- Explain trends in the economy of these civilizations.
- Gain an understanding of cultural patterns and religious developments.

Course Content:

UNIT I: Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology

UNIT II: Bronze Age Civilizations- India / China (Shang Dynasty)

UNIT III: Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture

UNIT IV: Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture

Essential Readings and Unit wise Teaching outcome:

Unit I: This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 2 Weeks approx.)

- Childe, G. (1950). "The Urban Revolution," *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.

- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

UNIT II: This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 4 Weeks approx.):

India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (तं संधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.
- China
- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

UNIT III:(Teaching period: 4 Weeks)

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in Southern Mesopotamia. The unit will also deal with Egypt that presented another model of civilizational development with the Pharaonic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. *Understanding Early Civilizations: A Comparative Study.* Cambridge: Cambridge University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्कों, तिल्ली: मानक प्रकाशन (Ch. 4)
- Egypt:
- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/RandomHouse.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History.* Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt.* New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. *Pottery and Economy in the Old Kingdom.* Leiden: Brill.
- Teeter, Emily. 2011. *Religion and Ritual in Ancient Egypt.* New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', *Archaeology*, 40 (1): 22.
- Morenz, S. 1960. *Egyptian Religion.* (A. E. Keep, trans.) New York: Cornell University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्कों, तिल्ली: मानक प्रकाशन (Ch. 5).

UNIT IV: This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek mythology and pantheon. (Teaching Period: 4 Weeks)

- M. I. Finley, The Ancient Greeks, 1963.
- M. I. Finley, Early Greece: The Bronze and Archaic Ages, 1970.
- Sarah Pomeroy, Goddesses, whores, wives and Slaves, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). Becoming Visible: Women in European History, 1977, pp.36-59.
- Renfrew, Colin. (1999). The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C. London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In Companion Encyclopedia of Archaeology. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505–545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्कों, तिल्ली: मानक प्रकाशन (Ch. 6).
- Suggested Readings:
- Burns, Edward McNall, and Philip Lee Ralph. (1982). World Civilizations: Their History and Their Culture. Norton, New York.
- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi also).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-Cultural Trade in World History. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). Ancient Europe (8000 B.C -A.D. 1000). An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

Video Recommendations:

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

Teaching Learning Process:

The Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. Classroom teaching, classroom discussions, and student presentations in class and/or in tutorials will be followed. Thematic presentations, individual/group, or civilization specific can be done. Since this paper traces the history of civilizations, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar

presentations by specialists in the field. Since this paper engages with the Bronze Age civilizations, much focus will also be on debates around technological specialisation and its contribution to the social growth. Attention shall be given to background introductory lectures and discussions.

Assessment Methods:

Continuous assessment process shall be adapted to measure their grasp on debates and discussions covered in the class. Two written assignments along with one presentation can be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Key Words: Civilization, historiography, sources, urban revolution, technology, bronze age, kingship, religion, culture, ecological

UGCF- 2022
BA (MULTIDISCIPLINARY)
MODULE I
SEMESTER – I

Course Type: DSC (Discipline Specific Core)

Course Title: History of India from earliest times up to c. 300 CE

Course Objectives:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

Learning Outcomes:

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

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

Course Content:

UNIT I: Sources for interpreting early Indian history

UNIT II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic.

UNIT III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline.

UNIT IV: Vedic and Megalithic cultures: an overview

UNIT V: Second urbanization, material and social changes, Buddhism and Jainism.

UNIT VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts

UNIT VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society

UNIT VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas

Essential Readings and Unit-Wise Teaching Outcomes:

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 1 week approx.)

- Chakrabarti, D.K. (1990). *India: An Archaeological History*. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). *The Coinage of Ancient India*. Jodhpur: Kusumanjali Prakashan.
- झा, डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). *Indian Epigraphy*. Delhi: OUP.
- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) *The Archaeology of India*. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) *भारतीय इतिहास के आदि चरण की रूपरेखा*. दिल्ली: स्वाति पब्लिकेशन
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 3 weeks approx.)

- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्वा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 2)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld (परिशिष्ट I)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): *The History and Culture of Indian People*. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press (Chapter 1)

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 3)

- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), *Iron and Social Change in Early India*, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of *Dhamma* during the Mauryan Empire. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 4)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) *Ashoka in Ancient India*. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). *Political History of Ancient India*. New Delh: OUP
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 1 week approx.)

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press. (Chapter 2)
- Sastri, K. A. Nilakantha. (1955) *A History of South India from Prehistoric Times to the fall of Vijayanagar*. New Delhi: OUP (also available in Hindi)

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Mac-Millan. (Chapter 5)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) *Society and Culture in Post-Mauryan India c.200 BC to AD 300*. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

Suggested Readings:

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Gurukkal, Rajan. (1995). “The Beginnings of the Historic Period: The Tamil South” in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be

used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and powerpoint presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Keywords: Prehistory, Harappan civilization, Megalithic, second urbanisation, Empire, *Dhamma*, *Tamilakam*.

presentations by specialists in the field. Since this paper engages with the Bronze Age civilizations, much focus will also be on debates around technological specialisation and its contribution to the social growth. Attention shall be given to background introductory lectures and discussions.

Assessment Methods:

Continuous assessment process shall be adapted to measure their grasp on debates and discussions covered in the class. Two written assignments along with one presentation can be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Key Words: Civilization, historiography, sources, urban revolution, technology, bronze age, kingship, religion, culture, ecological

Course Type: Generic Elective (GE)

Course Title: Culture & Everyday Life in India

Course Objectives:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for workplace, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives, and most people have the same sorts of everyday experiences. At the same time, however, different people across the world have different sorts of everyday lives that are defined by their society. Further, the society itself is defined by peoples’ ideas, values, customs, beliefs, and ways of thinking. All these things may be explained as ‘culture’. While there are several definitions of culture, in this module we will take culture to mean the ‘whole way of life’ of a given group of people who form the urban populace in India. This course explores everyday life in India through mundane aspects like food, beverage, and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema, recreational outings or seeking guidance for well-being. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstances.

Learning Outcomes:

At the completion of this course the student will be able to:

- Identify some of the basic components of culture that determine our everyday existence
- The complex nature of the relationship between everyday life and society in urban India.
- Appreciate that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized.
- Appreciate an interdisciplinary approach that is indispensable for reading culture in any given society.
- Analyse cultural behaviour through multiple frames of reference.

Course Content:

Unit I: Culture and everyday life

Unit II: Sustenance and beyond: Chai, coffee & paan

Unit III: Religion everyday - at the threshold, shrine, and online

Unit IV: The everyday global in g/local: Metro, malls, and pilgrimage online

Essential Readings and Unit wise Teaching outcome:

Unit I. Culture and everyday life

The readings in this Unit initiate discussion about the emergence of culture as a specific field of sociological analysis and draw attention to the relationship between ‘culture’ and ‘everyday life’. Further, these readings discuss if there is something peculiar about Indian culture. **(12 Lectures)**

- David Inglis, “Introduction” in *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005, pp. 1-14.
- S. Radhakrishnan, “Culture of India” in *The Annals of the American Academy of Political and Social Science*, Vol. 233, India Speaking (May 1944), pp. 18-21.
- A. K. Ramanujan, “Is There an Indian Way of Thinking? An Informal Essay” in Vinay Dharwarkar ed., *The Collected Essays of A.K. Ramanujan*, New Delhi: OUP, 1999, pp. 34- 51.
- Kathryn Hansen, “Who wants to be a cosmopolitan? Readings from the composite culture”, *The Indian Economic and Social History Review*, Vol. 47, No. 3 (2010), pp. 291–308.

Unit II. Sustenance and beyond: Chai, coffee & paan

In the opinion of some scholars India, traditionally, most discourses on food have centred on social and religious rituals. The following articles discuss how historical circumstance has redefined culinary patterns in India by introducing new foods and beverages like tea and coffee. **(12 Lectures)**

- Ashis Nandy, “The Changing Popular Culture of Indian Food: Preliminary Notes”, *South Asia Research*, Vol. 24, No. 1 (May 2004), pp. 9–19.
- Philip Lutgendorf, “Making tea in India: Chai, capitalism, culture”, *Thesis Eleven*, vol. 113(1), pp. 11-31.
- A. R. Venkatachalapathy, ““In those days there was no coffee’: Coffee-drinking and middle-class culture in colonial Tamilnadu”, *The Indian Economic & Social History Review*, vol. 39 (2–3), pp. 301–316.
- M. Gowda, “The Story of Pan Chewing in India”, *Botanical Museum Leaflets*, Harvard University, Vol. 14, No. 8 (January 15, 1951), pp. 181-214.

Unit III. Religion everyday - at the threshold, shrine, and online

Religion is a significant aspect of everyday life. Rituals define the boundary between the private and public lives. Ritual observance in the public sphere invites community participation and defines religiosity in a wider cultural context. **(12 Lectures)**

- Jyotsna S. Kilambi, “Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad”, *RES: Anthropology and Aesthetics*, No. 10 (Autumn, 1985), pp. 71-102.
- Harjot Singh Oberoi, “The Worship of Pir Sakhi Sarvar: Illness, Healing and Popular Culture in the Punjab”, *Studies in History*, vol. 3/1 (February 1987), pp. 29–55.
- Heinz Scheifinger, “The Jagannath Temple and Online Darshan”, *Journal of Contemporary Religion*, vol. 24:3, pp. 277-290.

Unit IV: The everyday global in g/local: Metro, malls, and leisure

Life in a metropolitan is largely regulated by means of commutation, access to utilities and convenience of rendering the everyday business of living. This theme identifies cinema, modern holy cum entertaining urban spaces as significant for creating leisure in city life. The four essays discuss our changing response to everyday existence in a globalized world. **(9 Lectures)**

- Rashmi Sadana, “On the Delhi Metro: An Ethnographic View”, *Economic and Political Weekly*, Vol. 45, No. 46 (November 13-19, 2010), pp. 77-83.
- Malcolm Voyce, “Shopping Malls in India: New Social 'Dividing Practices’”, *Economic and Political Weekly*, Vol. 42, No. 22 (Jun. 2-8, 2007), pp. 2055-2062.
- Philip Lutgendorf, “Is There an Indian Way of Filmmaking?”, *International Journal of Hindu Studies*, Vol. 10, No. 3 (December 2006), pp. 227-256.
- Joanne Punzo Waghorne, “Engineering an Artful Practice: On Jaggi Vasudev’s Isha Yoga and Sri Sri Ravishankar’s Art of Living” in *Gurus of Modern Yoga*, eds., Mark Singleton & Ellen Goldberg, New York: OUP (2014), pp. 283-307.

Suggested Readings:

- David Inglis, *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005.
- Maya Warriar, “Online Bhakti in a Modern Guru Organization”, Chapter 14 in *Gurus in Modern Yoga*, eds., Mark Singleton and Ellen Goldberg, New York: OUP, 2013, pp. 308- 327.
- K.N. Panikkar, “Culture as a Site of Struggle”, in *Social Scientist*, Vol. 37, No. 5/6 (May-June 2009), pp. 21-37.
- Pushpesh Pant, “INDIA: Food and the Making of the Nation”, in *India International Centre Quarterly*, Vol. 40, No. 2 (AUTUMN 2013), pp. 1-34.
- R. S. Khare, “Anna”, in Sushil Mittal and Gene Thursby, eds., *The Hindu World*, New York: Routledge, 2004
- Samta P. Pandya, “‘Guru’ Culture in South Asia: The Case of Chinmaya Mission in India”, in *Society and Culture in South Asia*, 2016, Vol. 2(2), pp. 204–232.
- Darshana Sreedhar Mini, “Attukal 'Pongala': The 'Everydayness' in a Religious Space”, *Journal of Ritual Studies*, Vol. 30, No. 1, Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance (2016), pp. 63-73.
- Yousuf Saeed, “Jannat ki Rail: Images of Paradise in India’s Muslim Popular Culture”, in Mumtaz Currim (ed.), *Jannat: Paradise in Islamic Art*, Mumbai: Marg Foundation, 2012.
- Sanjay Srivastava, “Shop Talk: Shopping Malls and Their Publics”, in *Consumer Culture, Modernity and Identity*, edited by Nita Mathur, Sage, 2014, pp. 45-70.
- Sanjay Srivastava, “Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi,” *Economic and Political Weekly*, Vol. 44, No. 26/27 (June 27 - Jul. 10, 2009), pp. 338-345.

Teaching_Learning_Process:

Classroom_teaching_supported_by_group_discussions_or_group_presentations_on_specific_themes/readings. Given that the students enrolled in the course are from a non-history background,_adequate emphasis shall be given during the lectures to what is broadly meant by the historical_approach_and the_importance_of_historicising_various_macro_and_micro-level_developments/phenomena. Interactive sessions through group discussions or group presentations_shall be used to enable un-learning of prevailing misconceptions about historical developments and_time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-_visual aids like documentaries and power point presentations, and an appropriate field-visit will be_used_where_necessary.

Assessment_Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students._Students_will_be_assessed_on_their_ability_to_explain_important_historical_trends_and_thereby engage_with_the_historical approach.

Internal_Assessment:_25_Marks

Written_Exam:_75_Marks_To-
tal:_100_Marks

Keywords: Chai,_Coffee,_Paan,_Everyday_Religion,_Pilgrimage_online,_Metro,_Mall,_Leisure,_Yoga

Course Type: Generic Elective (GE)

Course Title: Understanding History

Course Objective:

This course aims to familiarise students with what it means to historicize human activities, and to think historically. It seeks to equip students with an understanding of what historians do, i.e., explore causation; contingency; explain factors that influence individuals and human society; and how historians build on generalizations to construct consistent narratives from historical facts and credible sources. It also familiarizes students with broad kinds of histories written, and the relationship shared between history and other disciplines.

Learning outcomes:

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

- Outline / illustrate the need for historical perspective.
- Explain the historical nature of all human activities and social sphere.
- Distinguish essential features of historical inquiry.
- Identify the essential skills of a historian, and explain the key aspects of the historian's work.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between various kinds of histories.
- Situate history among other disciplines and distinguish the key aspects of their interface.

Course Content:

Unit-I What History Can Tell Us

Unit-II The Historian at Work

Unit-III Issues in History Writing

Unit-IV History and Other Disciplines

Essential Readings and Unit wise Teaching outcome:

Unit-I: This Unit shall explore the meaning of history and historical thinking. The students will be equipped to distinguish the historical perspective from other ways of understanding our individual and collective pasts. (**Teaching time: 3 weeks approx.**)

- Schlabach, Gerald. A Sense of History: Some Components <http://www.geralschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.1 and Ch. 2).
- Marwick, Arthur. (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Daniels, Robert V. (1981). *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.

- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाि)

Unit-II: This Unit shall explore how the historian establishes historical facts, traces historical contexts from the facts, and how the historian evaluates and uses different kinds of sources for history writing. It will familiarize the students with different varieties and frameworks in history writing (social, economic, local, global, etc.). **(Teaching time: 4 weeks approx.)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, “The Historian and His Facts”).
- Marwick, Arthur. (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan (Ch. 5, The Historian at Work: Historical Facts and Historical Sources).
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall (pp. 47-61).
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch. 3, “Mapping the Field”, Ch. 4, “The Raw Materials” and Ch. 5, “Using the Sources”).
- अशोक चक्रधर (अनुवािक), इततहास क्या है – ई.एच. कार। Macmillan, 2000. (Chapter-1)
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाि) (Chapter-5)

Unit-III: This Unit will familiarise the students about how historians understand, describe and explain the past. The student will be introduced to some of key aspects of history writing, i.e., causation, narrative building, explanation and generalization. **(Teaching time: 4 weeks approx.)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.4, “Causation in History”).
- Marwick, Arthur. (1989) *The Nature of History*. Third edition, Hampshire and London: MacMillan (Ch. 6, pp. 242-255).
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.6, “Writing and Interpretation”).
- अशोक चक्रधर (अनुवािक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.
- एररक हॉब्सबॉम, इततहासकार की तचंता । ग्रंथ तशल्पी, 2007 (अनुवाि) ।

Unit-IV: This Unit will familiarize the students with the relationship between history and other disciplines, and how the interface enriches history writing, as well as their understanding of other disciplines. **(Teaching time: 3 weeks approx.)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.3, “History, Science and Morality”).
- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch. 3, “History and Other Disciplines”).

- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*. Centre for South Indian Studies: Trivandrum [Ch.2-Part II: History and Social Science; Ch.2-Part III: History and the Humanities; Ch.5; Ch.7]. [Also available in Hindi].
- अशोक चक्रधर (अनुवाकिक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.

Suggested readings:

- Ambedkar, B.R. (1948). 'Preface' in *The Untouchables: Who were They and Why did They Become Untouchables?*. Reproduced in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 7, New Delhi: Ministry of Social Justice and Empowerment, 1990, pp. 239-245.
- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). *American Historical Review* 37 (January), pp. 221-36, reprinted in Adam Budd (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge (“Everyman His Own Historian”, Presidential Address).
- Bloch, Marc. (1992). *The Historian’s Craft*, Manchester: Manchester University Press, reprint, pp. 190-197; 60-69 and 138-144.
- Budd, Adam. (Ed.). (2009). *The Modern Historiography Reader: Western Sources*. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 (“What is a Historian?”).
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus (Ch. 21, “Identity History is Not Enough”).
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History” and “Ch.7, “Historians’ Skills”).
- Smith, Bonnie G. (1998). *The Gender of History: Men, Women and Historical Practice*. Cambridge, M.A.: Harvard University Press. (Relevant chapters).
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.5, “The Themes of Mainstream History”).
- लाल बहादुर जयसवाल, इततहास के बारे में । 1984
- माका ब्लॉक, इततहासकार का तथ्य । मेधा पम्भबलतशंग हाउस, 2013 (अनुवाकिक)

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Keywords: History, Collective Past, Causation, Narrative, Generalization, Explanation, Interpretations, Disciplines

NOTIFICATION**Sub: Amendment to Ordinance V****[E.C Resolution No. 38-1/ (38-1-2) dated 08.12.2022]**

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-II of the following departments under Faculty of Social Sciences based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.

FACULTY OF SOCIAL SCIENCES**DEPARTMENT OF POLITICAL SCIENCE****Category-I**

BA (Hons.) Political Science

DISCIPLINE SPECIFIC CORE COURSE – 4: Perspectives on Public Administration

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		
Perspectives on Public Administration DSC 4	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the non-mainstream trends, including feminism and perspectives from the Global South on public administration

Learning outcomes

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the discipline of Public Administration
- Understand how theorising is done in this discipline
- Understand how new perspectives like that of gender influence the orientation of both theory and practice in the discipline.

SYLLABUS OF DSC-4

UNIT – I (12 Hours)

Public Administration as a Discipline

- a. Ancient Roots of Public Administration: Perspectives from India (Kautilya's Arthashastra)
- b. Modern PA: An overview of the theoretical journey
- c. Principles of Public Administration
- d. Theorising Public Administration

UNIT – II (15 Hours)

Mainstream/ Traditional Theoretical Perspectives

- a. Scientific management (F.W.Taylor)
- b. Ideal-type bureaucracy (Max Weber)
- c. Human relations theory (Elton Mayo)
- d. Rational decision-making (Herbert Simon)
- e. Ecological approach (Fred Riggs)

UNIT – (09 Hours)

Contemporary Theoretical Perspectives

- a. New Public Management, New Public Service
- b. Multiple Perspectives on Governance: Good Governance, Collaborative Governance, Network Governance, Digital Governance

UNIT – IV (09 Hours)

Gender Perspectives on Public Administration

- a. Gender and Governance
- b. Gender sensitivity and participation in administration

Essential/recommended readings

Unit 1. Public Administration as a Discipline

- a. Ancient Roots of Public Administration

Kumar, A. Administration in Kautilya's Arthashastra in M.M. Shankhder & G. Kaur *Politics in India* Deep and Deep Publications, New Delhi, 2005, pp. 83-94.

Muniyapan, B. Kautilya's Arthashastra and Perspectives on Organizational Management *Asian Social Science* Vol. 4, No. 1 January 2008, PP. 30-34.

- b. Modern PA: An overview of the theoretical journey

D. Rosenbloom, R. Kravchuk. and R. Clerkin (2022), *Public Administration: Understanding Management, Politics and Law in Public Sector*, 9th edition, Routledge, New York, pp. 1-40.

W. Wilson (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: A Reader*, New Delhi: OUP, pp. 85-101.

c. Principles of Public Administration

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, Ch 2(Paradigms of Public Administration).

d. Theorising Public Administration

F. H. George, K. B. Smith, C. W. Larimer and M. J. Licari (2015) *The Public Administration Theory Primer*, Chapter Introduction: The Possibilities of Theory, Routledge.

Unit 2. Mainstream/ Traditional Theoretical Perspectives:

D. Gvishiani (1972) *Organisation and Management*, Moscow: Progress Publishers.

F. Taylor (2004), 'Scientific Management', in J. Shafritz, and A. Hyde (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth.

P. Mouzelis (2003), 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya (eds), *Public Administration: A Reader*, New Delhi: OUP.

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana (eds.) (2010), *Administrative Thinkers*, Sterling Publishers.

M. Weber (1946), 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology* Oxford: Oxford University Press.

Warren G. Bennis (1973), *Beyond Bureaucracy*, Mc Graw Hill.

R. Arora (2003) 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press.

F. Riggs (1964) *Administration in Developing Countries: The Theory of Prismatic Society* Boston: Houghton Mifflin.

Unit 3. Contemporary Theoretical Perspectives

a. New Public Management, New Public Service

S.P. Osborne, & K. Mclaughlin, *New Public Management in Context* in S.P. Osborne, K. Mclaughlin & E. Ferlie (eds). *New Public Management: Current Trends and Future Prospects*, Routledge, London and New York, 2002, pp.7-33.

b. Multiple Perspectives on Governance

A. Manoharan and M. Holzer, *E-Governance and Civic Engagement: Factors and Determinants of E-Democracy*, IGI Global: PA, USA, 2012.

S. Dhal, *E-Governance and Citizen Engagement: New Directions in Public Administration*, New Delhi: Sage Publishers, 2022.

Unit 4. Gender Perspectives on Public Administration

C. Stivers, *Gender Images in Public Administration: Legitimacy and the Administrative State*, California: Sage, 2002, Introduction.

A. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley, 2012.

S. Dhall, *Public Policy Discourse and Sexual Minorities: Balancing Democratic Aspirations, Political Expediency and Moral Rights*, *Indian Journal of Public Administration*, 68 (1), 2022.

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

DISCIPLINE SPECIFIC CORE COURSE – 5: Methods and Approaches in Comparative Political Analysis

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		
Methods and Approaches in Comparative Political Analysis DSC 5	4	3	1	0	12th Pass	NIL

Learning Objectives

This is a foundational course in comparative politics. The aim of this course is to introduce students to the foundational concepts, methods, approaches and the historical legacy of the discipline. The paper offers in-depth discussion on methods, different approaches in terms of their advantages and disadvantages to help understand politics in a critical-comparative framework. Students would be made familiar to the diversity of approaches to study politics such as institutionalism, political culture, political economy and specific debates within each of the approaches. Discussion on a diversity of approaches will highlight different tools, perspectives and parameters to understand the behaviour and functioning of institutions in a political system. This paper would also impart students the ability to use the analytical frame of gender with reference to specific issues like the women’s political representation in comparative perspective. The paper will inculcate reflective thinking and research aptitude in students as they will learn to apply these critical outlooks in understanding politics and political processes, particularly from the perspective of developing societies.

Learning outcomes

On successful completion of the course, students would demonstrate:

- An understanding of the nature, scope, methodology, and legacy of the sub-discipline.
- Awareness of the evolution of the sub-discipline of comparative politics and the challenge of Eurocentrism in the discipline.
- An in-depth understating of various approaches to the study of politics in a comparative framework.
- A basic training in comparative research.

SYLLABUS OF DSC- 5

UNIT – I (09 Hours)

Understanding Comparative Politics

- a. Nature and scope
- b. Why Compare

- c. Understanding Comparative Method: How to compare countries: large *n*, small *n*, single countries studies
- d. Going beyond Eurocentrism

UNIT – II (6 Hours)

Approaches to Studying Comparative Politics: Political System, Structural functional analysis

UNIT – III (6 Hours)

Approaches to Studying Comparative Politics: Traditional and Neo-Institutionalisms

- a. Historical Institutionalism
- b. Rational Choice Theory
- c. Sociological Institutionalism

UNIT – IV (9 Hours)

Approaches to Studying Comparative Politics: Political Culture

- a. Civic Culture (Sydney Verba)
- b. Subculture (Dennis Kavanagh)
- c. Hegemony (Antonio Gramsci)
- d. Post materialism (Ronald Inglehart)
- e. Social capital (R. Putnam)

UNIT – V (9 Hours)

Approaches to Studying Comparative Politics: Political Economy

- a. Underdevelopment
- b. Dependency
- c. Modernisation
- d. World Systems Theory

UNIT – VI (6 Hours)

Gendering Comparative Politics

- a. The Gender Lacuna in Comparative Politics
- b. Political Representation: Women in Government and Politics

Essential/recommended readings

Unit 1. Understanding Comparative Politics

Landman, T. (2003). *Issues and Methods in Comparative Politics: An Introduction*, second edition. London and New York: Routledge, pp. 3-22.

Gerring, J. (2007) The Case Study: What it Is and What it Does in Carles Boix and Susan C. Stokes (eds.) *The Oxford Handbook of Comparative Politics*, Oxford University Press, pp 90-122.

Lijphart, A. (1971). Comparative Politics and the Comparative Method. *The American Political Science Review*, 65, No. 3, pp. 682-693.

Mohanty, M (1975) ‘Comparative Political Theory and Third World Sensitivity’, in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

Chandhoke N (1996) ‘Limits of Comparative Political Analysis’, in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

Kopstein J., and Lichbach, M. (eds) (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

Peters, B. Guy (2020) Approaches in comparative politics, in Caramani, D. (ed.) *Comparative Politics* (5th Edition). Oxford: Oxford University Press.

Roy, A. (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.

Unit 2. Political System, Structural functional analysis

Almond, Gabriel et al. (2011) Comparing Political Systems, in *Comparative Politics Today*, Pearson, pp. 28-38

Almond, Gabriel, Powell G. Bingham, Jr. (1966) An Overview (Ch 2), *Comparative Politics, A Developmental Approach*, Stanford University.

Unit 3. Traditional and Neo-Institutionalisms

Blondel, J. (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.

Pennington, M. (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and M. Pennington (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

Hague, R. and M. Harrop and McCormick, J. (2016) Theoretical Approaches *Comparative Government and Politics: An Introduction*. (Tenth Edition). London: Palgrave MacMillan.

Hall, P., and Rosemary C.R. Taylor (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.

Rakner, L. and R. Vicky (2011) 'Institutional Perspectives', in P. Burnell, et. al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.

Unit 4. Political Culture

Almond, Gabriel A. and Sidney Verba (1963). The Civic Culture: Political Attitudes and Democracy in Five Nations (Chapter 1).

Welzel, Christian and Ronald Inglehart (2020) Political culture, in Caramani, D. (ed.) *Comparative Politics* (5th Edition). Oxford: Oxford University Press

Huntington, Samuel P. (1993). The Clash of Civilizations. *Foreign Affairs*. 72 (3): 22–49.

Howard, M. (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

Rosamond, B. (2008). Political Culture. In Axford, B., Browning, G. K., et. al (eds.), *Politics: An Introduction* (2nd ed.). London and New York: Routledge, pp. 82-119.

Putnam, R. (2000) Thinking About Social Change in America (Ch 1), in *Bowling Alone: The Collapse and Revival of American Community*, Simon and Schuster

Gransci, A., Hegemony (Civil Society) and Separation of Powers, in *Prison Notebooks*, Excerpt from *Selections from the Prison Notebooks of Antonio Gramsci*, edited and translated by Quentin Hoare and Geoffrey Nowell Smith (1999) Elec Book, pp. 506-507.

Unit 5. Political Economy

Chilcote, R. H. (2000) *Comparative Inquiry in Politics and Political Economy: Theories and Issues*, Oxford: Westview Press, pp. 31-52, pp. 57-81.

Esteva, G. (2010) Development in Sachs, W. (Eds.), *The Development Dictionary: A Guide to Knowledge as Power* (2nd ed.). London: Zed Books, pp. 1-23.

So, A. Y. (1990) *Social Change and Development: Modernization, Dependency and World-System Theories*. London: Sage, pp. 91-109.

Wallerstein, I. (1974) The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis, *Comparative Studies in Society and History*, Vol. 16, pp. 387-415

Unit 6. Gendering Comparative Politics

Baldez, Lisa (2010) Symposium. The Gender Lacuna in Comparative Politics. March 2010 | Vol. 8/No. 199-205.

Beckwith, Karen (2010) Comparative Politics and the Logics of a Comparative Politics of Gender. American Political Science Association. Vol. 8, No. 1 (March 2010), pp. 159-168

Hague, Rod, Martin Harrop and McCormick (2019) Political Participation in *Comparative Government and Politics: An Introduction* (11th Edition) Red Globe Press. pp.223-225.

Krook Mona Lena (2011) Gendering Comparative Politics: Achievements and Challenges. *Politics & Gender* 7(1), pp 99-105.

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: Introduction to International Relations:
Theories, 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to International Relations: Theories, Concepts and Debates DSC 6	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper introduces students to some of the key theories, concepts and debates of international relations. While historically contextualizing the evolution of mainstream IR theories, students will also learn about the leading debates aimed at de-centering and pluralizing the knowledge-base of IR. The debates and conversations on the genealogies of Indian perspectives on IR are anchored in this backdrop. The students will learn how to critically engage with the Eurocentric view of IR through decolonial accounts that foreground the agency of the colonial experience, race and culture that not only identify proximately with the Global South but are also co-constitutive of European modernity, the social sciences and the foundations of the IR discipline. The course weaves in some of the major concepts—power, sovereignty, empire and international order—that push the boundaries of the discipline through understandings derived from diverse standpoints. The final segment—Global IR and the relational turn in international relations—apprises the students with the new directions in the discipline.

Learning outcomes

At the end of this course, the students would have acquired:

- Familiarization with key theories, concepts, and debates of International Relations.
- Comprehensive re-reading of the origin of IR and its mainstream theories and concepts, with basic tools to question statist ontology and reification of eurocentrism.
- Appreciation of decolonial accounts that challenge the mainstream and parochial International Relations.
- Understanding of the genealogy and contributions of the IR scholarship in India to the disciplinary debates through a re-reading of its classical texts and, contemporary writings.
- Analysis of the assumptions and key concepts of IR such as power, sovereignty, empire and international order.
- Learning about the new directions in IR via a critical engagement with Global IR and the relational turn in IR.

SYLLABUS OF DSC-6

UNIT – I (12 Hours)

What is IR and, its Contested Origins

- a. What is IR
- b. Reading the Big Bangs
- c. Bringing in De-colonial Accounts
- d. Understanding the genealogy of IR discipline in India

UNIT – II (15 Hours)

Theories of IR

- a. Introduction to IR Theories
- b. Realpolitik (Kautilya)/ Realism/ Neo-Realism
- c. Liberalism/ Neo-liberalism
- d. Marxism/ Neo-Marxism
- e. Feminism
- f. Constructivism

UNIT – III (9 Hours)

Concepts

- a. Power
- b. Sovereignty
- c. Empire
- d. International Order

UNIT – IV (9 Hours)

Exploring the Future Trajectories

- a. Global IR
- b. A Relational Turn?

Essential/recommended readings

Unit I. What is IR and the story of its contested origins

a. What is IR?

Essential Readings

David Blaney (2020), “Where, When and What is IR?”, in Arlene B, Tickner and Karen Smith (eds.) *International Relations from the Global South: World of Difference*. Routledge: New York.

Robert Jackson and Georg Sørensen (2019). ‘Why study IR’, in *Introduction to International Relations: Theories and Approaches*, OUP: New York, pp.3-32.

Additional Readings

Nicholson, Michael (2002). *International Relations: A Concise introduction*, NYU Press: NY. pp. 1-15.

Richard Devetak (2012). An introduction to international relations: The origins and changing agendas of a discipline”, in R. Devetak, A. Burke and J. George (eds.) *An Introduction to International Relations*, 2nd ed, Cambridge: Cambridge University Press. pp. 1-19.

b. Reading the Big Bangs

Essential readings

B. De Carvalho, H. Leira and J. M. Hobson (2011). The Big Bangs of IR: The Myths that Your Teachers Still Tell You about 1648 and 1919. *Millennium*, 39(3): 735–758.

Kevin Blachford. (2021). ‘From Thucydides to 1648: The “Missing” Years in IR and the Missing Voices in World History’ *International Studies Perspectives*, 22:4, pp. 495-508.

Additional readings

Amitav Acharya and Barry Buzan (2019). ‘Introduction’ in A. Acharya & B. Buzan, *The Making of Global International Relations Origins and Evolution of IR at its Centenary*, Cambridge University Press: UK. pp. 1–7.

J. Havercroft (2012). “Was Westphalia ‘all that’? Hobbes, Bellarmine, and the norm of non-intervention”. *Global Constitutionalism*, 1 (1): 120-140.

Amitav Acharya and Barry Buzan (2019). ‘International Relations up to 1919: Laying the Foundations’ in *The Making of Global International Relations Origins and Evolution of IR at its Centenary*, Cambridge University Press: UK. pp. 33-66.

c. Bringing in De-colonial Account

Essential Readings

Peter Vale and Vineet Thakur (2020). ‘IR and the Making of the White Man’s World,’ in A.B. Tickner and K. Smith (eds.) *International Relations from the Global South: Worlds of Difference*, London: Routledge, pp. 56-74.

Shampa Biswas (2020). ‘Postcolonialism’, in Tim Dunne, Milja Kurki, and Steve Smith (eds.) *International Relations Theories: Discipline and Diversity*, London: OUP, pp. 219-234.

वी एन खन्ना (2014) 'उपनिवेशवाद उन्मूलन तृतीय विश्व का उदय', अंतर्राष्ट्रीय सम्बन्ध, विकास पब्लिकेशन. (पृष्ठ संख्या: 449-469).

Additional Readings

Amitav Acharya, Barry Buzan (2017). “Why is there no Non-Western International Relations Theory? Ten years on”, *International Relations of the Asia-Pacific*, 17(3): 341–370.

Zeynep Gulsah Capan (2017). Decolonising International Relations? *Third World Quarterly*, 38 (1): 1-15.

Sankaran Krishna (2018). ‘Postcolonialism: The relevance for IR in a globalized world’ in Randolph Persaud, Alina Sajed (Eds), *Race, Gender, and Culture in International Relations Postcolonial Perspectives*, Routledge: NY, London.

Pinar Bilgin (2016). ‘How to remedy Eurocentrism in IR? A complement and a challenge for The Global Transformation’, *International Theory*, 8 (3): pp. 492-501.

d. Understanding the genealogy of IR discipline in India

Essential Readings

Navnita Chadha Behara (2007). “Re-imagining IR in India”, *International Relations of the Asia-Pacific* 7(3): 341-68.

Kanti P. Bajpai and Siddharth Mallavarapu, eds. (2005). “International Relations in India: Bringing Theory Back Home” New Delhi: Orient Longman. Chp.1. pp. 17-38

Additional Readings

Ramchandra Guha (2009). 'Introduction'. In Tagore, R., *Nationalism*. New Delhi: Penguin. pp. vii-ix.

T. V. Paul (2009). "Integrating International Relations Scholarship in India into Global Scholarship," *International Studies* 46(1&2): 129-45.

Martin J. Bayly (2021). Lineages of Indian International Relations: The Indian Council on World Affairs, the League of Nations, and the Pedagogy of Internationalism, *The International History Review*, online first (pp. 1-17), DOI: 10.1080/07075332.2021.1900891.

S. Mallavarapu (2012). 'Indian Thinking in International Relations' in B.S. Chimni and Siddharth Mallavarapu ed. *International Relations: Perspectives for the Global South* (New Delhi: Pearson, 2012), pp.22-38.

Unit 2. Theories of IR

a. Introduction to IR Theories

Essential Readings

Stephen M. Walt (1998). "International Relations: One World, Many Theories." *Foreign Policy*, 110: 29–46. <https://doi.org/10.2307/1149275>.

S. Mallavarapu (2009) Development of International Relations Theory in India. *International Studies*, 46 (1–2): 165–183.

विष्णु सतपथी और सुमित कुमार पाठक (2010) 'अंतर्राष्ट्रीय संबंधों के उपागम', तपन बिस्वाल (एडिटर), अंतर्राष्ट्रीय सम्बन्ध, मैकमिलन पब्लिशर्स इंडिया लिमिटेड (पृष्ठ संख्या 1 -39).

वी एन खन्ना (2014) खंड एक: सैद्धांतिक परिवेश: अंतर्राष्ट्रीय सम्बन्ध का परिचय: यथार्थवाद, नवयथार्थवाद, उदारवाद, नवउदारवाद (पृष्ठ संख्या 1 -44), वी एन खन्ना, अंतर्राष्ट्रीय सम्बन्ध, विकास पब्लिकेशन.

Additional Readings

Karen A. Mingst, Ivan M. Arreguín-Toft (2019). 'Approaches to International Relations' in *Essentials of International Relations* (8th edition), Norton: Canada: pp. 3-18.

Toni Erskine (2013). "Normative International Relations Theory", in Tim Dunne, Milja Kurki, and Steve Smith (eds.) *International Relations: Theories, Discipline and Diversity*. Oxford University Press: UK, 3rd edition. pp. 36-58.

b. Realpolitik (Kautilya)/ Realism/ Neo-Realism

Essential Readings

Shahi, Deepshikha (2019). "Kautilya Reincarnated: Steering Arthaśāstra Toward an Eclectic Theory of International Relations" in *Kautilya and the Non-Western IR Theory*, Springer International Publishing; Palgrave Pivot. pp.95-126.

Jindal, Nirmal (2020). Kautilya's Realpolitik' in Nirmal Jindal, Kamal Kumar (eds.). *International Relations: Theory and Practice*, Sage Publications, India. Pp.151-170.

T. Dunne, M. Kurki and S. Smith (eds.) (2013). *International Relations Theories, Discipline and Diversity*. Oxford: Oxford University Press, 3rd edition. (Ch 3: Classical Realism, pp. 59-76 by Richard Ned Lebow; and Ch 4: Structural Realism by John J. Mearsheimer- pp.77-93).

Waltz, K.N (1990), 'Realist Thought and Neorealist Theory', *Journal of International Affairs Editorial Board*, Vol.44, No.1, pp.21-37.

Additional Readings

S. Kalyanaraman (2015). 'Arthashastra, Diplomatic History and the Study of International Relations in India', in P.K. Gautam et. al. (eds.) *Indigenous Historical Knowledge: Kautilya and His Vocabulary, Volume 1*, Pentagon Press: India, pp.1-4.

Medha Bisht (2015). 'Revisiting the Arthashastra: Back to Understanding IR' in Pradeep Kumar Gautam et. al. (eds.) *Indigenous Historical Knowledge: Kautilya and His Vocabulary, Volume 2*, Pentagon Press: New Delhi, pp. 20-31.

Cynthia Weber (2010). 'Realism: is international anarchy the permissive cause of war?', In *International Relations Theory: A Critical Introduction*, 3rd ed., New York: Routledge, pp. 13-36.

c. Liberalism/ Neo-liberalism

Essential Readings

Bruce Russett (2013). 'Liberalism' in Tim Dunne, Milja Kurki and Steve Smith (eds.) *International Relations: Theories, Discipline and Diversity*, 3rd Edition, Oxford: Oxford University Press, pp. 94-113.

Jennifer Sterling-Folker (2013). 'Neoliberalism' in Tim Dunne, Milja Kurki and Steve Smith (eds.) *International Relations: Theories, Discipline and Diversity*, 3rd Edition, Oxford: Oxford University Press, pp. 114-131.

Additional Readings

Robert Jackson, Georg Sørensen (2019). 'Liberalism' in *Introduction to International Relations, Theories and Approaches*, Oxford University Press: New York, pp.107-142.

Jon C. W. Pevehouse and Joshua S. Goldstein (2018). *International Relations*, 11th Edition, Pearson: US (Liberal and Social Theories, pp.83-121).

d. Marxism/ Neo-Marxism

Essential Readings

Mark Rupert (2013). 'Marxism', in Tim Dunne, Milja Kurki, and Steve Smith (eds.) *International Relations Theories, Discipline and Diversity*. Oxford: Oxford University Press, 3rd edition. pp.153-170.

Cynthia Weber (2010). 'Neo-Marxism: Is Empire the New World Order?', in *International Relations Theory: A Critical Introduction*, 3rd edition, New York: Routledge, pp.131-158.

Additional Readings

Stephanie Lawson (2015). *Theories of International Relations, Contending Approaches to World Politics*, Polity Press: Cambridge, UK (Chapter 6-Marxism, Critical Theory and World Systems Theory, pp.121-144).

Andrew Linklater (2005). 'Marxism' in Scott Burchill, Andrew Linklater, et al. *Theories of International Relations*, Palgrave Macmillan, UK, US: pp. 110-137.

e. Feminism

Essential Reading

J. Ann Tickner (2008). 'Gender in World Politics'. in J. Baylis, S. Smith and P. Owens (eds.). *The Globalization of World Politics*. Oxford: Oxford University Press, pp. 262-277.

J. Ann Tickner and Laura Sjoberg (2013). 'Chapter 11-Feminism' in Tim Dunne, Milja Kurki, and Steve Smith (eds.) *International Relations Theories, Discipline and Diversity*. Oxford University Press: UK, 3rd edition. pp.205-222.

तपन बिस्वाल (2010) 'अंतर्राष्ट्रीय संबंधों में नारीवादी दृष्टिकोण: जे एन टिकनर', अंतर्राष्ट्रीय सम्बन्ध, मैकमिलन पब्लिशर्स इंडिया लिमिटेड, इंडिया। (पृष्ठ संख्या 331-342)

Additional Reading

Helen M. Kinsella (2020) 'Feminism' in John Baylis, and Steve Smith, *The globalisation of world Politics An introduction to international relations*, Oxford University Press, 8th Edition. pp 145-159.

Chandra T. Mohanty (2003). *Feminism without Borders Decolonizing Theory, Practicing Solidarity*, Duke University Press ('Introduction-Decolonization, Anticapitalist Critique, and Feminist Commitments' pp. 1-16).

f. Constructivism

Essential Readings

Michael Barnett. (2020). 'Chapter 12-Social constructivism', in John Baylis, and Steve Smith, *The Globalisation of World Politics: An Introduction to International Relations*, Oxford University Press, 8th Edition. pp. 192-206.

Robert Jackson, Georg Sørensen (2019). 'Social Constructivism' in *Introduction to International Relations, Theories and Approaches*, Oxford University Press: New York, pp. 161-177.

Additional Readings

K. M. Fierke (2013). Constructivism in T. Dunne, M. Kurki, and S. Smith (eds.), *International Relations: Theories Discipline and Diversity*, OUP: NY, pp. 187-204.

S. Lawson (2015). *Theories of International Relations, Contending Approaches to World Politics*, Polity Press: Cambridge (Ch 7: Social Theories of International Relations, pp.145-171).

Unit 3. Concepts

a. Power

Essential Readings

David A. Baldwin (2013). "Power and International Relations," in *Handbook of International Relations*, eds. Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, Los Angeles, CA: Sage Publications, pp. 273–274 & p. 280.

M. Barnett and R. Duvall (2005) Power in International Politics. *International Organization* 59 (1): pp. 39–75.

Additional Readings

H.W. Ohnesorge (2020). 'Power in International Relations: Understandings and Varieties', in *Soft Power: The Forces of Attraction in International Relations*. Springer, Cham. https://doi.org/10.1007/978-3-030-29922-4_2

Jan-Philipp N.E. Wagner (2014). 'The Effectiveness of Soft & Hard Power in Contemporary International Relations'. *E-international Relations*, May 14. Available at: <https://www.e-ir.info/2014/05/14/the-effectiveness-of-soft-hard-power-in-contemporary-international-relations/>

b. Sovereignty

Essential Readings

N.C. Behera (2020). 'State and Sovereignty,' in A. B. Tickner and K. Smith (eds.), *International Relations from the Global South: Worlds of Difference*, London: Routledge: pp.139-160.

Manish Kumar (2018), 'Revisiting Sovereignty through ancient Indian Notions of Dharma,' *Indian Journal of Politics and International Relations*, 11 (1): 23-37.

Additional Reading

S.D. Krasner (2001). "Sovereignty", *Foreign Policy*, 122 (Jan. - Feb): pp. 20-29.

A. Osiander (2001). Sovereignty, International Relations, and the Westphalian Myth. *International Organization*, 55(2): pp.251-287.

c. Empire

Essential Readings

T. Barkawi (2010). Empire and Order in International Relations and Security Studies. *Oxford Research Encyclopedia of International Studies*.
<https://doi.org/10.1093/acrefore/9780190846626.013.164>

H. Münkler (2007). 'What Is an Empire?' (pp.1-18) and 'Empire, Imperialism and Hegemony: A Necessary Distinction' (pp. 19-46) in *Empires: The Logic of World Domination from Ancient Rome to the United States*. Cambridge: Polity Press.

Additional Readings

T. Barkawi and M. Laffey (2002). Retrieving the Imperial: Empire and International Relations. *Millennium*, 31 (1), pp: 109–27.

Yale H. Ferguson and Richard Mansbach, eds (2008). 'Superpower, Hegemony, Empire', in *A World of Polities: Essays on Global Politics*, London: Routledge, pp. 200–215.

Michael Hardt and Antonio Negri (2000) *Empire*, Cambridge: Harvard University Press (Chapter 1: 'Political Constitution of the present', sub part: 'World Order'. pp. 3-21).

d. International Order

Essential Readings

K. Smith (2020). 'Order, Ordering and disorder' in Tickner and Smith (Eds) *IR from Global South*, London: Routledge. pp. 77-96.

K.P. Bajpai and S. Mallavarapu (ed.) (2019). *India, the West, and International Order*. Hyderabad: Orient Blackswan, 'Introduction'-pp.1-50.

Additional Readings

R. Baumann, K. Dingwerth (2015). Global governance vs empire: Why world order moves towards heterarchy and hierarchy. *Journal of International Relations and Development* 18, 104–128. <https://doi.org/10.1057/jird.2014.6>.

U. Baxi (2003). 'Operation Enduring Freedom: Towards a New International Law and Order?' in A. Anghie, B. Chimni, et. al (eds.) *The Third World and International Order Law, Politics and Globalization*, Brill Academic Publishers: the Netherlands. Pp. 31-46.

Unit 4. Exploring the Future Trajectories

a. Global IR

Essential Readings

A. Acharya (2020) 'Global International Relations', in T. Dunne, M. Kurki, and S. Smith (eds.) *International Relations Theories Discipline and Diversity*, 4th Ed., Oxford: OUP. pp. 304-321.

F. Anderl and A. Witt (2020) 'Problematising the Global in Global IR'. *Millennium*, 49 (1): 32-57.

Additional Readings

Deepshikha Shahi (2019). 'The Advaitic Theory of International Relations: Reconciling Dualism and Monism in the Pursuit of the 'Global'', in *Advaita as a Global International Relations Theory*. Abingdon, Oxon; New York, NY: Routledge: pp.109-142.

Giorgio Shani and Navnita Chadha Behera (2021). 'Provincialising International Relations Through a Reading of Dharma,' *Review of International Studies*. pp. 1-20. <https://doi.org/10.1017/S026021052100053X>

b. A Relational Turn?

Essential Readings

Tamara A. Trowsell, A.B. Tickner, A. Querejazu, J. Reddekop, G. Shani, K. Shimizu, N.C. Behera and A. Arian, 'Differing about difference: relational IR from around the world', *International Studies Perspectives*, 22 (1): 25-64. <https://doi.org/10.1093/isp/ekaa008>

David L. Blaney, Tamara A. Trowsell (2021) Recrafting International Relations by Worlding Multiply. *Uluslararası İlişkiler Dergisi*. pp. 45-62, <https://dergipark.org.tr/en/download/article-file/1937147>.

Additional Readings

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/>;

Milja Kurki (2021). Relational revolution and relationality in IR: New conversations *Review of International Studies*, page 1-16 doi:10.1017/S0260210521000127.

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

Category II

B.A. (Prog.) with Political Science as Major discipline

DISCIPLINE SPECIFIC CORE COURSE (DSC-2A): Indian Government and Politics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Government and Politics MDSC 2A	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to familiarize students with constitutional government and nature of politics in India and the relationship between the two. It focusses on the originary moment of the Indian Republic through an understanding of the philosophy and the features of the Constitution while demonstrating how the processes of state formation and nation making coincided with constitution-making and the interlacing between the two. The course also introduces students to the institutions of the state, the constitutional rules governing them and the political trajectory of their evolution. The course then proceeds by way of familiarity with varied political processes that have dominated the nature of Indian politics including reflections on the development paradigm followed by the Indian state and a critical perspective on the character of Indian state itself. While focusing on the constitutional framework and design laid down for governance, the course delves deeper into the political processes through which a divergent space for actual politics is carved out, in India.

Learning outcomes

On successful completion of the course, students would demonstrate:

- Understanding of the Indian Constitution, its basic features and the rights and duties of the citizens as well as the constitutional obligations of the state
- Knowledge of state institutions in India, the constitutional provisions governing them and actual their working
- Understanding into the nature of Indian society and its relationship with politics through the prism of caste, class, gender, religion, etc.
- Knowledge of party system and political parties in India
- Awareness of the development debates in India and its relationship with the social movements

SYLLABUS OF MDSC-2A

UNIT – I (6 Hours)

Indian Constitution: basic features, debates on Fundamental Rights, Directive Principles and Federalism

UNIT – II (6 Hours)

State formation and nation building: Integration of princely states, linguistic re-organisation of states

UNIT – III (6 Hours)

Political institutions at the Centre and State levels: Parliament, Judiciary, Prime Minister, Chief Minister

UNIT – IV (4.5 Hours)

Social structure and political power: caste, class, gender

UNIT – V (4.5 Hours)

Religion and politics: debates on secularism and communalism

UNIT – VI (4.5 Hours)

Political parties and party systems

UNIT – VII (4.5 Hours)

Development strategies: planned economy, neo-liberal restructuring

UNIT – VIII (4.5 Hours)

Social movements: workers, farmers, environmental, and women's movements

UNIT – IX (4.5 Hours)

The nature of state in India: developmental, welfare, regulatory

Essential/recommended readings

Indian Constitution: basic features, debates on Fundamental Rights, Directive Principles and Federalism

B.R. Ambedkar (2010), Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.

D.D. Basu (2011), Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India*, (20thed.). Lexis Nexis, India.

S.K. Chaube (2010), Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D.D. Basu (2011), Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India*, (20thed.). Lexis Nexis, India.

State formation and nation building: Integration of princely states, linguistic re-organisation of states

B. Chandra, A. Mukherjee and M. Mukherjee (2008), Consolidation of India as a Nation (I), in *India Since Independence*. New Delhi: Penguin.

B. Chandra, A. Mukherjee and M. Mukherjee (2008), Consolidation of India as a Nation (II), the Linguistic Organization of the States, in *India Since Independence*. New Delhi: Penguin.

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.

Political institutions at the Centre and State levels: Parliament, Judiciary, Prime Minister, Chief Minister

S.K. Chaube (2010), Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube (2010), Union Government 2: The Legislature, in *The Making and Working of Indian Constitution*, NBT, India

G. Austin (1966), *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230.

P.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.

A. Thiruvengadam (2018), The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

R. Dhavan 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

Social structure and political power: caste, class, gender

R. Kothari (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp. 3-25.

S. Deshpande (2016) 'Caste in and as Indian Democracy', New Delhi: *Seminar*, No.677, pp. 54-58.

S. Jhodka (2010) 'Caste and Politics'. In NirajaJayal and PratapBhanu Mehta (eds). *The Oxford companion to politics in India*, pp.154-67.

U. Chakravarti (2003)'Caste and Gender in Contemporary India', in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.

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

S. Chowdhury (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

Raju J Das (2019). 'Class Relations, Class Struggle, and the State in India'. In *Critical Reflections on Economy and Politics in India: A class Theory Perspective*. Leiden; Boston: Brill, pp. 233-282.

Religion and politics: debates on secularism and communalism

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

R. Bhargava (ed.) (2006) *Secularism and its Critics*, Oxford India Paperbacks.

Political parties and party systems

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage, pp. 73-115.

C. Jaffrelot and G. Verniers (2020), 'A New Party System of a New Political System?', *Contemporary South Asia*, Vol.28, No.2, pp. 141-154.

M. Vaishnav and J. Hinton (2019), 'The Dawn of India's Fourth Party System', *Carnegie Endowment for International Peace Paper*, 5 September.

P. Chibber and R. Verma (2019), 'The Rise of the Second Dominant Party System in India: BJP's New Social Coalition in 2019', *Studies in Politics*, 7 (2): 131-148.

Development strategies: planned economy, neo-liberal restructuring

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: OUP, pp. 73-108.

T. Byres (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, pp.1-35.

P. Chatterjee (2000) 'Development Planning and the Indian State', in ZoyaHasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

S. Mehrotra and S. Guichard (eds.) (2020), *Planning in the 20th Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge.

Social movements: workers, farmers, environmental, and women's movements

G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

A. Roy (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422

A.R. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

D.N. Dhanagare (2017), Understanding the Farmers' Movement in Maharashtra: Towards an Analytical Framework, in *Populism and Power Farmers' movement in western India, 1980—2014*, Routledge

S. Shyam (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

G. Omvedt (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth ed., pp.481-508.

R. Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

B. Agarwal, Environmental Management, Equity and Ecofeminism: Debating India's Experience, *Journal of Peasant Studies*, Vol. 25, No. 4, pp. 55-95.

M. Mohanty (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.

The nature of state in India: developmental, welfare, regulatory

A. Chakraborty (2019) 'From Passive Beneficiary to 'Rights Claimants': What Difference Does it Make', in A. P. D'Costa and A. Chakraborty (eds.) *Changing Contexts and Shifting*

Roles of the Indian State: New Perspectives on Development Dynamics, Singapore: Springer, pp. 25-38.

P. Chatterjee (2010) 'The State', in N. G. Jayal and P. B. Mehta eds. *The Oxford Companion to Politics in India*, Delhi: Oxford University Press, pp. 3-14.

R. Khera, 2020, India's Welfare State: A Halting Shift from Benevolence to Rights, *Current History*, Vol 119, Issue 816

M. Khosla and M. Vaishnav, (2021), 'The Three Faces of the Indian State', *Open Democracy*, 32(1), pp. 111-25.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2).

M.P Singh and R. Saxena, 2021 (Re-print) *Indian Politics: Constitutional Foundations and Institutional Functioning*, Third Edition, PHI Learning Pvt. Ltd. (Chapter 3).

A. K. Thiruvengadam, 'Flag-bearers of a New Era? The Evolution of New Regulatory Institutions in India (1991-2016)' in S. Rose-Ackerman, P.L. Lindseth and J. Emerson eds., *Comparative Administrative Law*, Cheltenham: Edward Elgar, pp. 218-232.

L. Tillin, R. Deshpande and K.K. Kailash eds. (2015) *Politics of Welfare: Comparisons across Indian States*, Delhi: Oxford University Press [Introduction: Comparing the Politics of Welfare across Indian States, pp. 1-39]

Additional Readings:

B.Chandra, A. Mukherjee and M. Mukherjee (2010) *India After Independence*. New Delhi: Penguin.

M.P. Singh and R. Saxena (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

G. Austin (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

G. Austin (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

N.G. Jayal and P.B. Mehta (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2B): India's Foreign Policy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
India's Foreign Policy MDSC 2B	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course introduces India's foreign policy to students by first explaining its key determining principles and objectives. They will learn about the central issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels. The course also imparts an understanding of India's evolving relations with the superpowers during the Cold War and post-Cold War period with a special focus on India's neighbourhood diplomacy. India's bargaining strategies and positioning in international climate change negotiations and international economic governance will be taught to help the students understand changing positions and developments of India's role in the global domain since independence. This facilitates an understanding about the shift in India's identity from being a postcolonial state to an emerging power in the contemporary multipolar world.

Learning outcomes

At the end of this course, the students would acquire:

- Basic knowledge of the determinants, principles and key drivers of India's foreign policy.
- Understanding the original rationale of India's non-alignment policy and its relevance in the contemporary context as to how India exercises strategic autonomy in foreign policy choices.
- An insight about India's position in changing global power equations particularly its bilateral ties with powerful nations like the US and Russia along with India's largest neighbour, China.
- Understanding of India's neighbourhood diplomacy in South Asia with regard to important challenges pertaining to border disputes, migration and refugees
- Grasp of India's negotiation strategies in dealing with global challenges in the realm of trade and environmental governance.

SYLLABUS OF MDSC-2B

UNIT – I (12 Hours)

India's Foreign Policy: Meaning, Determinants and Evolution

1.1 Domestic and International Determinants of India's Foreign Policy

- 1.2 Objectives and Principles
- 1.3 Non-Alignment and Beyond: Concepts, Policy and Relevance

UNIT – II (15 Hours)

Changing Relations with the Global Powers from Cold War to the Post-Cold War Era

- 2.1 India and USA
- 2.2 India and Russia
- 2.3 India and China
- 2.4 India and EU

UNIT – III (9 Hours)

India and the Neighbourhood: Issues and Challenges

- 3.1 Border disputes
- 3.2 Migration and Refugee Issues
- 3.3 Cross-border Terrorism

UNIT – IV (9 Hours)

India in the Contemporary Multipolar World

- 4.1 India's Engagements in Multilateral Forums: Negotiations on Trade and Climate Change
- 4.2 India as a Global Power: Prospects and Challenges

Essential/recommended readings

Unit 1. India's Foreign Policy: Meaning, Determinants and Evolution

1.1 Domestic and International Determinants/ 1.2 Objectives and Principles

Essential Readings

Bandyopadhyay, J. (2003). Basic Determinants. In *Making of India's Foreign Policy*. New Delhi: Allied Publishers, pp. 26-80.

Dixit, J.N. (1998). India's Foreign Policy: Conceptual and Philosophical Origins. In *Across Borders: Fifty Years of India's Foreign Policy*. New Delhi: Thomson Press, pp. 1-13.

Dubey, M. (2016). India's Foreign Policy: Underlying Principles, Strategies and Challenges Ahead, in *India's Foreign Policy: Coping with the Changing World*. Hyderabad: Orient Blackswan, pp. 1-54

Additional Readings

Appadorai, A. (1981). Introduction. In *The Domestic Roots of India's Foreign Policy*. New Delhi: OUP, pp.1-26

Sahni, Varun. (2007). India's Foreign Policy: Key drivers. *The South African Journal of International Affairs*, 14 (2), 21-35.

1.3 Non-Alignment and Beyond: Concepts, Policy and Relevance

Essential Readings

Rana, A.P. (1976). *Imperatives of Non-Alignment: A Conceptual Study of India's Foreign Policy*. New Delhi: Macmillan pp. 1-10.

Mishra, K.P. (1981). Towards Understanding Non-alignment. *International Studies*, 20 (1-2), 23-37.

Yadav, R.S. (2021). Paradigm Shift: Non-Alignment to Globalization in *India's Foreign Policy in the Post-Cold War Years*. New Delhi: Pearson, pp. 41-50

Additional Readings

Ganguly, S. and Pardesi, M. (2009) 'Explaining Sixty Years of India's Foreign Policy', *India Review*, Vol. 8 (1), pp. 4–19.

Khilani, S., Kumar, R. et al. (2012) 'Non-Alignment 2.0', pp. 70. Available at <https://cprindia.org/wp-content/uploads/2021/12/NonAlignment-2.pdf>.

Kaura, V. (2021). Debating the Relevance of Non-alignment in Indian Diplomacy. *India Quarterly*, 77 (3), 501-506.

Unit 2. Changing Relations with the Global Powers from Cold War to Post-Cold War

2.1 India and USA

Essential Readings

Pant, H. V. (2016). India and the US: an emerging partnership, in *Indian foreign policy: An overview*, Manchester: Manchester University Press, pp. 21-34.

Dubey, M. (2016). Indo-US Relations in *India's Foreign Policy: Coping with the Changing World*, Hyderabad: Orient Blackswan Private Limited, pp. 208-258.

Additional Readings

Hagerty, D. T. (2016). The Indo-US Entente: Committed Relationship or 'Friends with Benefits'? in Ganguly, Sumit (ed.), *Engaging the World: Indian Foreign Policy Since 1947* (pp. 133-155). New Delhi: Oxford University Press.

Dhaliwal, S. (2021). Introduction. In Shweta Dhaliwal (ed.), *Indo-US Relations: Steering through the Changing World Order*. New York: Routledge, pp. 1-9.

2.2. India and Russia

Essential Readings

Ollapally, Deepa M. (2010). The Evolution of India's Relations with Russia, In Sumit Ganguly (ed.), *India's Foreign Policy: Retrospect and Prospect* (pp. 226-247). New Delhi: Oxford University Press.

Pant, Harsh V. (2016). India and Russia: Convergence over Time, in *Indian foreign policy: An overview*. Manchester: Manchester University Press, pp. 50-63.

Saran, Shyam. (2022). Implications of the Russia-Ukraine Conflict for India, Asia-Pacific Leadership Network, <https://www.apln.network/projects/trans-eurasian-security/implications-of-the-russia-ukraine-conflict-for-india>

Additional Readings

Menon, R. (2015). India and Russia: The anatomy and Evolution of a Relationship. In David M. Malone, C. Raja Mohan, & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*. Oxford: OUP. pp.509-523.

Kapoor, N. (2019). India-Russia ties in a changing world order: In pursuit of a Special Strategic Partnership. *ORF Occasional Paper*, pp. 4-36.

Ganguly, Sumit. (2022). Why India Has Been Soft on Russia Over Ukraine. *The Diplomat*, April 15, <https://thediplomat.com/2022/04/why-india-has-been-soft-on-russia-over-ukraine/>

2.3 India and China

Essential Readings

Pant, Harsh V. (2016). India and China: An Uneasy Relationship, in *Indian foreign policy: An overview*. Manchester: Manchester University Press, pp. 35-49.

Saran, S. (2017). Changing Dynamics in India–China Relations. *China Report*, 53 (2): 259–263.

Additional Readings

Bhalla, Madhu. (2021). The China factor in India’s economic diplomacy. In *A 2030 Vision for India’s Economic Diplomacy*, Global Policy-ORF publication, April 26, pp. 1-11. Available at: <https://www.orfonline.org/expert-speak/china-factor-india-economic-diplomacy/>

Tellis, A. and Mirski, S. (2013). Introduction. In A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Washington: Carnegie Endowment for International Peace, pp. 3-44.

Swaran, S. (2021). COVID-19 and India-China Equations: Examining their Interface in the Indian Ocean Region. *Chinese Studies Journal*, 15, pp.11-132.

2.4 India and the EU

Essential Readings

Pant, Harsh V. (2016). ‘India and the European Union: A Relationship in Search of a Meaning’, in *Indian Foreign Policy: An overview*. Manchester: Manchester University Press, pp. 64-74.

Khorana, S. (2021). The European Union–India Strategic Partnership: An Examination of the Economic Aspects. In: Gieg, P., Lowinger, T., Pietzko, M., Zürn, A., Bava, U.S., Müller-Brandeck-Bocquet, G. (eds) *EU-India Relations. Contributions to International Relations*. Springer, Cham, Switzerland, pp. 141-150.

Additional Readings

Abhyankar, Rajendra M. (2009). India and the European Union: A Partnership for All Reasons. *India Quarterly*, Vol. 65, No. 4, pp. 393-404.

Jain, Rajendra K. (2011). India’s Relations with the European Union. In *D. Scott (ed.) Handbook of India’s International Relations*. London and NY: Routledge, pp. 223-232.

Unit 3. India and the Neighborhood: Issues and Challenges

3.1 Border Disputes

Essential Readings

Das, Pushpita. (2021). Security Threats to India’s Borders, in *India’s Approach to Border Management: From Barriers to Bridges*. New Delhi: KW Publishers, pp.1-40.

Godbole, Madhav. (2001). *Management of India’s international borders: Some Challenges Ahead*, *EPW*, Vol. 36, No. 48, pp. 4442-4444.

Additional Readings

Rajan, Amit. (2018). *India-Bangladesh Border Disputes: History and Post-LBA Dynamics*, Springer, pp. 89-125.

Ortan, Anna. (2010). Ch 2: Border Dispute with China, Ch 3: Border Dispute with Pakistan, Ch 4: Border Dispute with Bangladesh and, Ch 5: Border Dispute with Nepal, in *India's Borderland Disputes: China, Pakistan, Bangladesh and Nepal*, New Delhi: Epitome Books, pp. 5-71; 72-130; 131-167; and 168-216.

3.2 Migration

Essential Readings

Chowdhory, Nasreen (2016), 'Citizenship and Membership: Placing Refugees in India', in Uddin, N., Chowdhory, N. (ed.). *Deterritorialized Identity and Trans border Movement in South Asia*, Springer, pp. 37-54.

Norbu, Dawa, 'Tibetan Refugees in South Asia: A Case of Peaceful Adjustment', in Muni, S.D and Baral, Lok Raj (ed.) (1996). *Refugees and Regional Security in South Asia*, New Delhi: Konark Publications, pp. 78-98.

Additional Readings

Samuels, F., et al. (2011). *Vulnerabilities of movement: cross-border mobility between India, Nepal and Bangladesh*, Overseas Development Institute, pp. 1-12.

Datta, A. (2012) *Refugees and borders in South Asia: the great exodus of 1971*. *Routledge Studies in South Asian Politics*. New York Routledge, pp. 44-85.

Fiddian-Qasmiyeh, E. Loescher, et al. (2014). *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 1-22.

3.3 Terrorism

Essential Readings

Singh, Rashmi. (2018). India's Experience with Terrorism. In Sumit Ganguly, Nicolas Blarel, Manjeet S. Pardesi (eds.), *The Oxford Handbook of India's National Security*. New Delhi: Oxford University Press, pp. 247-265.

Gupta, A., Behuria, A., Ramamna,P.V., & Das, P. (2012). India's Experience in Dealing with Terrorism, pp. 44-60. In Anand Kumar (ed.), *Terror Challenge in South Asia and Prospect of Regional Cooperation*. New Delhi: Pentagon Security International.

Muni, S. D. and Chadha, Vivek. Terrorism Emerging Trends, *Asian Strategic Review* 2016, KW Publications, pp 258-281.

Additional Readings

Sakthivel, P. (2010). Terrorism in India: The Unholy Neighbours, *The Indian Journal of Political Science*, Vol. LXXI, No. 1, Jan.-Mar, pp. 153-162

Anant, Arpita. (2011). India and International Terrorism. In David Scott (ed.) *Handbook of India's International Relations*. New York: Routledge, pp. 266-277.

Cordesman, Anthony H. (2017). *Terrorism in South Asia, Global Trends in Terrorism: 1970-2016*, Washington DC: Center for Strategic and International Studies Report, pp. 291-303.

Unit 4. India in the Contemporary Multipolar world

4.1 India's Engagements in Multilateral Forums

Essential Readings

Negotiations on Trade

Sharma, Mihir Swarup and Bhogal, Preety (2022). India and Global Trade Governance: A Saga of Missed Opportunities, in Harsh V Pant (ed.), *India and Global Governance: A Rising Power and Its Discontents*. New York: Routledge, pp. 109-134.

Mehta, S. P., & Chatterjee, B. (2015). India in the International Trading System. In David M. Malone, C. Raja Mohan & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*, Oxford: Oxford University Press, pp. 636-649.

Negotiations on Climate Change

Negi, A. (2014). India and the Climate Change Regime. In Amitabh Mattoo & Happyman Jacob (eds.) *India and the International System: Theory, Policy and Structure* (pp. 287-307). New Delhi: Australia-India Institute and Manohar Publications.

Dubash, K. N., & Rajamani, L. (2015). Multilateral Diplomacy on Climate Change. In David M. Malone, C. Raja Mohan, & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy* (pp. 663-677). Oxford: Oxford University Press.

Additional Readings

Narlikar, A. (2021). India's Foreign Economic Policy under Modi: Negotiations and Narratives in the WTO and Beyond. *International Politics*, 59 (1), pp.148-166.

Mukherji, R. (2014). India and Global Economic Governance: From Structural Conflict to Embedded Liberalism. *International Studies Review*, 16(3), 460-466.

Mohan, A. (2017). From Rio to Paris: India in Global Climate Politics. Observer Research Foundation, pp. 1- 42. <https://www.orfonline.org/research/rio-to-paris-india-global-climate-politics/>

Nachiappan, K. (2019). Agenda-setting from behind: India and the Framework Convention on climate change. *India Review*, 18(5), pp. 552-567.

Sengupta, Sandeep. (2013). Defending 'Differentiation': India's Foreign Policy on Climate Change from Rio to Copenhagen in Kanti P. Bajpai and Harsh V Pant (eds.), *India's Foreign Policy: A Reader*. New Delhi: Oxford University Press, pp. 389-411.

Sinha, U.K. (2011). India and Climate Change. In David Scott (ed.) *Handbook of India's International Relations*. London: Routledge, pp. 301-311.

4.2 India as a Global Power: Prospects and Challenges

Essential Readings

Kukreja, Veena. (2017). Dynamics of Change and Continuity in India's Foreign Policy under Modi's Regime in Shantesh K Singh (ed.) *India's Foreign Policy Continuity with Difference Under Modi Government*. New Delhi: Manak Publications, pp.1-16.

Saran, S. (2017). Shaping the World Order and India's Role, in *How India Sees the World: Kautilya to the 21st Century*. New Delhi: New Delhi: Juggernaut Books. pp. 258-275.

Additional Readings

Yadav, R.S. (2021). India as Rising Power Opportunities & Challenges in *India's Foreign Policy in the Post-Cold War Years*. Noida, Pearson, pp. 253-266.

Hall, Ian. (2019). Non-Alignment to Multi-Alignment, in *Modi and the Reinvention of Indian Foreign Policy*. Bristol: Bristol University Press, pp. 21-40.

Sikri, R. (2007). India's Strategic Choices in *Challenge and Strategy in Rethinking India's Foreign Policy*, New Delhi: Sage Publications., pp. 277-290.

Suggestive readings

Malone, David, Raja Mohan, C. and Raghavan, S. (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*, United Kingdom: Oxford University Press.

Ganguly, Sumit (ed.) (2016). *Engaging the World-Indian Foreign Policy since 1947*. New Delhi: Oxford University Press.

Ragi, Sangit K. et.al. (2018). *Imagining India as a Global Power: Prospects and Challenges*. New York: Routledge.

Dubey, Muchkund (2015). *India's Foreign Policy: Coping with the Changing World*, Hyderabad: Orient BlackSwan.

Ganguly, S. (2019). *Indian Foreign Policy: Oxford India Short Introductions*. Oxford University Press.

Ian Hall (ed.) (2014). *The Engagement of India: Strategies and Responses*. Washington DC: Georgetown University Press.

Dutt, V.P. (1984). *India's Foreign Policy*, Vikas Publishing House, New Delhi.

Resources in Hindi

गांगुली, सुमित (2018) भारत की विदेश नीति : पुनरावलोकन एवं संभावनाएं , अनुवादक: अभिषेक चौधरी, नई दिल्ली : ऑक्सफोर्ड यूनिवर्सिटी प्रेस।

सीकरी, राजीव (2009) भारत की विदेश नीति : चुनौती और राजनीति। नई दिल्ली : सेज भाषा।

अरोड़ा, लिपाक्षी, खन्ना, वी.एन., कुमार लेस्ली के. (2019). भारत की विदेश नीति। नई दिल्ली : विकास प्रकाशन।

दीक्षित, जे.एन. (2020) भारतीय विदेश नीति। नई दिल्ली : प्रभात प्रकाशन।

मिश्रा, राजेश (2018) भारतीय विदेश नीति : भुमंडलीकरण के दौर में। नई दिल्ली : ओरिएंट ब्लैकस्वान।

पंत, हर्ष (2022) इस संकट में चीन के हाथों रूस को खो न दें हम!

<https://www.orfonline.org/hindi/research/ukraine-crisis-russia-at-the-hands-of-china-in-this-crisis/>

सरन, समीर (2022) 75 वर्ष का भारत : नैतिकता, अर्थव्यवस्था और मिसाल।

<https://www.orfonline.org/hindi/research/india-75-ethic-economy-and-exemplar/>

आर. एस . यादव (2013), भारत की विदेश नीति। नई दिल्ली : पियर्सन एजुकेशन।

पुष्पेश पन्त (2010), भारत की विदेश नीति। नई दिल्ली : मैकग्राहिल एजुकेशन।

दत्त, वी.पी. (2015) ,बदलते दुनिया में भारत की विदेश नीति (1987 से 2008 तक)। दिल्ली : हिंदी माध्यम निदेशालय, दिल्ली विश्वविद्यालय।

यादव, आर.एस. (2013) भारत की विदेश नीति। दिल्ली : पियर्सन।

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

Category III

B.A. Prog. with Political Science as non-Major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE (MDSC-2A): Indian Government and Politics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Government and Politics MDSC 2A	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to familiarize students with constitutional government and nature of politics in India and the relationship between the two. It focusses on the originary moment of the Indian Republic through an understanding of the philosophy and the features of the Constitution while demonstrating how the processes of state formation and nation making coincided with constitution-making and the interlacing between the two. The course also introduces students to the institutions of the state, the constitutional rules governing them and the political trajectory of their evolution. The course then proceeds by way of familiarity with varied political processes that have dominated the nature of Indian politics including reflections on the development paradigm followed by the Indian state and a critical perspective on the character of Indian state itself. While focusing on the constitutional framework and design laid down for governance, the course delves deeper into the political processes through which a divergent space for actual politics is carved out, in India.

Learning outcomes

On successful completion of the course, students would demonstrate:

- Understanding of the Indian Constitution, its basic features and the rights and duties of the citizens as well as the constitutional obligations of the state
- Knowledge of state institutions in India, the constitutional provisions governing them and actual their working
- Understanding into the nature of Indian society and its relationship with politics through the prism of caste, class, gender, religion, etc.
- Knowledge of party system and political parties in India
- Awareness of the development debates in India and its relationship with the social movements

SYLLABUS OF MDSC-2A

UNIT – I (6 Hours)

Indian Constitution: basic features, debates on Fundamental Rights, Directive Principles and Federalism

UNIT – II (6 Hours)

State formation and nation building: Integration of princely states, linguistic re-organisation of states

UNIT – III (6 Hours)

Political institutions at the Centre and State levels: Parliament, Judiciary, Prime Minister, Chief Minister

UNIT – IV (4.5 Hours)

Social structure and political power: caste, class, gender

UNIT – V (4.5 Hours)

Religion and politics: debates on secularism and communalism

UNIT – VI (4.5 Hours)

Political parties and party systems

UNIT – VII (4.5 Hours)

Development strategies: planned economy, neo-liberal restructuring

UNIT – VIII (4.5 Hours)

Social movements: workers, farmers, environmental, and women's movements

UNIT – IX (4.5 Hours)

The nature of state in India: developmental, welfare, regulatory

Essential/recommended readings

Indian Constitution: basic features, debates on Fundamental Rights, Directive Principles and Federalism

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, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India*, (20thed.). Lexis Nexis, India.

ShibaniKinkarChaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D DBasu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India*, (20thed.). Lexis Nexis, India.

State formation and nation building: Integration of princely states, linguistic re-organisation of states

Chandra, B., Mukherjee, A. & Mukherjee, M. (2008), Consolidation of India as a Nation (I), in *India Since Independence*. New Delhi: Penguin.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2008), Consolidation of India as a Nation (II), the Linguistic Organization of the States, in *India Since Independence*. New Delhi: Penguin.

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.

Political institutions at the Centre and State levels: Parliament, Judiciary, Prime Minister, Chief Minister

S.K. Chaube, 2010, Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube, 2010, 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.

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.

ArunThiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

R. Dhavan 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

Social structure and political power: caste, class, gender

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: *Seminar*, No.677, pp. 54-58.

Jhodka, Surinder. 2010. 'Caste and Politics'. In NirajaJayal and PratapBhanu Mehta (eds). *The Oxford companion to politics in India*, pp.154-67.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.

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

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

Raju. J Das. (2019). 'Class Relations, Class Struggle, and the State in India'. In *Critical Reflections on Economy and Politics in India: A class Theory Perspective*. Leiden; Boston: Brill, pp. 233-282.

Religion and politics: debates on secularism and communalism

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

R Bhargava (ed.) (2006) *Secularism and its Critics*, Oxford India Paperbacks.

Political parties and party systems

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage, pp. 73-115.

C. Jaffrelot and G. Verniers (2020), 'A New Party System of a New Political System?', *Contemporary South Asia*, Vol.28, No.2, pp. 141-154.

M. Vaishnav and J. Hinton (2019), 'The Dawn of India's Fourth Party System', *Carnegie Endowment for International Peace Paper*, 5 September.

Pradeep Chibber and Rahul Verma, (2019) 'The Rise of the Second Dominant Party System in India: BJP's New Social Coalition in 2019' in *Studies in Politics*, Vol. 7, No.2, Pp.131-148.

Development strategies: planned economy, neo-liberal restructuring

A. Mozumdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, pp.1-35.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

S. Mehrotra and S. Guichard, eds., (2020), *Planning in the 20th Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge.

Social movements: workers, farmers, environmental, and women's movements

G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422

A.R. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

D.N. Dhanagare, (2017), *Understanding the Farmers' Movement in Maharashtra: Towards an Analytical Framework*, in *Populism and Power Farmers' movement in western India, 1980—2014*, Routledge

S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

R. Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

B. Agarwal, Environmental Management, Equity and Ecofeminism: Debating India's Experience, *Journal of Peasant Studies*, Vol. 25, No. 4, pp. 55-95.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.

The nature of state in India: developmental, welfare, regulatory

A. Chakraborty (2019) 'From Passive Beneficiary to 'Rights Claimants': What Difference Does it Make', in A. P. D'Costa and A. Chakraborty eds., *Changing Contexts and Shifting Roles of the Indian State: New Perspectives on Development Dynamics*, Singapore: Springer, pp. 25-38.

P. Chatterjee (2010) 'The State', in N. G. Jayal and P. B. Mehta eds. *The Oxford Companion to Politics in India*, Delhi: Oxford University Press, pp. 3-14.

R. Khera, 2020, India's Welfare State: A Halting Shift from Benevolence to Rights, *Current History*, Vol 119, Issue 816

M. Khosla and M. Vaishnav, (2021), 'The Three Faces of the Indian State', *Open Democracy*, 32(1), pp. 111-25.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2).

M.P Singh and R. Saxena, 2021 (Re-print) *Indian Politics: Constitutional Foundations and Institutional Functioning*, Third Edition, PHI Learning Pvt. Ltd. (Chapter 3).

A. K. Thiruvengadam, 'Flag-bearers of a New Era? The Evolution of New Regulatory Institutions in India (1991-2016)' in S. Rose-Ackerman, P.L. Lindseth and J. Emerson eds., *Comparative Administrative Law*, Cheltenham: Edward Elgar, pp. 218-232.

L. Tillin, R. Deshpande and K.K. Kailash eds. (2015) *Politics of Welfare: Comparisons across Indian States*, Delhi: Oxford University Press [Introduction: Comparing the Politics of Welfare across Indian States, pp. 1-39]

Additional Readings:

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

Jayal, N. G. and Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.

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**

Credit distribution, Eligibility and Pre-requisites of the Course

GENERIC ELECTIVES (GE-1): Ideas in Indian Political Thought

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	12th 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 (6 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 (7.5 Hours)

Hindutva: Savarkar

UNIT – VII (7.5 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_1.pdf

Sampath, Vikram (2021) *Savarkar: A Contested Legacy, 1924-1966*, Gurugram: Penguin Random House India

7. Integral Humanism: Deen Dayal Upadhyaya

Upadhyaya, Deendayal. (1964), *Integral Humanism*, Delhi: Bharatiya Jan Sangh.

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

GENERIC ELECTIVES (GE-2) : Introduction to the Indian Constitution

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Indian Constitution GE-2	4	3	1	0	12th 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 (8 Hours)

UNIT – VI (7 Hours)

Centre-State Relations and Decentralization

Essential/recommended readings

Readings:

1. Constitutional antecedents and the making of the Constitution of India

(a) Constitutional antecedents

Shibani Kinkar Chaube, 2010, Pre History, in *The Making and Working of the Indian Constitution*, NBT, India.

Arun Thiruvengadam, 2018, Origin and Crafting of the Constitution (pp. 11 to 26), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

D D Basu, 2011, The Historical background, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

(b) Making of the Constitution of India

Shibani Kinkar Chaube, 2000, Birth of the Constituent Assembly, in *Constituent Assembly of India: Springboard of Revolution*, Manohar.

Granville Austin, 1966, The Constituent Assembly- Microcosm in Action, in *Indian Constitution, Cornerstone of a Nation*, OUP.

Subhash Kashyap, 1994, Making of the Constitution, in *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT, India.

2. Basic Features of the Indian Constitution

B R Ambedkar, 2010, Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.

D D Basu, 2011, Outstanding Feature of Our Constitution, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Ivor Jennings, 1953, Introduction, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

3. Fundamental Rights

Primary text: Article 14- 32, Part III, The Constitution of India

Granville Austin, 1966, The Conscience of the Constitution- Fundamental Rights and Directive Principles of State Policy- I (pp. 63-94), in *Indian Constitution, Cornerstone of a Nation*, OUP

Shibani Kinkar Chaube, 2010, Rights of Indians, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Fundamental rights, Directive Principles and the Judiciary (pp. 118-137), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

4. Obligations of State and Duties of Citizens

Primary text: Article 36- 51A, Part IV and IVA, The Constitution of India

Shibani Kinkar Chaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Directive Principles of State Policy (pp. 79- 142), in *Introduction to the Constitution of India* (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* (20thed.). Lexis Nexis, India.

Pratap Bhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP, India.

Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.

6. Centre-State Relations and Decentralization

D D Basu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India* (20thed.). 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 th 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 (7 Hours)

Reformism and Anti-Reformism in the Nineteenth Century: Major Social and Religious Movements in 19th century

UNIT – III (12 Hours)

Nationalist Politics and Expansion of its Social Base

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Revolutionaries, Socialists, and Communists

UNIT – IV (12 Hours)

Social Movements

Peasants, Tribals, Workers, Women and anti-caste movements

UNIT – V (6 Hours)

Partition, Independence and Integration of states

Communalism in Indian Politics, The Two-Nation Theory and Partition, Independence and Integration of Indian States

Essential/recommended readings

Approaches to the Study of Nationalism in India

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

Reformism and Anti-Reformism in the Nineteenth Century

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

Nationalist Politics and Expansion of its Social Base

S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,

P. Chatterjee (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

Social Movements

S. Bandopadhyay (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

Desai, A.R. (2019, reprint- 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) *Rashtravadbanam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy (1994) New Delhi: Oxford University Press, pp. 1-8.)

V P Menon (1956), CH I- Setting the Stage and Ch XXV- The Cost of Integration, in *The Story of the Integration of the Indian States*, Orient Longman.

Suggestive readings

B.Chakrabarty and R. Pandey (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam (2006) *Bharat Mein Algaovadaur Dharm*, New Delhi: Vani Prakashan.

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

GENERIC ELECTIVES (GE-4): Understanding International Relations

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding International Relations GE-4	4	3	1	0	12th 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 (7.5 Hours)

Making Sense of the World

- 1.1 What is IR?
- 1.2 Understanding Space: How do we sense our planet
- 1.3 Ways of knowing and being: - Peoples, Histories and Civilisations

UNIT – II (11 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 (11 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 (7.5 Hours)

Sites of Conflict and Forms of Violence

- 4.1 Changing Landscape/ Nature of Conflict
- 4.2 Forms of Violence

UNIT – V (8 Hours)

Knowing our Virtual and Creative World: The Visual Turn in IR

- 5.1 Internet
- 5.2 Museums
- 5.3 Cinemas

Essential/recommended readings

1.1. What is IR?

David Blaney, “Where, When and What is IR?” in Arlene B, Tickner and Karen Smith (eds.), *International Relations from the Global South: World of Difference*, New York: Routledge, 2020, pp. 38-55.

1.2. Understanding Space: How can we understand our planet.

Simon Dalby, “What happens if we don’t take nature for granted,” in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 39-60.
Dipesh Chakrabarty, ‘The Climate of History in a Planetary Age,’ London: University of Chicago Press, 2021, pp. 1-20.

1.3. Ways of knowing and being: - Peoples, Histories and Civilisations

Veronique Pin-Fat, “How do we begin to think about the world,” in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 20-38.
Tamara A. Trowsell, Amaya Querejazu, Giorgio Shani, Navnita Chadha Behera, Jarrad Reddekop and Arlene B. Tickner Recrafting International Relations through Relationality,” *E-International Relations*, January 2019. <https://www.e-ir.info/2019/01/08/recrafting-international-relations-through-relationality/>.

Tamara A. Trowsell, Arlene B. Tickner, Amaya Querejazu, Jarrad Reddekop, Giorgio Shani, Kosuke Shimizu, Navnita Chadha Behera and Anahita Arian, ‘Differing about difference: relational IR from around the world,’ *International Studies Perspectives*, 22:1, February 2021, pp. 25-64.

Giorgio Shani, ‘IR as inter-cosmological relations?’ *International Politics Review*, 9 (2021) 306–312. <https://doi.org/10.1057/s41312-021-00120-2>.

Additional Readings:

Milja Kurki, “International Relations in a Relational Universe,” *Oxford University Press* (2020) 1-16.

Arturo Escobar, ‘Introduction: Another possible is possible,’ and ‘Theory and the un/real: Tools for rethinking “Reality” and the possible,’ in *Pluriversal Politics: The Real and the Possible*, Durham: Duke University Press, 2020, pp. 1-30.

Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, Albert Acosta, ‘Introduction: Finding Pluriversal Paths’, in Ariel Salleh, Arturo Escobar, Federico Demaria, Albert Acosta (eds.), *Pluriverse: a post-development dictionary*, New Delhi: Tulika Books, 2019, pp. xxii-xl.

Also, see, <https://kalpavriksh.org/ourteam/ashish-kothari/>

2.1 State and Diffusion of authority/power

Shibashish Chatterjee, ‘Reconsidering the State in International Relations,’ in Kanti and Siddharth Mallavarapu (eds.), *International Relations in India: Bringing Theory back home*, New Delhi: Orient Longman, 2005, pp. 451-489.

David Held, “The territorial State and Global Politics,” in *Global Transformations: Politics, Economics and Culture*, USA: Stanford University Press, 1999, pp. 32-48.

Susan Strange, “The State of the State,” in *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: Cambridge University Press, 1996, pp. 66- 88.

2.2 Nations and Nationalism

Andrew Heywood, “Nations and Nationalism” in *Politics*, China: Palgrave Macmillan, 2013, pp. 108-127.

Michael J. Shapiro, “Does the nation-state work?” in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 269- 287.

Elena Barabantseva, “How do people come to identify with nations?” in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, 2008, pp. 245-268.

Sanjay Chaturvedi, ‘Indian Geo-politics: ‘Nation-State and the Colonial Legacy’ in Kanti Bajpai and Siddharth Mallavarapu (eds.), *International Relations in India: Theorising the Region and Nation*, New Delhi: Orient Longman, 2005, pp. 238-283.

2.3 States and Markets

Lavanya Rajamani, “The principle of common but differentiated responsibilities and respective capabilities in the international climate change regime” in Ludwig Kramer and Emanuela Orlando (eds.), *Principles of Environmental Law*, Sussex: Edward Elgar publishing, 2018, pp. 46-60.

David Held, Chapter five on “Corporate Power and Global Production Networks,” in *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999, pp. 236-282.

Matthew Watson, ‘Understanding the State within Modern Society’ and ‘Understanding the Market within Modern Society’ in *Foundations of International Political Economy*, New York: Palgrave, 2005, pp. 161-196.

Additional Readings:

Thomas L. Friedman, *The World is Flat: A Brief History of the Twenty-First Century*, New York: Picador Publication, 2005, pp. 1-50.

Yuval Noah Harari, “Nationalism,” in *21 Lessons for the 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	12 th Pass	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 (11 Hours)

Government and Governance: Concepts

- a) Role of State in The Era of Globalisation
- b) State, Market and Civil Society

UNIT – II (7 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 (7 Hours)

Local Governance

- a) Democratic Decentralisation
- b) People's Participation in Governance

UNIT – V (12 Hours)

Good Governance Initiatives in India: Best Practices

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

Essential/recommended readings

Government and Governance: Concepts

B. Chakrabarty and M. Bhattacharya (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham (eds.), Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997

Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001

Vasudha Chotray and Gery Stroker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, Engendering Governance Institutions: State, Market and Civil Society, Sage Publications, 2008

Neera Chandhoke, State and Civil Society Explorations in Political Theory, Sage Publishers, 1995

सिंह, अभय प्रसाद एवं कृष्ण मुरारी (2018), शासन: मुद्दे एवं चुनौतियाँ, ओरियंट ब्लैकस्वान, नई दिल्ली

चक्रवर्ती, बिद्युत, प्रकाश चंद (2018), वैश्वीकृत दुनिया में लोक प्रशासन, सेज भाषा, नई दिल्ली

सिन्हा, मनोज (2010) प्रशासन एवं लोकनीति, ओरियंट ब्लैकस्वान, नई दिल्ली

Governance and Development

B. C. Smith, Good Governance and Development, Palgrave, 2007

World Bank Report, Governance and Development, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal [ed.], *Democracy in India*, Oxford University Press, 2007

Environmental Governance

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge, 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance*, Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

Local Governance

Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', *Economic and Political Weekly*, Vol. 42(39), 2007

Good Governance Initiatives in India: Best Practices

Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors*, International Institute For Educational Planning, UNESCO: Paris, 2001

Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002

Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford University Press, 1995

K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) Education in India: Dynamics of Development, Shipra Publications, 2007

K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity, Oxford University Press, 1998

Jean Dreze and Amartya Sen, An Uncertain Glory: India and Its Contradictions, Princeton University Press, 2013

Reetika Khera, 'Rural Poverty and Public Distribution System', Economic and Political Weekly, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi, Women and Food Security: Role Of Panchayats, Concept Publishing House, 2002

Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", Mainstream, Vol. LII, No. 42, October 11, 2014

D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013.

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

GENERIC ELECTIVES (GE-6): Western Political Philosophy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Western Political Philosophy GE-6	4	3	1	0	12th 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 (18 Hours)

Classical Political Philosophy

- a) Plato
- b) Aristotle

UNIT – II (27 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	12th 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 (11 Hours)

Conceptualizing Globalisation

- 1.1 Is Globalisation New? Historical Perspectives
- 1.2 Approaches to Understand globalisation
- 1.3 The Globalisation Debate

UNIT – II (7 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 (8 Hours)

Sovereign State in a Globalised World

- 3.1 Political Dimensions
- 3.2 Shift from State to Market?

UNIT – IV (8 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 (11 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 Kostecki, M, “The Trading System in Perspective”, *The Political Economy of the World Trading System: From GATT to WTO*, 3rd Ed, 2009, New York: OUP, pp. 7-57.

Friedman, T., *Lexus and the Olive Tree: Understanding Globalization*, 2000, New York: Anchor, pp. 101-142.

Gilpin, Robert, *The Challenge of Global Capitalism: The World Economy in the 21st Century*, USA: Princeton University Press, 2000, pp. 15-52, 293–324.

Charles, Clift. *The Role of the World Health Organisation in the International System*. London: Chatham House, 2013: 1-51.

Lorena, Barberia et.al. “The Political Science of Covid-19: An Introduction”, *Social Science Quarterly*, 2021. pp. 2045-2054.

Lebni Javed Y. and Abbas Jaffar et al., “How the COVID-19 pandemic affected economic, social, political, and cultural factors: A lesson from Iran”, *Journal of Social Psychiatry*, 2021, 63 (7). pp: 298-300

Unit 5. Responses and Resistances to Globalization

Essential Readings

5.1 Global Social Movements

Donatella della Porta, et al, “The Study of Social Movements: Recurring Questions” and “Social Movements and Democracy”, *Social Movements in a Globalising World*, UK: Macmillan, 1999, pp. 3-23; 223-248.

5.2 International Migration

Keeley, B. “International Migration: The Human Face of Globalisation”, OECD, 2009, pp: 9-40

Inglis Christine et al (edited), “Introduction,” in *The Handbook of International Migration*, New Delhi: Sage Publication, 2020, pp. 1-17

Additional Readings

Khagram, Sanjeev et al (ed.) “Women’s Rights are Human Rights”, and “Globalisation, Global Alliances, and the Narmada Movement”, *Restructuring World Politics: Transnational Social Movements: Social Movements, Protest, and Contention, Volume 14*, MN: University of Minnesota Press. 2002. pp. 96-122; pp. 231-244

Berger, S., “Globalisation and Politics”, *Annual Review of Political Science*, 2000, vol- 3, pp. 43-62.

Schaeffer, Robert K. *Social Movement and Global Social Change: The Rising Tide*, UK: Rowman & Littlefield, 2014, pp. 1-18.

Tarrow, S. “The Global in the Local: Global Framing”, *The New Transnational Activism*, New York: Cambridge University Press, 2005, pp 35-59.

Suggestive readings

Gottlieb, G. “*Nation against State: New Approach to Ethnic Conflicts and The Decline of Sovereignty*”, New York: Council on Foreign Press, 1993, pp: 6-47

Smith, G. and Naim, M. *Altered States: Globalization, Sovereignty and Governance*, IDRC, 2000. pp. 5-20.

Hardt, M. and Negri, A., "Passages of Sovereignty", *Empire*, England: Harvard University Press, 2000 pp. 67-183.

Stiglitz, J. E., *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company, 2018. pp. 89-132

कोर्स से सम्बन्धित हिंदी माध्यम की पुस्तकें

दुबे, अभय कुमार (संपादक), *भारत का भूमंडलीकरण, लोक चिंतन ग्रंथमाला*, नई दिल्ली: वाणी प्रकाशन, २००३

पंत, पुष्पेश, *भूमंडलीकरण एवं भारत*, नई दिल्ली: एक्सेसपब्लिशिंग, २०१६

खन्ना, वीएन, *अंतराष्ट्रीय सम्बन्ध*, नॉएडा (उप्र): विकास पब्लिशिंग हाउस, २०२०

चक्रवर्ती, बिद्युत एवं प्रकाश चंद कंडपाल, *वैश्वीकृत दुनिया में लोक प्रशासन: सिद्धांत और पद्धतियां*, २०१८

भार्गव, नरेश, *वैश्वीकरण: समाज शात्रीय परिप्रेक्ष्य*, २०१४

पांडेय, ब्रज कुमार , *भूमंडलीकरण की समझ* , महावीर प्रकाशन दिल्ली

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

GENERIC ELECTIVES (GE-8): Introduction to Public Policy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Public Policy GE-8	4	3	1	0	12 th 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;

- c. Critical Thinking;
- d. Research and Communication

SYLLABUS OF GE-8

UNIT – I (9 Hours)

Public Policy

- (a) Concept, Characteristics and Significance
- (b) Determinants of Public Policy
- (c) Policy Impact: Socio-Economic

UNIT – II (14 Hours)

Theoretical Approaches to Public Policy

- (a) Elite Theory
- (b) Group Theory
- (c) Incremental Theory
- (d) Rational Choice Theory

UNIT – III (9 Hours)

Process of Public Policy

- (a) Policy Formulation
- (b) Policy Implementation
- (c) Policy Evaluation

UNIT – IV (13 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

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 Debates GE-9	4	3	1	0	12 th 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 fundamental 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 (7.5 Hours)

Patriarchy and Feminism

- a. Sex-Gender Debates
- b. Public and Private Dichotomy
- c. Power

UNIT – II (7.5 Hours)

Family and Community

UNIT – III (7.5 Hours)

Law, State and Women

UNIT – IV (7.5 Hours)

History of the Women’s Movement in India

UNIT – V (7.5 Hours)

Violence against women

UNIT – VI (7.5 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.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

Family and Community

R. Palriwala (2008) ‘Economics and Patriliney: Consumption and Authority within the Household’ in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

Saheli Women's Centre (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114

U. Chakravarti (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.

S. Rege (2005), A Dalit Feminist Standpoint, in Gender and Caste, in Anupama Rao (ed) *Gender and Caste*, Zed Books, pp. 90-101

Kumkum Sangari (1995) Politics of Diversity: Religious Communities and Multiple Patriarchies, *Economic and Political Weekly*, Vol. 30, No. 52,, pp. 3381-3389

Law, State and Women

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>

R. Kapur & B. Cossman (1999) 'On Women, Equality and the Constitution: Through the Looking Glass of Feminism' in Nivedita Menon (ed) *Gender and Politics in India*, Oxford University Press

C MacKinnon (2006) 'Sex Equality under the Constitution of India: Problems, Prospects and Personal Laws', *International Journal of Constitutional Law*, Volume 4, Issue 2, 181–202.

Ved Kumari (1999) 'Gender Analyses of Indian Penal Code' in Amita Dhanda, Archana Parashar(eds) *Engendering Law - Essays in Honour of Lotika Sarkar*, Eastern Book Company, 139-160

History of the Women's Movement in India

Radha Kumar (1993), *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Zubaan

Anupama Roy (2010) *Women's Movement in N.G. Jayal and P.B. Mehta (Ed.) Oxford Companion to Indian Politics*, New Delhi, Oxford

I. Agnihotri and V. Mazumdar (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

Violence against women

N. Menon (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

F. Agnes (1992), Protecting Women Against Violence – Review of a Decade of Legislation 1980-89, *Economic and Political Weekly*, Vol. 27, Issue No. 17, Apr. 25.

Sunita V S Bandewar, Amita Pitre & Lakshmi Lingam (2018) Five Years Post Nirbhaya: Critical Insights into the Status of Response to Sexual Assault, in *Indian Journal Of Medical Ethics*, available at <https://pubmed.ncbi.nlm.nih.gov/29650498/>

A. Verma, H. Qureshi & J.Y. Kim (2017) Exploring the trend of violence against women in India, *International Journal of Comparative and Applied Criminal Justice*, 41:1-2, 3-18

Women and Labour

P Swaminathan (2014) Outside the Realm of Protective Legislation: The Saga of Unpaid Work in India, in *Women and Law: Critical Feminist Perspective*: New Delhi: Sage, pp. 115-143

P. Swaminathan (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

J. Tronto (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Suggestive readings

K. Millet (1968) *Sexual Politics*, <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>

S. de Beauvoir (1997) *Second Sex*, London: Vintage.

F. Engels, *Family, Private Property and State*, <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>

S. Brownmiller (1975) *Against our Wills*, New York: Ballantine.

R. Hussain (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press.

S. Ray 'Understanding Patriarchy', http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf,

C. Zetkin, 'Proletarian Woman', <http://www.marxists.org/archive/zetkin/1896/10/women.htm>

J. Ghosh (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited

Justice Verma Committee Report, <http://nlrd.org/womensrightsinitiative/justiceverma-committee-report-download-full-report>

N. Gandhi and N. Shah (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.

V. Bryson (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196- 200

M. Mies (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>

R. Ghadially (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *NariwadiRajneeti*, Delhi, pp. 284- 306

V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

Readings in Hindi:

D. Mehrotra (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aajka Stree Andolan*, Delhi: Shabd Sandhan.

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

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

GENERIC ELECTIVES (GE-10): Digital Social Sciences

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Social Sciences GE-10	4	3	1	0	12 th 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 sby primarily 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 (4 Hours)

Digital Literacy in Social Sciences

UNIT – II (7 Hours)

Digital Information and Science of Society

UNIT – III (7 Hours)

Biometrics and identification

UNIT – IV (8 Hours)

Access to Technology and the Internet

UNIT – V (8 Hours)

Social Media and Public Sphere

UNIT – VI (4 Hours)

Labour in Digital Economy

UNIT – VII (7 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 Assa Doron. 2013. *Cell Phone Nation: How Mobile Phones Have Revolutionized Business, Politics and Ordinary Life in India*. Hachette India.

Narayanan Shalini and Sunetra Sen 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, Chenjerai Kumanyika, Michelle Rodino-Colocino, Todd Wolfson (edited), *The Gig Economy: Workers and Media in the Age of Convergence*. United Kingdom: Taylor & Francis, 2021. (Chapter 1 and 3)

Verma, Ravinder Kumar, P. Vigneswarallavarasan, and Arpan Kumar Kar, 'Inequalities in Ride-Hailing Platforms.' In: Athique, A., Parthasarathi, V. (eds) Platform Capitalism in India. Global Transformations in Media and Communication Research, Palgrave Macmillan, 2020.

7. Artificial Intelligence and Algorithms

Boden, Margaret A. *Artificial Intelligence: A Very Short Introduction*. London: Oxford University Press, 2018.

Frey, Carl Benedikt. *The Technology Trap: Capital, Labor, and Power in the Age of Automation*. United Kingdom: Princeton University Press, 2020. (Chapter 12: Artificial Intelligence)

Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police and Punish the Poor*. St Martin's Press. (2018) (Introduction: Red Flags)

Cheney-Lippold, J. *We Are Data: Algorithms and the Making of Our Digital Selves*. United States: NYU Press. (2017). (Introduction)

Pasquale, Frank. *The Black Box Society: The Secret Algorithms That Control Money and Information*. United States: Harvard University Press, 2015. (Introduction)

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

DEPARTMENT OF ECONOMICS

CATEGORY-I BA (HONS.) ECONOMICS

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4): INTRODUCTORY MACROECONOMICS

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		
Introductory Macroeconomics ECON004	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the basic concepts of macroeconomics
- To discuss the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation, unemployment and the balance of payments
- To introduce the simple analytical frame- work (e.g., the IS-LM model) for analysing the relationships among key macroeconomic variables

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would be able to familiarise the broad macroeconomic concepts like GDP, inflation, money supply, interest rate and their inter-linkages and their interrelationships.
- By studying the course, the students will able to critically evaluate various macroeconomic policies and their effects on output and interest rate in the economy.

SYLLABUS OF DSC-4

UNIT – I: Introduction to Macroeconomic issues and National Income Accounting (12 Hours)

Basic issues studied in macroeconomics; measurements of gross domestic product, income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for open economy, balance of payments accounts; current, capital and financial accounts.

UNIT – II: Money (10 Hours)

Functions of money; quantity theory of money; demand for money; determination of money supply and demand; credit creation; tools of monetary policy.

UNIT – III: Simple Theory of Income Determination (11 Hours)

Classical and Keynesian systems; simple Keynesian model of income determination

UNIT – IV: IS-LM Analysis and Aggregate Demand (12 Hours)

Derivations of the IS and LM curves; fiscal and monetary multipliers; derivation of aggregate demand

Practical component (if any) - NIL

Essential/recommended readings:

- Andrew Abel, Ben Bernanke and Dean Croushore (2011). *Macroeconomics* (7th edition), Pearson.
- Richard T. Froyen (2013). *Macroeconomics: Theories and Policies* (10th ed.), Pearson.
- Blanchard, O. (2006). *Macroeconomics* (6th edition). Pearson
- Blanchard, O. (2017). *Macroeconomics* (7th edition). Pearson
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (6th edition). McGraw- Hill
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (11th edition). McGraw-Hill

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

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): INTERMEDIATE MATHEMATICAL METHODS FOR ECONOMICS

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		
Intermediate Mathematical Methods for Economics ECON005	4	3	1	0	Class XII pass with Mathematics	NIL

Learning Objectives

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
- Particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general
- The sophistication would be maintained at a standard level to grow in the profession

Learning outcomes

The Learning Outcomes of this course are as follows:

- The course builds the mathematical foundations necessary for 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 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 OF DSC- 5

UNIT –I: Linear Algebra (15 Hours)

Vector spaces: algebraic and geometric properties, scalar product, norm, orthogonality; linear transformations: properties, matrix representation and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications; eigenvalues and eigenvectors, diagonalization, spectral theorem.

UNIT – II: Functions of several real variables (15 Hours)

Geometric representation: graphs and level curves; differentiable functions: characterisation, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, application to comparative statics; homogeneous and homothetic functions: characterisation, applications.

UNIT – III: Multivariate optimization (15 Hours)

Convex sets; geometric properties of functions: convex functions, their characterisation, properties and applications; quasi convex functions, their characterisation, properties and applications; unconstrained optimisation: geometric characterisation, characterisation using calculus, applications.

Essential/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.

DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): INTERMEDIATE STATISTICS FOR ECONOMICS

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		
Intermediate Statistics for	4	3	1	0	Class XII pass with	NIL

Economics ECON006					Mathematics	
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Learning Objectives

The Learning Objectives of this course are as follows:

- This course focuses on techniques for statistical inference. The main objective of the course is to help students understand how to draw inference from samples regarding the underlying populations using point estimation, interval estimation and hypothesis testing.

Learning outcomes

The Learning Outcomes of this course are as follows:

- An important learning outcome of the course will be the capacity to use and analyse statistics in everyday life. The course will improve students' ability to analyse data, make decisions, form predictions, and conduct research.

SYLLABUS OF DSC-6

UNIT - 1: Sampling distribution of a Statistic (12 Hours)

Concept of Statistic and parameter, Sampling distributions, Central Limit Theorem.

UNIT - 2: Estimation (12 Hours)

Estimator and methods of estimation, Point Estimation: method of moments and method of maximum likelihood; Interval Estimation, Properties of an estimator: Consistency, Unbiasedness, Efficiency and Sufficiency, confidence level and sample size, intervals based on Z-distribution, t-distribution and chi-squared distribution, F-distribution.

UNIT – 3: Inference (9 Hours)

Meaning of a statistical hypothesis, errors in hypothesis testing: Type 1 and Type 2 errors, power of a test.

UNIT - 4: Hypothesis Testing (12 Hours)

Testing of a population Mean, proportions - small and large sample tests, P-value; Testing for variance; Testing hypothesis for two samples, testing for equality of means; testing for ratio of variances.

Practical component (if any) - NIL

Essential/recommended readings

- Devore, J. (2012). *Probability and statistics for engineers*, 8th ed. Cengage Learning.
- John A. Rice (2007). *Mathematical Statistics and Data Analysis*, 3rd ed. Thomson Brooks/Cole
- Larsen, R., Marx, M. (2011). *An introduction to mathematical statistics and its applications*. Prentice Hall.
- Miller, I., Miller, M. (2017). *J. Freund's mathematical statistics with applications*, 8th ed. Pearson.
- Demetri Kantarelis, D. and Malcolm O. Asadoorian, M. O. (2009). *Essentials of*

Inferential Statistics, 5th edition, University Press of America.

- Hogg, R., Tanis, E., Zimmerman, D. (2021) *Probability and Statistical inference*, 10TH Edition, Pearson

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 -3 (DSC-3) – : INTRODUCTORY MACROECONOMICS

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		
Introductory Macroeconomics ECON004	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the basic concepts of macroeconomics
- To discuss the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation, unemployment and the balance of payments
- To introduce the simple analytical framework (e.g., the IS-LM model) for analysing the relationships among key macroeconomic variables

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would be able to familiarise the broad macroeconomic concepts like GDP, inflation, money supply, interest rate and their inter-linkages and their interrelationships.
- By studying the course, the students will be able to critically evaluate various macroeconomic policies and their effects on output and interest rate in the economy.

SYLLABUS OF DSC-3

UNIT – I: Introduction to Macroeconomic issues and National Income Accounting (12 Hours)

Basic issues studied in macroeconomics; measurements of gross domestic product, income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for open economy, balance of payments accounts; current, capital and financial accounts.

UNIT – II: Money (10 Hours)

Functions of money; quantity theory of money; demand for money; determination of money supply and demand; credit creation; tools of monetary policy.

UNIT – III: Simple Theory of Income Determination (11 Hours)

Classical and Keynesian systems; simple Keynesian model of income determination

UNIT – IV: IS-LM Analysis and Aggregate Demand (12 Hours)

Derivations of the IS and LM curves; fiscal and monetary multipliers; derivation of aggregate demand

Practical component (if any) - NIL

Essential/recommended readings:

- Andrew Abel, Ben Bernanke and Dean Croushore (2011). *Macroeconomics* (7th edition), Pearson.
- Richard T. Froyen (2013). *Macroeconomics: Theories and Policies* (10th ed.), Pearson.
- Blanchard, O. (2006). *Macroeconomics* (6th edition). Pearson
- Blanchard, O. (2017). *Macroeconomics* (7th edition). Pearson
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (6th edition). McGraw- Hill
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (11th edition). McGraw-Hill

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-4): BASIC STATISTICS FOR ECONOMICS

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		
Basic Statistics for Economics ECON022	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The course teaches students the basics of probability theory and statistical inference based on simple technical rigor. It includes introductory probability theories, sample

distribution and hypothesis testing that set a necessary foundation for the econometrics course taught as a General Elective.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The student will be able to analyse the data using basic statistical concepts. They will understand sampling characteristics, estimation as well as examine the hypotheses using discrete and continuous distributions.

SYLLABUS OF DSC- 4

UNIT – I: Introduction and overview (09 Hours)

Populations and samples; sample statistics; Descriptive Statistics.

UNIT – II: Basic concepts of probability (12 Hours)

Spaces and events; probability concepts, conditional probabilities

UNIT – III: Probability distributions and Sampling (12 Hours)

Random variables – discrete and continuous, various probability distributions - functions and characteristics; Commonly used distributions - uniform, binomial, exponential, Poisson, hypergeometric and Normal random variables. Jointly distributions- conditional distributions and expectations, covariance and correlation

Unit – IV: Estimation and Hypothesis testing (12 Hours)

Estimation of population parameters - methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals; Defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test

Practical component (if any) - NIL

Essential/recommended readings

- Larsen, R., Marx, M. (2011). *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall.
- James McClave, P. George Benson, Terry Sincich (2017), *Statistics for Business and Economics*, Pearsons Publication.
- Anderson D. R, Sweeney D.J. et. al (2019), *Statistics for Business & Economics*, 13th ed. Cengage Learning.
- Sheldon Ross (2017), *Introductory Statistics*, 4th Edition, Academic Press

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

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		
Introductory Macroeconomics ECON004	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the basic concepts of macroeconomics
- To discuss the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation, unemployment and the balance of payments
- To introduce the simple analytical framework (e.g., the IS-LM model) for analysing the relationships among key macroeconomic variables

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would be able to familiarise the broad macroeconomic concepts like GDP, inflation, money supply, interest rate and their inter-linkages and their interrelationships.
- By studying the course, the students will be able to critically evaluate various macroeconomic policies and their effects on output and interest rate in the economy.

SYLLABUS OF DSC-3

UNIT – I: Introduction to Macroeconomic issues and National Income Accounting (12 Hours)

Basic issues studied in macroeconomics; measurements of gross domestic product, income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for open economy, balance of payments accounts; current, capital and financial accounts.

UNIT – II: Money (10 Hours)

Functions of money; quantity theory of money; demand for money; determination of money supply and demand; credit creation; tools of monetary policy.

UNIT – III: Simple Theory of Income Determination (11 Hours)

Classical and Keynesian systems; simple Keynesian model of income determination

UNIT – IV: IS-LM Analysis and Aggregate Demand (12 Hours)

Derivations of the IS and LM curves; fiscal and monetary multipliers; derivation of aggregate demand

Practical component (if any) - NIL

Essential/recommended readings:

- Andrew Abel, Ben Bernanke and Dean Croushore (2011). *Macroeconomics* (7th edition), Pearson.
- Richard T. Froyen (2013). *Macroeconomics: Theories and Policies* (10th ed.), Pearson.
- Blanchard, O. (2006). *Macroeconomics* (6th edition). Pearson
- Blanchard, O. (2017). *Macroeconomics* (7th edition). Pearson
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (6th edition). McGraw- Hill
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (11th edition). McGraw-Hill

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

Category-IV

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF ECONOMICS

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
GENERIC ELECTIVES (GE-4): PRINCIPLES OF MACROECONOMICS I						
		Lecture	Tutorial	Practical/ Practice		
Principles of Macroeconomics I ECON026	4	3	1	0	Class XII pass	NIL
Learning Objectives						

The Learning Objectives of this course are as follows:

- This course introduces the basic concepts in Macroeconomics both in closed and open economy. It deals with the behaviour and characteristics of aggregate economy. This course introduces the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories and approaches of determining GDP.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will learn the broad understanding of macroeconomic variables and their measurement issues like GDP, inflation, money supply, interest rate and their inter-linkages. It will also allow them to critically evaluate various macroeconomic policies and their effects on output and interest rate in the economy.

SYLLABUS OF GE-4

UNIT – I: Introduction (05 Hours)

What is macroeconomics? Macroeconomic issues in an economy

UNIT – II: National Income Accounting (10 Hours)

Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept

UNIT – III: Determination of GDP (10 Hours)

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier

UNIT – IV: National Income Determination in an Open Economy with Government (10 Hours)
 Income determination; Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

UNIT – V: Money in a Modern Economy (10 Hours)
 Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Practical component (if any) - NIL

Essential/recommended readings

- Andrew Abel, Ben Bernanke and Dean Croushore (2011). *Macroeconomics* (7th edition). Pearson
- Richard T. Froyen (2013). *Macroeconomics: Theories and Policies* (10th ed.), Pearson.
- Blanchard, O. (2018). *Macroeconomics* (7th edition). Pearson
- Blanchard, O. (2006). *Macroeconomics* (6th edition). Pearson
- Dornbusch, R., and S. Fischer. (1994). *Macroeconomics* (6th edition). McGraw- Hill
- R. Dornbusch, S. Fischer and R. Startz. (2018). *Macroeconomics* (12th edition). 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-5): BASIC STATISTICS FOR ECONOMICS

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		
Basic Statistics for Economics ECON022	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The course teaches students the basics of probability theory and statistical inference based on simple technical rigor. It includes introductory probability theories, sample

distribution and hypothesis testing that set a necessary foundation for the econometrics course taught as a General Elective.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The student will be able to analyse the data using basic statistical concepts. They will understand sampling characteristics, estimation as well as examining the hypotheses using discrete and continuous distributions.

SYLLABUS OF GE- 5

UNIT – I: Introduction and overview (09 Hours)

Populations and samples; sample statistics; Descriptive Statistics.

UNIT – II: Basic concepts of probability (12 Hours)

Spaces and events; probability concepts, conditional probabilities

UNIT – III: Probability distributions and Sampling (12 Hours)

Random variables – discrete and continuous, various probability distributions - functions and characteristics; Commonly used distributions - uniform, binomial, exponential, Poisson, hypergeometric and Normal random variables. Jointly distributions- conditional distributions and expectations, covariance and correlation

Unit – IV: Estimation and Hypothesis testing (12 Hours)

Estimation of population parameters - methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals; Defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test

Practical component (if any) - NIL

Essential/recommended readings

- Larsen, R., Marx, M. (2011). *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall.
- James McClave, P. George Benson, Terry Sincich (2017), *Statistics for Business and Economics*, Pearson's Publication.
- Anderson D. R, Sweeney D.J. et. al (2019), *Statistics for Business & Economics*, 13th ed. Cengage Learning.
- Sheldon Ross (2017), *Introductory Statistics*, 4th Edition, Academic Press

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

GENERIC ELECTIVES (GE-6): INDIAN ECONOMY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Economy ECON030	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces the economic problems related to the Indian economy by familiarizing them with the research studies on areas relating to economic development and policy in India with an emphasis on contemporary debates.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to learn the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress. Students will have the ability to explore current policy debates and contribute to policy making in an informed way using relevant databases. They will also learn how to conduct independent research in these areas

SYLLABUS OF GE-3

Unit 1 : Historical and general overview of Indian economy since Independence (05 Hours)

Unit 2 : Growth and structural change (09 Hours)

Unit 3 : The Indian economy in a comparative perspective (09 Hours)

Unit 4 : Key issues: poverty, inequality, education, health and gender (09 Hours)

Unit 5 : Agriculture, industry, services and international trade (09 Hours)

Practical component (if any) - NIL

Essential/recommended readings

- Kumar, Dharma (2005) ed the article on The Indian Economy 1970 to 2003 in revised version of CEHI Vol II
- Balakrishnan, Pulapre (2010) *Economic Growth in India: History and Prospect*. OUP.
- Rakshit, Mihir (2011) *Macroeconomics of Post-reform India*. OUP
- Rakshit, Mihir (2010) *Money and Finance in the Indian Economy*. OUP
- Goyal, Ashima(ed) (2015) *A Concise handbook of Indian Economy in the 21st*

Century .OUP

- Ghate, Chetan (ed) (2012) *The Oxford Handbook of Indian Economy*. OUP.
- Bosworth, B., Collins, S. M., & Virmani, A. (2007). *Sources of growth in the Indian economy*.
- Goyal, A. (Ed.). (2019). *A Concise Handbook of the Indian Economy in the 21st Century*. Oxford University Press.
- Pulapre Balakrishnan, 2007, “The Recovery of India: Economic Growth in the Nehru Era”, *Economic and Political Weekly*, November.
- Rakesh Mohan, 2019, *Moving India to a new Growth Trajectory: Need for a Comprehensive Big Push*, Brookings India, Section 1 and 2, 9-30.
- Ahluwalia, M. S., 2019, “India’s economic reforms: Achievements and Next Steps”, *Asian Economic Policy Review*, 14(1), 46-62.
- James, K.S., & Srinivas Goli, 2016, “Demographic Changes in India: Is the Country Prepared for the Challenge?” *Brown Journal of World Affairs*, Fall/Winter 2016, Volume XXIII, Issue I.
- Desai, S., 2015, “Demographic deposit, dividend and debt”, *The Indian Journal of Labour Economics*, 58, 217-232
- Arvind Subramanian and Josh Felman (2021) India’s Stalled Rise-How the State Has Stifled Growth, *Foreign Affairs* on 14.12. 2021
- Executive Summary, 2014, Report of the Expert Group to Review the Methodology for Measurement of Poverty (Rangarajan Committee report), GOI, 1-5
- Thomas, J. J. (2020). ‘Labour Market Changes in India, 2005–18’, *Economic and Political Weekly*, 55(34), 57

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

DEPARTMENT OF GEOGRAPHY

Category-I BA (Hons.) Geography

DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): GEOMORPHOLOGY

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		
GEOMORPHOLOGY	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the association between geomorphologic landforms, concepts and processes.
- To critically evaluate and connect information about geomorphic processes.
- To provide a theoretical and empirical framework for understanding landscape evolution and the characteristics of individual types of geomorphic landscapes.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To know the functioning of earth systems in real time and analyze how the natural and anthropogenic operating factors affects the development of landforms.
- To distinguish between the mechanisms that controls these processes.
- To assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

SYLLABUS OF DSC-4

UNIT – I (3 Hours)

Geomorphology: Definitions, Principles, Recent Trends

UNIT – II (9 Hours)

Plate Tectonics: Concept, Mechanism, Boundaries, Movements and Resultant effects

UNIT – III (9 Hours)

Denudation: Weathering, Mass Wasting, Erosion

UNIT – IV (10 Hours)

Landform development: Cyclic (ideas of Davis and Penck), non-cyclic and poly-cyclic concepts

UNIT – V (14 Hours)

Landforms: Fluvial, Aeolian, Glacial, and Coastal Landforms

Practical component (if any) - NIL

Suggestive readings

1. Bloom, A.L., (2003). Geomorphology: A Systematic Analysis of Late Cenozoic Landforms. First Indian Reprint. Delhi: Pearson Education (Singapore) Pte. Ltd.
2. Dyal., P. (2014). Bho-Akriti Vigyan. Rajesh Publications, New Delhi (Hindi).
3. Gupta, S.L. (2008). Bho-Akriti Vigyan. University of Delhi (Hindi).
4. Jat., B.C. (2004). Bho-Akriti Vigyan. Rawat Publications, New Delhi, (Hindi).
5. Singh, S. (1998). Geomorphology. PrayagPuskak Bhawan: Allahabad.
6. Strahler, A.H. and Strahler, A.N. (1992). Modern Physical Geography, Fourth Edition. John Wiley & Sons, Canada.
7. Summerfield, M.A, (1991). Global Geomorphology: an Introduction to the Study of Landforms. Longman, New York.
8. Tarbuck, E.J., Lutgens, F.K and Tasa, D. (2012). Earth Science, Thirteenth Edition, Prentice Hall. Delhi.
9. Thornbury, W.D., (1993). Principles of Geomorphology, Second Edition. Wiley Eastern Limited, New Delhi.

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

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): POPULATION 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		
POPULATION GEOGRAPHY	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- It introduces the basic concepts of population geography to the students.
- An understanding of the importance and need of Demographic data.
- Spatial understanding of population dynamics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would get an understanding of the distribution and trends of population growth in the developed and less developed countries, along with population theories.
- The students would get an understanding of the dynamics of the population.
- An Understanding of the implications of population composition in different regions of the world.

SYLLABUS OF DSC-5

UNIT – I (5 Hours)

Nature and Scope of Population Geography, Sources of Population Data with special reference of Indian Census.

UNIT – II (10 Hours)

Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

UNIT – III (10 Hours)

Population Dynamics: Fertility and Mortality – Measures and Determinants, Migration – Determinants and Implications.

UNIT – IV (10 Hours)

Dynamics of Population Pyramids and Women Empowerment and Indian Population Policies.

UNIT – V (10 Hours)

Contemporary Issues - Ageing of Population, Demographic Dividends, Global Refugee Crisis.

Practical component (if any) - NIL

Suggestive readings

1. Bhende A. and Kanitkar T. (2019). Principles of Population Studies. Himalaya Publishing House, New Delhi, India.
2. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
3. Clarks, John, I. (1972). Population Geography. Pergamon Press, New York.
4. Hassan M.I. (2020). Population Geography, A Systematic Exposition. Routledge Taylor and Francis Group, New York.
5. Lutz, W., Warren, C. S. and Scherbov, S. (2004). The End of the World Population Growth in the 21st Century. UK: Earthscan.
6. Majumdar, P.K. (2010). Fundamentals of Demography. Rawat publications, Jaipur.
7. Maurya, S. D. (2021). *JansankyaBhugol*. Sharda Pustak Bhawan, Allahabad.
8. Newbold, K. B. (2017). Population Geography: Tools and Issues. Rowman and Littlefield Publishers, NY, USA.

9. Saroha, J. (2021). JansankhyaBhugol, JanankikievamJansankhyaAdhayan. M.K. Books, New Delhi.
10. Weeks, John R. (2020) Population: An Introduction to Concepts and Issues. Cengage Learning, Boston.

DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): STATISTICAL METHODS IN 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		
STATISTICAL METHODS IN GEOGRAPHY (PRACTICAL)	4	0	0	4	12th Pass	NIL

Note: one credit of practical is equal to two hours

Learning Objectives

The Learning Objectives of this course are as follows:

- The concept of quantitative information in general and Geographical data in particular. The importance of data analytics. The ways data is collected, or data is taken from different sources. The sampling methods' application for data collection purposes.
- To understand the ways to handle the collected data through classification, tabulation and stigmatization.
- To compute relations and impacts among the data series.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To differentiate between qualitative and quantitative information.
- To know the nature of various data, different sources and methods of data collection.
- To present data through graphical and diagrammatic formats.
- To analyse the variations in spatial and non-spatial data.

SYLLABUS OF DSC-6

UNIT – I (20 Hours)

Data in Geography: Sources of Data, Scales of Measurements in Geography, Tabulation, Frequency Distribution, Geographical Data Matrix.

UNIT – II (30 Hours)

Descriptive Statistics: Central Tendencies – Mean, Median, Mode; Measures of Partitions - Quartile, Decile, Percentile; Measures of Dispersion- Standard Deviation and Coefficient of Variation; Spatial Centro-graphic Techniques – Mean Centre, Median Centre.

UNIT – III (20 Hours)

Sampling Methods: Sampling (Simple Random, Systematic, and Stratified); and Non-probability sampling.

UNIT – IV (30 Hours)

Theoretical Distribution: Concept of Probability Distribution (Theoretical only), Normal Distribution – Characteristics, Area under Normal Curve.

UNIT – V (20 Hours)

Relationship Analysis: Correlation - Spearman's and Karl Pearson's coefficient of correlation; Simple Regression.

Practical component (if any) – Practical File*

Suggestive readings

1. Alvi Z. (1995). Statistical Geography: Methods and Applications. Rawat Publications, Jaipur.
2. Mahmood A. (1999). Statistical Methods in Geographical Studies. Rajesh Publications, New Delhi.
3. Pal S. K. (1998). Statistics for Geoscientists. Tata McGraw Hill, New Delhi.
4. Rogerson P.A. (2014). Statistical Methods for Geography: A Student's Guide. Sage, New Delhi.
5. Singh D. (2018). प्रारंभिकसांख्यिकीविधियाँ. New Delhi. R K Books, New Delhi.
6. Ebdon D. (1977). Statistics in Geography: A Practical Approach. Oxford, UK. Blackwell.
7. Singh D. (2018). Elementary Statistical Methods. R K Books, New Delhi.
8. Sinha, I. (2007). सांख्यिकीभूगोल. Discovery Publishing House, New Delhi.
9. Walford N. (2011). Practical Statistics for Geographers and Earth Scientists. Wiley-Blackwell, West Sussex, United Kingdom.
10. SPSS (Statistical Package for Social Sciences)
11. Tableau Desktop software/R.

Note:

- *1. Students should construct/collect data matrix (75X5) with each row 75 representing an aerial unit (district/village/town) and 5 columns of relevant attributes of areal units.**
- 2. All the exercises will be based on the data matrix collected by the students.**
- 3. Simple calculator is allowed in the examination.**

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 Geography as Major discipline

DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): GEOMORPHOLOGY

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		
GEOMORPHOLOGY	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the association between geomorphologic landforms, concepts and processes.
- To critically evaluate and connect information about geomorphic processes.
- To provide a theoretical and empirical framework for understanding landscape evolution and the characteristics of individual types of geomorphic landscapes.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To understand the functioning of earth systems in real time and analyze how the natural and anthropogenic operating factors affects the development of landforms.
- To distinguish between the mechanisms that controls these processes.
- To assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

SYLLABUS OF DSC-3

UNIT – I (3 Hours)

Geomorphology: Definitions, Principles, Recent Trends

UNIT – II (9 Hours)

Plate Tectonics: Concept, Mechanism, Boundaries, Movements and Resultant effects

UNIT – III (9 Hours)

Denudation: Weathering, Mass Wasting, Erosion

UNIT – IV (10 Hours)

Landform development: Cyclic (ideas of Davis and Penck), non-cyclic and poly-cyclic concepts

UNIT – V (14 Hours)

Landforms: Fluvial, Aeolian, Glacial, and Coastal Landforms

Practical component (if any) - NIL

Suggestive readings

1. Bloom, A.L., (2003). Geomorphology: A Systematic Analysis of Late Cenozoic Landforms. First Indian Reprint. Delhi: Pearson Education (Singapore) Pte. Ltd.
2. Dyal., P. (2014). Bho-Akriti Vigyan. Rajesh Publications, New Delhi (Hindi).
3. Gupta, S.L. (2008). Bho-Akriti Vigyan. University of Delhi (Hindi).
4. Jat., B.C. (2004). Bho-Akriti Vigyan. Rawat Publications, New Delhi, (Hindi).
5. Singh, S. (1998). Geomorphology. PrayagPuskak Bhawan: Allahabad.
6. Strahler, A.H. and Strahler, A.N. (1992). Modern Physical Geography, Fourth Edition. John Wiley & Sons, Canada.
7. Summerfield, M.A, (1991). Global Geomorphology: an Introduction to the Study of Landforms. Longman, New York.
8. Tarbuck, E.J., Lutgens, F.K and Tasa, D. (2012). Earth Science, Thirteenth Edition, Prentice Hall. Delhi.
9. Thornbury, W.D., (1993). Principles of Geomorphology, Second Edition. Wiley Eastern Limited, New Delhi.

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-4): POPULATION 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		
POPULATION GEOGRAPHY	4	3	1	0	12 th Pass	NA

Learning Objectives

The Learning Objectives of this course are as follows:

- It introduces the basic concepts of population geography to the students.
- An understanding of the importance and need for Demographic data.
- Spatial understanding of population dynamics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would get an understanding of the distribution and trends of population growth in the developed and less developed countries, along with population theories.

- The students would get an understanding of the dynamics of the population.
- An Understanding of the implications of population composition in different regions of the world.

SYLLABUS OF DSC-4

UNIT – I (5 Hours)

Nature and Scope of Population Geography, Sources of Population Data with special reference of Indian Census.

UNIT – II (10 Hours)

Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

UNIT – III (10 Hours)

Population Dynamics: Fertility and Mortality – Measures and Determinants, Migration – Determinants and Implications.

UNIT – IV (10 Hours)

Dynamics of Population Pyramids and Women Empowerment and Indian Population Policies.

UNIT – V (10 Hours)

Contemporary Issues - Ageing of Population, Demographic Dividends, Global Refugee Crisis.

Practical component (if any) - NIL

Suggestive readings

1. Bhende A. and Kanitkar T. (2019). Principles of Population Studies. Himalaya Publishing House, New Delhi, India.
2. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
3. Clarks, John, I. (1972). Population Geography. Pergamon Press, New York.
4. Hassan M.I. (2020). Population Geography, A Systematic Exposition. Routledge Taylor and Francis Group, New York.
5. Lutz, W., Warren, C. S. and Scherbov, S. (2004). The End of the World Population Growth in the 21st Century. UK: Earthscan.
6. Majumdar, P.K. (2010). Fundamentals of Demography. Rawat publications, Jaipur.
7. Maurya, S. D. (2021). *JansankhyaBhugol*. Sharda Pustak Bhawan, Allahabad.
8. Newbold, K. B. (2017). Population Geography: Tools and Issues. Rowman and Littlefield Publishers, NY, USA.
9. Saroha, J. (2021). *JansankhyaBhugol, JanankievamJansankhyaAdhayan*. M.K. Books, New Delhi.
10. Weeks, John R. (2020) Population: An Introduction to Concepts and Issues. Cengage Learning, Boston.

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 Geography as non-Major discipline

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): POPULATION 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		
POPULATION GEOGRAPHY	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- It introduces the basic concepts of population geography to the students.
- An understanding of the importance and need of Demographic data.
- Spatial understanding of population dynamics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would get an understanding of the distribution and trends of population growth in the developed and less developed countries, along with population theories.
- The students would get an understanding of the dynamics of the population.
- An Understanding of the implications of population composition in different regions of the world.

SYLLABUS OF DSC-5

UNIT – I (5 Hours)

Nature and Scope of Population Geography, Sources of Population Data with special reference of Indian Census.

UNIT – II (10 Hours)

Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

UNIT – III (10 Hours)

Population Dynamics: Fertility and Mortality – Measures and Determinants, Migration – Determinants and Implications.

UNIT – IV (10 Hours)

Dynamics of Population Pyramids and Women Empowerment and Indian Population Policies.

UNIT – V (10 Hours)

Contemporary Issues - Ageing of Population, Demographic Dividends, Global Refugee Crisis.

Practical component (if any) - NIL

Suggestive readings

11. Bhende A. and Kanitkar T. (2019). Principles of Population Studies. Himalaya Publishing House, New Delhi, India.
12. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
13. Clarks, John, I. (1972). Population Geography. Pergamon Press, New York.
14. Hassan M.I. (2020). Population Geography, A Systematic Exposition. Routledge Taylor and Francis Group, New York.
15. Lutz, W., Warren, C. S. and Scherbov, S. (2004). The End of the World Population Growth in the 21st Century. UK: Earthscan.
16. Majumdar, P.K. (2010). Fundamentals of Demography. Rawat publications, Jaipur.
17. Maurya, S. D. (2021). *JansankyaBhugol*. Sharda Pustak Bhawan, Allahabad.
18. Newbold, K. B. (2017). Population Geography: Tools and Issues. Rowman and Littlefield Publishers, NY, USA.
19. Saroha, J. (2021). JansankhyaBhugol, JanankikievamJansankhyaAdhayan. M.K. Books, New Delhi.
20. Weeks, John R. (2020) Population: An Introduction to Concepts and Issues. Cengage Learning, Boston.

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

Category-IV

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENT OF GEOGRAPHY

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
		Lecture	Tutorial	Practical/ Practice		
GLOBALIZATION AND MOBILITY	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of mobility and migration.
- To understand the global cities, global village and borderless world.
- To understand flexible labour market and mass mobility.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will able to learn the concept of migration.
- Students will able to differentiate between mobility and migration.
- Students will able to learn the implications of flexible labour market.

SYLLABUS OF GE-4

UNIT – I (3 Hours)

Globalization: Concept and Indicators; Mobility and Migration: Concept and Significance.

UNIT – II (12 Hours)

Global Cities, Global Village and Borderless World: Intensification and integration of Economic and Political Relations across borders.

UNIT – III (10 Hours)

Role of freedom of Trade and Information Technology on Human Mobility. Challenges of Globalization.

UNIT – IV (10 Hours)

Mobility: Frequency, Trends, Patterns and Factors; Pressure on Social Infrastructure.

UNIT – V (10 Hours)

Globality: Implications of Flexible Labour Market, Individual and Mass Mobility.

Practical component (if any) - NIL

Suggestive readings

1. Acharya, L.M. (2012). Economic Geography, Migration and Global Politics. KUNAI Books.
2. Ahmad, Aijazuddin (2002). Social Geography. Rawat Books, Jaipur.
3. Jone, V and Pertierra (2013). Migration, Diaspora and Information technology in Global Societies. Routledge Publication.
4. Kent, Bruce (1991). Building the Global Village. Hopper Collins Publishers Inc.
5. Marshall, Tim (2021). The Power of Geography: Ten Maps That Reveal The Future of Our World. Elliott & Thompson limited.
6. Rajgopalan, S (2012). Rural Urban Migration: Trends, Challenges and Strategies. SBS Publishers.
7. Sengupta, Anita (2015). Globalizing Geographies. KW Publishers Pvt. Ltd.
8. Shrinivasan, Ramesh (2017). Whose Global Village? Rethinking How Technology Shapes Our World. NYU Press.
9. Shroff, Menon (2019). Social Changes in Migration Globalization. Amiga Press Inc.

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

GENERIC ELECTIVES (GE-5): DISASTER MANAGEMENT

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		
DISASTER MANAGEMENT	4	3	1	0	12 th Pass	NA

Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding the basic concepts of disaster management.
- Detailed analysis about the different types of disasters in India.
- Evaluating the role of institutional frameworks to mitigate the disasters in the country.

Learning outcomes

The Learning Outcomes of this course are as follows:

- In depth understanding about the various disasters in the country.

- It will provide thorough understanding about the human responses to the disasters.
- It will highlight the responses and mitigation measures to both natural and manmade disasters.

SYLLABUS OF GE-5

UNIT – I (10 Hours)

Disasters, Hazards, Risk, Vulnerability- Definition, Concept and Classification; Hazard, Risk Vulnerability Capacity (HRVC) - Methods, Analysis and Mapping

UNIT – II (10 Hours)

Disaster Management- Disaster Management Cycle, Community Based Disaster Management

UNIT – III (7 Hours)

Floods, Earthquake, Drought, Cyclone

UNIT – IV (10 Hours)

Industrial, War, Fire, Epidemics, Nuclear

UNIT – V (8 Hours)

Strategies for disaster management: International- Yokohama Strategy for a Safer World 1994, Hyogo framework for Action 2005-2015; Sendai Framework for Disaster Risk Reduction 2015-2030; Indian Policy for disaster management: Disaster Management Act 2005, 10 point Agenda of Prime minister on DRR

Practical component (if any) - NIL

Suggestive readings

1. Asthana , N.C. and Asthana P. (2014). Disaster Management. Pointer Publishers
2. Bryant , E.(2004). Natural Hazards. Cambridge University Press, India
3. Kapur ,Anu(2010). Vulnerable India: A Geographical Study Of Disasters. Sage Publications,
4. Savinder Singh(2019). ApdaPrabandhan.PravalikaPrakashan (Hindi).
5. Smith, Keith (2013). Environmental Hazards: Assessing risk and reducing disasters
6. Wisner, B., Blaikie P et al. (2004). At Risk: Natural Hazards, People's Vulnerability and Disasters. Routledge Taylor and Francis Group , NY (https://www.preventionweb.net/files/670_72351.pdf)
7. Singh R.B. (ed.) (2006). Natural Hazards and Disaster Management: Vulnerability and Mitigation . Rawat Publications, Jaipur.
8. Singh, J. (2007). Disaster Management: Future Challenges and Opportunities.IK International Pvt. Ltd, New Delhi.
9. Sinha, A. (2001). Disaster Management: Lessons drawn and Strategies for Future. New United Press, New Delhi.
10. Modh, S. (2010). Managing Natural Disaster: Hydrological, Marine and Geological Disasters. Macmillan, Delhi.

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

GENERIC ELECTIVES (GE-6): INDIGENOUS KNOWLEDGE SYSTEM AND PRACTICES

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
INDIGENOUS KNOWLEDGE AND PRACTICES	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To know the meaning of indigenous knowledge system and its significance.
- To be aware of the concept of sustainability and ecosystem services.
- To be acquainted with about the indigenous knowledge of soil and water conservation techniques.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to know the importance of our indigenous knowledge system.
- Students will learn how indigenous knowledge system will be effective to conserve out resources.
- Students will able to know about the intellectual property rights and socio-cultural heritage.

SYLLABUS OF GE-6

UNIT – I (5 Hours)

Introduction: Concept, Meaning and Definition, Approaches of Indigenous Knowledge System, Identification, Documentation, and Validation of Indigenous Knowledge system, Significance of Indigenous Knowledge System.

UNIT – II (10 Hours)

Indigenous Knowledge System (IKS), Sustainability and Ecosystem Services: Indigenous Knowledge and Sustainability, Indigenous Knowledge and Ecosystem Services, Nature Based Solutions (NBSs).

UNIT – III (10 Hours)

Indigenous Knowledge System and Practice: Case Studies: Agriculture, Land and Soil, Water, Forest.

UNIT – IV (10 Hours)

Indigenous Knowledge System and Rights of Communities: Role of Institutions, Intellectual Property Rights (IPRs), Indigenous Knowledge System and Socio-cultural Heritage.

UNIT – V (10 Hours)

Policy Implications/Way Forward: Revival and recognition of Indigenous Knowledge System, Integration of Intergenerational transmission of Indigenous Knowledge System, Need for Policy framework and Role of Various Initiatives with respect to India, Strength, Weakness, Opportunities and Threats (Challenges).

Practical component (if any) - NIL

Suggestive readings

1. Berkes, F. and Gadgil, M. (1995). Indigenous Knowledge for biodiversity conservation. *Ambio*, 22(2-3): 151-156.
2. Berkes, F. (1999). *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Milton Park: Taylor & Francis.
3. Brokensha D.W., Warren D.M. and Werner, O. (1980). *Indigenous Knowledge Systems and Development*. Washington DC: University Press of America.
4. Brush, S. (1993). Indigenous knowledge of biological resources and intellectual property rights: The role of anthropology. *American Anthropologist*, 95 (3): 653–86.
5. Ford, J. and Martínez, D. (2000). Traditional ecological knowledge, ecosystem and environmental management. *Ecol. Application*, 10: 1249-1250.
6. Melissa, N. and Shilling, D. (2018). *Traditional Ecological Knowledge: Learning from Indigenous Environmental Sustainability*. Cambridge University Press.
7. Mishra, P.K. and Rai S.C. (2013). Use of Indigenous Soil and Water Conservation Practices among Farmers in Sikkim Himalaya. *Indian Journal of Traditional Knowledge*, 12(3), July, Pp. 454-464. NISCAR, CSIR, New Delhi.
8. Rai, S.C. and Mishra, P.K. (2022). *Traditional Ecological Knowledge of Resource Management in Asia*. Springer Nature Switzerland AG (In Press).
9. Stori F.T., Peres C.M., Turra, A. and Pressey R.L. (2019) Traditional Ecological Knowledge Supports Ecosystem-Based Management in Disturbed Coastal Marine Social-Ecological Systems. *Frontier in Marine Science*, 6:571.
10. Warren D.M., Slikkerveer L.J. and Brokensha, D. (1995) *The cultural dimension of development: Indigenous Knowledge Systems*. Intermediate Technology Publications, London.

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

BA (Hons.) Social Work

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-4) – :
INDIAN CONSTITUTION AND SOCIAL JUSTICE**

**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 AND SOCIAL JUSTICE DSC 4 SW201	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basic framework of Indian Constitution within the context of social justice
- To sensitize the students to promote social justice in relation to the vulnerable people
- To understand the application of social work interventions

Learning outcomes

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

- Understand the Indian Constitution within the context of social justice and its linkages with social work practice
- Be sensitive towards promoting social justice in relation to the society
- Apply social work interventions in real life situations

SYLLABUS OF DSC-4

Unit I: Constitutional and Legal Framework in India	15 Hours
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<p>Unit Description: This unit will reflect upon the constitutional and legal framework in India for ensuring social justice, equality, and rights.</p>	
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Basic frame work of the constitution: Preamble, Fundamental Rights, Fundamental Duties and Directive Principle of State Policy ● Indian legal system: Relevant sections for women and children from Indian Penal Code (IPC) ● Role of Juvenile Justice Board, Child Welfare Committees and Special Women cell 	
<p>Unit II: Understanding Social Justice</p> <p>Unit Description: This unit will provide a conceptual understanding about social justice.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Social justice: Concept, philosophy, features and forms ● Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization ● Social Justice as a core value and principle of social work profession 	
<p>Unit III: Instruments of Social Justice</p> <p>Unit Description: This unit will give an insight about various instruments of social justice</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Instruments of Social Justice: Positive and Protective Discrimination, legal and public advocacy, Public Interest Litigation (PIL), Legal Literacy and Right to Information (RTI) ● Statutory bodies for justice: National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights ● Role of professional social workers and mass media in promoting social justice 	
<p>Unit IV: Application of Social Work in Promoting Social Justice</p> <p>Unit Description: This unit will give an exposure to promote social justice, equality and ensuring rights.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Application of instruments of Social Justice: legal literacy/free legal aid/RTI/PIL ● Approaches of intervention: Children, Women, Elderly, persons with disability 	

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|--|--|
| ● Professional ethics: sensitivity and empathetic attitudes towards vulnerable populations | |
|--|--|

Practical component (if any) – Unit IV application based

Essential Readings

- Bakshi, P.M. (2014). The Constitution of India. Universal Law Publishing Co. Pvt. Ltd, New Delhi.
- Clayton, Matthew and Williams, Andrew (2004), Social Justice, Wiley-Blackwell.
- International Federation of Social Workers (1994). Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.
- Iyer, V.R.K. (1980). Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
- K.D Gaur, (2015). Textbook on Indian Penal Code, Universal Law Publishing, New Delhi.
- Mahajan, G. (ed.) (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
- Pandya, R. (2013) Social Justice and Empowerment of Disadvantaged Groups in India, New Century Publications, New Delhi.

Suggested Readings

- Basu, D.D. (2008). Introduction to the Constitution of India (Lexis-Nexis-Butterworth Wadhwa.
- Braithwaite, J. (1979). Inequality, Crime and Public Policy. London: Routledge.
- Saraf, D.N. (ed), (1984). Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.

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

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5):
HUMAN GROWTH AND PERSONALITY 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		
HUMAN GROWTH AND PERSONALITY DEVELOPMENT DSC 5 SW202	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basic concepts and processes in psychology essential for social work practice
- To develop understanding about personality development and associated theories
- To acquire skill base for applying concepts of psychology in social work practice

Learning outcomes

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

- Learn about human growth and stages of development across the life span
- Learn about personality development theories and integrate the same in social work practice
- Apply the basic psychological processes in Social Work Practice

SYLLABUS OF DSC- 5

Unit I: Growth and Development Unit Description: The unit will introduce the basic principles of growth and development. The students will learn about the developmental stages across the lifespan.	15 Hours
Subtopics:	

<ul style="list-style-type: none"> ● Growth and development: Concepts, Principles, and Differences ● Developmental tasks, needs and challenges: Prenatal, infancy and babyhood periods, Early childhood and Late childhood ● Developmental tasks, needs and challenges: Adolescence, Adulthood, Old age 	
<p>Unit II: Personality Development</p> <p>Unit Description: The students will gain insights into factors contributing to development of personality. The students will also gain critical insight into personality theories.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Personality: Concept, hereditary and environmental perspectives, ● Personality theories: Freud’s Psycho-analytic theory and Erikson’s Psycho-social theory ● Child-rearing practices 	
<p>Unit III: Basic Psychological Processes</p> <p>Unit Description: This unit will introduce the basic psychological process with an emphasis on applications of psychology in real life situations.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Learning: Concept and theories: Skinner and Pavlov ● Motivation: Concept and theories (Maslow) ● Memory, Emotions, Intelligence, central nervous system 	
<p>Unit IV: Application of psychological understanding in field work setting</p> <p>Unit Description: This unit will give practical exposure to apply behavioural and psychological learning in field situations.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Psychosocial assessment and Case studies ● Observation based Project Report on developmental tasks, needs and challenges on any one life stage ● Application of Behavioural theory/learning theories with children/adolescence 	

Practical component (if any) – Unit IV application based

Essential readings

- Baron, R. & Misra.G. (2013).Psychology. New Delhi: Pearson
- Bcoket, C. (2002): Human Growth and Development: A Psycho-social Introduction, London: SagePublications
- Chowdhary, R. (2006).ManovigyanTathaManovagyanikPrakriyaen. New Delhi: Radha Publication.
- Chowdhary, R. (2010).Vikasatmak Manovigyan. New Delhi: NamanPrakashan.
- Cicarelli, S.K. and White, N.J. (2017). Psychology. Boston: Pearson
- Hall & Lindzey (2009): Theories of Personality. New York:John Wiley and Sons
- Morgan & King (2017: Introduction to Psychology, New Delhi: Tata McGraw Hill, Publishing Company Ltd.

Suggested readings

- Feldman.R (2004). Understanding Psychology, Tata Mcgraw Hill Publishing Co. td
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012).Life Span Development (13th ed.) New Delhi: McGraw Hill.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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): FIELD WORK PRACTICUM- 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		
FIELD WORK PRACTICUM-II DSC 6 SW203	4	0	0	4	12th Pass	NIL

Learning Objectives

- To develop understanding of identities of people, dynamics of relationships, resources and opportunities to deal with them
- Develop an ability to critically examine and appreciate programmes and services of governmental and non-governmental social welfare/developmental organizations
- To acquire skills of working with people at individual, group and community level by integrating class room learning into real life situation

Learning outcomes

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

- Critically examine the agency's structure, functions, resources, service delivery system etc.
- Integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques etc.)
- Write analytical field work reports

SYLLABUS OF DSC-6

Tasks/Activities:

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. 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.
4. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
5. 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.
6. 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.
7. 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.
8. Attend skill-based workshops as and when organised by the Department.
9. 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: Allen and Unwin.
- Garthwarf, E. (2005). The Social Work Practicum. Boston: Pearson Education.
- Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.
- 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.
- Tsui, M. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

Suggested readings

- Doel, M. & Shardlow, S. M. & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage Publications.
- Doel, M. & Shardlow, S. M. (2005). Modern Social Work Practice: Teaching and Learning in Practice Settings. Burlington, VT: Ashgate.
- Verma, R.B.S. & Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

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

CATEGORY-IV

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF SOCIAL WORK

GENERIC ELECTIVES (GE-3): SOCIAL WORK WITH YOUTH

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 YOUTH GE 3 SW 211	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of youth, their developmental needs, concerns and challenges
- To gain understanding about the various policies and programmes concerning the Youth
- To identify the role of youth in the national development

Learning outcomes

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

- Understand differential needs, concerns and challenges of the youth
- Develop insight about the effectiveness of various policies and programmes for the youth
- Know the significance and modalities of youth participation for the nation's development

SYLLABUS OF GE-3

<p>Unit I: Understanding Youth</p> <p>Unit description: The unit will introduce with demographic profile of youth in India. The students will also learn about the needs and empowerment strategies for the youth in contemporary context.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Concepts and perspectives of Youth • Socio-demographic variables (like gender, caste, class, locale) influencing youth development and empowerment • Youth Empowerment: Needs, Importance and strategies 	
<p>Unit II: Challenges before Youth</p> <p>Unit description: This unit will introduce students with the challenges faced by the youth. The students will also learn about the intergenerational challenges in urban and rural context.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Interpersonal concerns and dynamics: Urban and Rural youth, • Intergenerational challenges faced by youth • Youth Unrest, Unemployment, skill development, depression & suicidal tendency 	
<p>Unit III: Youth Policies and Programme</p> <p>Unit description: This unit will introduce students with National policies and various programmes for youth development.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • National Youth Policy • Youth Development Programmes: National Cadet Corps (NCC), National Service Scheme(NSS), Nehru Yuva Kendra Sangathan (NYKS) • Entrepreneurship schemes: Technology, and education for youth development 	
<p>Unit IV: Social Work and Youth</p> <p>Unit description: This unit will help students to reflect upon the youth movement and leadership strategies. The students will also analyze the use of mass media and social work interventions.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Youth movement and Leadership • Effective use of mass media in advocacy, participation and awareness generation • Social Work interventions with Youth 	

Practical component (if any) - NIL

Essential readings

- Barry, M. (2005). Youth Policy and Social Inclusion, Routledge, London.

- Deb, S., Majumdar, B.& Sunny A. M. (2022). Youth Development in India Future Generations in a Changing World, 1st, Edition Routledge India.
- Gill, J. (2009). Youth, Polity Press, UK.
- Kehily J.M (Etd.) (2007). Understanding Youth: Perspectives, identities & practices, Sage Publication, London.
- Mahadevan, U. Rozario, H K. Greesan, botcha, R. (ed.) (2016). Youth Development: Emerging Perspectives,Shipra Publications.
- Vasanti, R & Paul, D (2006). Youth and Globalisation, Proceedings of the workshop on youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and TISS, Mumbai.
- Wood, J. & Hine, J. (2009). Theory and Policy for Practice, Sage Publication.

Suggested readings

- S. Narayanasamy (2003). Youth Development in The New Millennium, Discovery Publishing House
- Sarumathy, M. & Kalesh, H. (2007). Youth Policies and Programmes in South Asia Region, Rajiv Gandhi Institute of Youth Development, Ministry of Youth Affairs and Sports. GOI.

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

GENERIC ELECTIVES (GE-4): MANAGEMENT OF CIVIL SOCIETY ORGANIZATION

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		
MANAGEMENT OF CIVIL SOCIETY ORGANIZATION GE 4 SW 212	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an understanding about civil society organizations
- Learn the process of establishing civil society organizations
- Acquire skills and competencies in managing civil society organizations

Learning outcomes

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

- Able to develop conceptual understanding about civil society organizations
- Capable to learn overall procedure of establishing civil society organizations
- Develop skills in managing civil society organizations and formulating, implementation, monitoring and evaluating of development project

SYLLABUS OF GE-4

<p>Unit I: Conceptual Framework of Civil Society Organizations (CSO)</p> <p>Unit Description: This unit will give an opportunity to the students to understand the concept of civil society organizations and voluntary initiatives in India.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Historical development of voluntary initiatives in India • Civil society organizations: Concept, characteristics, nature, types and forms 	

<ul style="list-style-type: none"> • Civil society sector: critical assessment of needs in contemporary context, interface between government and CSOs 	
<p>Unit II: Establishing an NGO</p> <p>Unit Description: This unit will give an opportunity to the students to learn the process of establishing an NGO.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Salient features of legal provisions: The Societies Registration Act, 1860; The Indian Trusts Act, 1882; The Charitable & Religious Trusts Act, 1920; Religious Endowment Act, 1863; and The Companies Act, 1956, FCRA Act, 1976 • National policy on voluntary sector, Registration and formation of an NGO, National policy on voluntary organisations • Legal compliances and Taxation requirements 	
<p>Unit III: Management of NGOs</p> <p>Unit Description: This unit will give an opportunity to the students to learn the management of Non-governmental organizations.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Organizational Planning: Vision, mission, goals, formulation of objectives, strategies and manpower/human resource planning • Management and functions of NGOs: Recruitment, selection, induction, placement, training, employee remuneration and motivation • Organizational environment, work culture, leadership, coordination and employee discipline 	
<p>Unit IV: Project Implementation, Monitoring and Evaluation</p> <p>Unit Description: This unit will engage students in learning formulation, implementation, monitoring and evaluation of development projects.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Developing projects on different issues: Types, stages, factors • Project implementation: Mobilization of resources, fund raising and grant-in-aid • Project monitoring and evaluation 	

Practical component (if any) - NIL

Essential Readings

- Abraham, Anita. (2011). Formation and Management of NGOs. Delhi, India. Universal Law Publishing Co.
- Bhatia S.K. (n.d.). Training & Development. New Delhi: Deep & Deep Publication Pvt. Ltd.

- Chandra, S. (2001). NGO: Structure, Relevance and Functions. New Delhi: Kanishka Publishers.
- Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw-Hill.
- Coley, S.M. & Schein, C.A. (1990). Proposal Writing (Sage Services Guides). New Delhi: Sage Publication.
- Dadrawala, N.H. (2004). The Art of Successful Fund Raising. New Delhi: CA.
- Edwards, Michale R. (2002). The Earthscan Reader on NGO Management. London: Alan Fowler.
- GOI (2018): Foreign Contribution (Regulation) Act, 2010 along with rules and regulations, BARE Act. Universal Publications, New Delhi.
- Horton Douglas & Anastasia A. (2003). Evaluating Capacity Development. Canada: International Development Research Centre.
- Indian Center of Philonthropy, (2002). Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan
- Jackson, J.E. (1989). Evaluation for Voluntary Organisation. Delhi: Information and News Network.
- Levis, David (2001). The Management of NGO Development Organization: An Introduction. London: Routledge.
- Mukherjee, K.K. (1999). A Guide Book for Strengthening Voluntary Organization. Ghaziabad, India: Gram Nivojana Kandra.
- Nabhi Board of Editors (2020): Nabhi's Handbook for NGOs. New Delhi: Nabhi Publications.
- Naik, B. M. (1985). Project Management: Scheduling and Monitoring. Delhi: Vani Educational Book.
- Norton M. & Murray C. (2000). Getting Started in Fund Raising. Sage Publication Pvt. Ltd.
- Padaki, V. & Vaz, M. (2004). Management Development and Non-Profit Organisation. New Delhi: Sage Publication.
- Pamecha, V.K. (2012). Project Proposal Formulation & Funding of NGOs & NPOs in India. New Delhi: Jain Book Agency.

- Sankaran & Rodrigues. (1983). Handbook for the Management of Voluntary Organisation.' Madras: Alpha Publications.
- Verma R.B.S. & Singh, Atul Pratap. (2005). Manav Sansadhan Vikas Evam Prabandhan Ki Rooprekha (Hindi). Lucknow, India: New Royal Book Company.

Suggested Readings

- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.
- PRIA. (2001). NGOs in India: A Critical Study. Delhi: PRIA.
- Save the Children. (2006). Toolkit: A Practical Guide to Planning, Monitoring, Evaluating and Impact assessment. London, UK: Save the Children.

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

DEPARTMENT OF SOCIOLOGY

Category I

BA (Honors) Sociology

DISCIPLINE SPECIFIC CORE COURSE – 04: Sociological Perspectives

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 04 Sociological Perspectives	4	3	1	0	12 th Pass	Nil

Course Learning Objectives:

1. To introduce students to how society is studied by sociologists.
2. To inculcate the ability to distinguish between different sociological perspectives.
3. To introduce original sociological writing, to familiarize students with the rich texture of sociological prose and understand the need to engage with complex ideas about society.
4. To make students alive to the productive tension between universal and particular in the development of theoretical approaches in sociology by understanding the social context of different theoretical approaches.

Course Learning Outcomes:

Students will be able to:

1. *Describe* major theoretical perspectives in sociology and the context of their emergence.
2. *Read* and critically *engage* with the original works of various sociological thinkers and *interpret* the central argument.
3. *Distinguish* and *compare* different theoretical perspectives in sociology.
4. *Use* theoretical perspectives to examine social realities.

Outline Syllabus of DSC-4:

Unit 1. On the Plurality of Sociological Perspective (08 Hours)

Unit 2. Functionalism (12 Hours)

Unit 3. Conflict Perspective (12 Hours)

Unit 4. Interpretive Sociology (12 Hours)

Unit 5. Interactionism (08 Hours)

Unit 6. Feminist Perspective (08 Hours)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. On the Plurality of Sociological Perspectives

Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method. Pp 107-132.

Unit 2 Functionalism

Turner, Jonathan. 1987, *The Structure of Sociological Theory*, New Delhi: Rawat Publications. Chapter 2, Functional Theorizing. Pp 37-56.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Unit 3. Conflict Perspective

Sanderson, Stephen. 2007. Conflict Theory. In *The Blackwell Encyclopaedia of Sociology*, edited George Ritzer, New York: Blackwell Publishing. Pp. 662-665.

Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. Pp. 502-506 (Abstract of Preface from A Contribution to the Critique of Political Economy).

Marx, Karl and Fredrich Engels. 1977. *The Manifesto of the Communist Party*. In The Selected Works, Volume I. Moscow: Progress Publishers. Pp. 108-119.

Unit 4. Interpretive Sociology

Freund, Julien, 1970, *The Sociology of Max Weber*, Penguin Books. Chapter 3, Interpretative Sociology. Pp 87-116.

Weber, Max., 2004. Science as a Vocation. in David Owen and Tracy Strong eds. Max Weber: The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp.1-31.

Unit 5. Interactionism

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Goffman, Erving, 1979. *Gender Advertisements*, New York: Harper and Row Publications, Chapter 1, Gender Display. Pp. 1-9.

Unit 6. Feminist Perspective

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, & Liz Stanley, Should 'Sex' Really be 'Gender'-Or 'Gender' Really be 'Sex'?, Pp. 1-26, Pp 31-41.

Suggested Readings:

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Pp. 66 – 77.

Scott, S. *Making Sense of Everyday Life*. Cambridge: Polity Press. Chapter 2 Theorizing the Mundane. Pp 10-32.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp. 49-69.

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

DISCIPLINE SPECIFIC CORE COURSE –05: Social Stratification

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 Social Stratification	4	3	1	0	12th Pass	Nil

Course Learning Objectives:

1. To introduce social stratification which is the systematic study of structured social inequalities as a substantive area that lies at the heart of sociology.
2. To introduce students to theoretical perspectives and empirical studies that are integral to the discipline.
3. To teach students how social inequality is constituted as a sociological problematique
4. To familiarize students with key concepts and theoretical perspectives that inform the study of stratification.
5. To examine key axes of stratification such as caste, class, gender, ethnicity and race and their intersections.
6. To familiarize students with key processes of stratification: social mobility and social reproduction.
7. To appraise students of the multiple operations of social inequalities and the reproduction of inequality in society.

Course Learning Outcomes:

Students will be able to:

1. *Recognize* social inequalities as a multifarious and culturally specific social reality.
2. *Define* the concepts, *outline* the principal theories and *recall* the critical debates in the arena of social stratification.
3. *Appreciate* the significance of sociological knowledge of social stratification for public discourse and *translate* the conceptual learning into well formulated sociological research projects.

Outline Syllabus of DSC-05:

Unit I: Understanding Social Stratification (16 Hours)

Unit II: Social Stratification: Axes and Issues (44 Hours)

- a. Caste
- b. Class

- c. **Gender**
- d. **Ethnicity**
- e. **Race**
- f. **Social Mobility and Social Reproduction**

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I: Understanding Social Stratification

Mills, C. Wright. (1963), *The Sociology of Stratification*. In *Power, Politics and People: The Collected Essays of C. Wright Mills*. New York: OUP. Pp 305-323.

Gerald D. Berreman. (1972) 'Race, Caste, And Other Invidious Distinctions in Social Stratification', In *Race and Class*, 13:4. Pp 385-414.

Grusky, David B. (2008), *Social Stratification: Class, Race and Gender in Sociological Perspective*, Philadelphia: Westview Press. Pp. 30-32, 41-48.

Unit II: Social Stratification: Axes and Issues

a. Caste

Gupta, Dipankar. (1991), Ed. *Social Stratification*. Delhi: Oxford University Press. Pp. 23-34, 74-92, 195-212.

Deliege, Robert. (1999), *The Untouchables of India*. Oxford: Berg. Pp. 89-115, 124-134.

b. Class

Joyce, Patrick. Ed. (1995) *Class*, Oxford: OUP. Pp. 21-40, 43-55.

Gupta, Dipankar. (1991), *Social Stratification*. Delhi: OUP. Pp. 227-230, 248-275.

c. Gender

Mullings, Leith. (1988), 'Notes On Women, Work and Society', In Johnnetta B. Cole. Ed. *Anthropology for the Nineties*. New York: The Free Press. 312-320.

Collins, Patricia Hill. (Fall 1993), 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' in *Race, Sex & Class*, Vol. 1, No. 1, pp. 25-45.

d. Ethnicity

Hutchinson, John and Anthony D. Smith. (1996), *Ethnicity*. Oxford: OUP. Pp. 17-18, 28-31, 35-45, 197-202; 301-304.

e. Race

Back, Les and John Solomos. eds. (2009), *Theories of Race and Racism: A Reader*. Pp. 181-188.

Grusky, David B. (2008), *Social Stratification: Class, Race and Gender in Sociological Perspective*, Philadelphia: Westview Press. 3e. Pp. 691- 709.

f. Social Mobility and Social Reproduction:

Keister, Lisa A., Darby E. Southgate. (2012), *Inequality: A Contemporary Approach to Race, Class, and Gender*. Cambridge: Cambridge University Press. Chapter 8. Social Mobility. Pp. 294-313

Lareau, Annette. (2008), 'Unequal Childhoods: Class, Race and Family Life' in David B. Grusky, *Social Stratification: Class, Race and Gender in Sociological Perspective*, Philadelphia: Westview Press. Pp.926-936.

Suggested Readings:

Béteille, A. (1965), *Caste, Class and Power*: Berkeley. The University of California.

Bourdieu, Pierre. (1984), *Distinction: A Social Critique of the Judgement of Taste*. Cambridge, Mass.: Harvard University.

Dumont, L. (1980) *Homo Hierarchicus: the caste system and its implications*. Chicago: University of Chicago Press.

Mills, C Wright. (1956) *The Power Elite*. New York: Oxford University Press.

Quigley, D. (1993). *The Interpretation of caste*. New Delhi: Oxford University Press.

Sharma, B. D. (1989) *The Web of Poverty*. Shillong: North-east university Press.

Subramanian, Ajantha. (2019) *The Caste of Merit: Engineering Education in India*, Cambridge: Harvard.

Tilly, Charles. (1998) *Durable Inequality*. Berkeley, CA: University of California Press.

Veblen, Thorstein. (1973) *The Theory of the Leisure Class*. Boston: Houghton Mifflin Company.

Wilkinson, Richard and Kate Pickett. (2011), *The spirit level: Why greater equality makes Societies Stronger*. New York: Bloomsbury Press.

Wright, Erik Olin. (2005). *Approaches to Class Analysis*. Cambridge: Cambridge University Press.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Course Learning Objectives:

1. This course seeks to sociologically examine the worlds of family, intimacy and marriage in their diverse forms while understanding changes in its structures and experiences of it.
2. The course will equip students with a critical understanding of basic concepts and sociological explanations of the way in which socially embedded relationships of affect in the family and intimate relationships intersect with economies of power, work, and control over resources in contemporary societies.

Course Learning Outcomes:

Students will be able to:

1. *Examine* the institutions of family and marriage as pivotal social institutions of intimacy from a sociological and socio-anthropological perspective.
2. *Discuss* historical and socio-cultural perspectives on the understanding of marriage, family and intimacy.
3. *Problematis*e universality and *outline* and *observe* the structural and experiential realities of marriage and family.
4. *Identify* the variations in family structures and experiences using ethnographic accounts from different socio-cultural contexts.
5. *Describe* the critical implications of family change as they are related to social policy and legal issues.

Outline Syllabus of DSC-06:

Unit 1: An Invitation to Families & Intimacies (20 Hours)

This unit familiarises students with the basic sociological concepts of marriage and family which are regarded as pivotal institutions of intimacy for all societies. It also explains the historical changes that these institutions have undergone.

Unit 2: Familial Worlds (20 Hours)

The unit examines different familial worlds with an emphasis on kinship, gender, body and demography in India and other parts of the world.

Unit 3: Marriage & Intimacies (20 Hours)

In this Unit the focus is on exploring the ways in which marriage and family have been comprehended in contemporary societies. It also focuses on the impact of technology on family and intimacy.

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. An Invitation to Families & Intimacies

Becker, G. S. (1991). *A Treatise on the Family*. Cambridge: Harvard University Press, 342-349.

Gough, K E. (1968). Is the Family Universal: The Nayar Case, in Norman W. Bill and Ezra F. Vogel (ed). *A Modern Introduction to the Family*, New York: The Free Press, 80-96.

Uberoi, P. (2003). The Family in India: Beyond the Nuclear Versus Joint Debate, in Veena Das(ed.). *The Oxford Companion to Sociology and Social Anthropology*, Delhi: Oxford University Press, 1061-1092.

Renate B. (1982). The Family: A View from a Room of Her Own, in Barrie Thorne and Marilyn Yalom eds. *Rethinking the Family: Some Feminist Questions*, Boston: North-western University Press, 225 – 235.

Jeffery, R., & Jeffery, P. (1997). Population, gender and politics: Demographic change in rural north India (Vol. 3). Cambridge University Press. Chapter 4. Women's Agency and Fertility. Pp-117-164.

Unit 2. Familial Worlds

Shah, A. M. (2014). *The Writings of A. M. Shah: The Household and Family in India*. Hyderabad: Orient Blackswan, 286-328.

Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: United Nations University Press, 34-48.

Lamb, S. (2000). *White Saris and Sweet Mangoes: Aging, Gender, and Body in North India*. Berkley: University of California Press, 115-143.

Reddy, G. (2006). The bonds of love: companionate marriage and the desire for intimacy among Hijras in Hyderabad, India. *Modern loves: the anthropology of romantic courtship and companionate marriage*, 174-193.2.5.

Hochschild, A. (1989.) *The Second Shift*: New York: Penguin, 11-33.

Unit 3. Intimacies & Marriage 67 pages

Jamieson, L. (2011). Intimacy as a concept: Explaining Social Change in the Context of Globalization or another form of ethnocentrism? *Sociological Research Online*, 16(4), 151-163.

Leach, E. R. (1955). 199. Polyandry, Inheritance and the Definition of Marriage. *Man*, 55, 182-186

Palriwala, R and R. Kaur. (2014). Introduction: Marriage in South Asia in Stacey, J. (2011). *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York: New York University Press, 122-151.

Kaur, R., & Dhanda, P. (2014). Surfing for spouses: Marriage websites and the 'New' Indian Marriage. *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*, 271-292.

Suggested Readings

Charsley, Katharine. 2005, "Unhappy husbands: Masculinity and migration in transnational Pakistani marriages." *Journal of the Royal Anthropological Institute* 11, no. 1, Pp 85-105.

Cherlin, Andrew J. "The Deinstitutionalization of American Marriage." *Journal of Marriage and the Family* 66, Pp 848-861.

Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, Pp. 332-67.

Lambert, Helen. 2000. 'Sentiment and substance in North Indian forms of relatedness', in *Cultures of Relatedness*, edited by Janet Carsten, Cambridge: Cambridge University Press. Pp73-89.

Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan, Africa*. Delhi: Sage Publications, Pp.190-220.

Parry Jonathan. 2001. *Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh*, *Modern Asian Studies*, Vol. 35, No. 4, Pp. 783-820.

Reddy, Gayatri. 2005. *With Respect to Sex: Negotiating Hijra Identity in South India*. Chicago: University of Chicago Press. Pp142-185

Roseneil, Sasha, and Shelley Budgeon. 2004. "Cultures of intimacy and care beyond 'the family': Personal life and social change in the early 21st century." *Current Sociology* 52, no. 2 Pp 135-159.

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

Category II

BA (Prog.) with Sociology as Major

DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Course Learning Objective:

1. To provide an outline of the institutions and processes of Indian society.
2. To initiate students into viewing Indian society through a sociological lens.
3. To enable students to understand important social structures of Indian society.

Course Learning Outcomes:

Students will be able to:

1. *Recognize* the bases of plurality of Indian society.
2. *Outline* the concepts of caste, tribe, class, village, and religion.
3. *Debate* the basis of order and dynamics of social change in India.

Outline Syllabus of DSC-03:

Unit I. Introducing India (08 Hours)

Unit II. India as a Plural Society (08 Hours)

Unit III. Social Institutions, Processes and Change (44 Hours)

- a. Caste
- b. Tribe
- c. Class
- d. Village
- e. Religion

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introducing India

Stern, Robert W. 2003. *Changing India*. Cambridge: Cambridge University Press. Pp. 16-31.

Unit II. India as a Plural Society.

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press, Introduction. Pp. 1-29

Unit III. Social Institutions, Processes, and Change.

a. Caste

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," Jullundhur, Bhim Patrika. Pp 2-32.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

b. Tribe

Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp..373 – 408.

c. Class

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in Dipankar Gupta(ed.), *Social Stratification*. Delhi: Oxford University Press, pp. 271-275.

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View*, Viking Bombay. Pp. 125-150.

d. Village

Desai, A. R. 1978, *Rural Sociology*, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

e. Religion

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology*, Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

4. Issues and Challenges in Contemporary India.

Kumar, Radha. 1999. From Chipko to Sati: The Contemporary Women's Movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

Suggested Readings:

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

Eck, D. 2012. *India: A Sacred Geography*, New York: Harmony Books, Chapter 2, What is India? Pp. 42-105

Haimendorf, C.V.F. 1967."The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

Madan, V. (ed.) 2002. *The Village in India*. Delhi: Oxford University Press; Introduction

Nehru, J.N. 1946. *The Discovery of India*. Calcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) *Social Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

Thorner, D. (1992). "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

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

DISCIPLINE SPECIFIC CORE COURSE – 04: Religion 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 04 Religion and Society	4	3	1	0	12th Pass	Nil

Course Learning Objectives:

The course introduces students to a sociological understanding of religion including beliefs, practices, and religious organisations. The three key components of this course are - sociological approaches to the understanding of religion; manifestations of religion in diverse forms and practices; and a focus on contemporary religious practices. The objective of the course is to offer an empirical and comparative view of religion and its role in society.

Course Learning Outcomes:

1. Understanding religion from a cultural, social, symbolic and comparative perspective.
2. Understanding religion as a socially constituted reality.
3. Familiarity with some of the contemporary issues in the sociology of religion.
4. A sociological understanding of the diversity of religious life.

Outline Syllabus of DSC-04:

Unit I. Introduction to Sociology of Religion (24 Hours)

- a. **Meaning and Scope**
- b. **Sacred and Profane**
- c. **Religion and Rationalization**
- d. **Religion as a cultural system**

Unit II. Myth, Body, and Rituals as elements of Religion (24 Hours)

- a. **Ritual**
- b. **Body**
- c. **Myth**

Unit III. Contemporary Issues in Religion (12 Hours)

- a. **Religion and Media**
- b. **Secularism**

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introduction to Sociology of Religion:

a. Meaning and Scope

Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, Pp 134-150.

Berger, P. 1967. *The Sacred Canopy*. Garden City: New York, Pp175- 186.

b. Sacred and Profane

Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press, Pp 25-46; 87-100; 153-182.

c. Religion and Rationalization

Weber, Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, Pp 102-125

d. Religion as a Cultural System

Geertz, C. 2008. Religion as a Cultural System. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp.57-76

Unit II. Myth, Ritual and the Body

Fuller, C.J. 2004. *The Camphor Flame: Popular Hinduism and Society in India*. (Revised ed.) Princeton University Press. Pp. 204-223

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, Pp. 3-10, 13-14, 16-17, 19-21.

Uberoi, J.P.S. 1997 'The Five Symbols of Sikhism', in T.N Madan (ed) *Religions in India*. Delhi: OUP, Pp 320-332.

Pangborn, Cyrus R. 1991. Parsi Zoroastrian Myth and Ritual: Some Problems of their Relevance for Death and Dying. In T.N. Madan Ed. *Religion in India* OUP, India. Pp. 415-430

Ostor, Akos. 1991. Cyclical Time: Durgapuja in Bengal: Concepts, Actions, Objects. In T.N. Madan Ed. *Religion in India* OUP, India. Pp. 176-198

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

Unit III. Contemporary Issues in Religion

Stolow, Jeremy. 2010. "Religion, Media, and Globalization" in Turner (Eds) *The New Blackwell companion to Sociology of Religion*. Wiley-Blackwell Pp 544-562

Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, Pp 394 -413.

Suggested Readings:

Asad, T. 2008. The Construction of Religion as an Anthropological Category. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp. 110-126

A. Babb and Susan S. Wadley (ed.) 1998. *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania Press. Pp.139-166.

Eck, D. 1996. *Darsan: Seeing the Divine Image in India*. Columbia University Press. NY.

Ortner, S.B. 2008. On key Symbols. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp.151-159.

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

Category III

BA (Prog.) with Sociology as Non-Major

DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 03 Sociology of India	4	3	1	0	12 th Pass	Should have Done DSC (MDS) 01

Course Learning Objective:

1. This paper aims to provide an outline of the institutions and processes of Indian society.
2. The central objective is to initiate students into studying Indian society through a sociological lens.
3. The students will be able to identify key social structures of Indian society.

Course Learning Outcomes:

Students will be able to:

1. *Recognize* the bases of plurality of Indian society.
2. *Explain* the concepts of caste, tribe, class, village, and religion.
3. *Examine* the dynamics of social change in India.

Outline Syllabus of DSC-03:

Unit I. Introducing India (08 Hours)

Unit II. India as a Plural Society (08 Hours)

Unit III. Social Institutions, Processes and Change (44 Hours)

- a. Caste
- b. Tribe
- c. Class
- d. Village
- e. Religion

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introducing India (Weeks 1-2)

Stern, Robert W. 2003. *Changing India*. Cambridge: Cambridge University Press. Pp. 16-31.

Unit II. India as a Plural Society. (Week 3)

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press, Introduction. Pp. 1-29

Unit III. Social Institutions, Processes, and Change. (Weeks 4-12)

a. Caste

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," *Jullundhur, Bhim Patrika*. Pp 2-32.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

b. Tribe

Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp..373 – 408.

c. Class

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in Dipankar Gupta(ed.), *Social Stratification*. Delhi: Oxford University Press, pp. 271-275.

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View*, Viking Bombay. Pp. 125-150.

d. Village

Desai, A. R. 1978, *Rural Sociology*, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

e. Religion

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology*, Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

4. Issues and Challenges in Contemporary India. (Weeks 13-14)

Kumar, Radha. 1999. From Chipko to Sati: The Contemporary Women's Movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

Suggested Readings:

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

Eck, D. 2012. *India: A Sacred Geography*, New York: Harmony Books, Chapter 2, What is India? Pp. 42-105

Haimendorf, C.V.F. 1967."The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

Madan, V. (ed.) 2002. *The Village in India*. Delhi: Oxford University Press; Introduction

Nehru, J.N. 1946. *The Discovery of India*. Calcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) *Social Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

Thorner, D. (1992). "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

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

CATEGORY-IV

COMMON POOL OF GENERIC ELECTIVES (GE) OFFERED BY DEPARTMENT OF SOCIOLOGY

GENERIC ELECTIVES (GE-04): Gender, Power and Violence

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		
GE 04 Gender, Power and Violence	4	3	1	Nil	12 th Pass	Nil

Course Learning Objective:

1. To examine the varied expressions and ramifications of gendered violence in a variety of contexts.
2. To understand and analyse gender violence as both routine and spectacular, and structural, symbolic and situated.
3. To explain how gender is socially constructed, and increase awareness of the presence of gender violence on multiple bodies in varied locations and contexts.
4. To identify and analyze social movements and everyday forms of resistance against gender violence.

Course Learning Outcomes:

Students will be able to:

1. *Establish* the connections between the social construction of gender across cultures and the forms and experiences of gender violence.
2. *Describe* and *debate* different theoretical perspectives on the genesis and manifestation of gender violence across societies and cultures and its personal, social, cultural, political and economic consequences.
3. *Analyze* the significance of public discourse in general and the role of the state and public policy in addressing and curbing gender violence.
4. *Debate* individual and collective struggles and strategies used to resist gender violence.

Syllabus of GE 04:

Unit I. Conceptual Frameworks for understanding Gender and Violence (24 Hours)

- a. Deconstructing Gender and Gendered Violence**
- b. Embodiments of Violence: Multiplicities & Responses**

Unit II. Intersectional Debates (24 Hours)

- a. Power & Violence: Individuals & Community**
- b. Nation-States, (In) Security & Sexual Violence**
- c. Invisibilized Vulnerabilities**

Unit III. Legal Discourses on Gender Violence: Local and Global Experiences (12 Hours)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Conceptual Frameworks for understanding Gender and Violence: (Weeks-1-6)

a. Deconstructing Gender and Gendered Violence

Boyle Karen. (2019). 'What's in a Name? Theorizing the inter-relationships of gender and violence'. *Feminist Theory* 2019. Vol 20(1) 19-36

Merry, Sally Engle. (2009). 'Introduction' in *Gender Violence: Cultural Perspective*. Wiley-Blackwell. Chap. 1.

Gwen Hunnicutt. (2009), 'Varieties of Patriarchy and Violence against Women: Resurrecting "Patriarchy" as a Theoretical Tool' in *Violence against Women*. Volume 15 (5) May, Pp 553-573.

b. Embodiments of Violence: Multiplicities & Responses

Desai, Manali. (2016). 'Gendered Violence and India's Body Politic' in *New Left Review* 99 pp 67-83

Anthias, Floya (2014). 'The Intersections of Class, Gender, Sexuality and 'Race': The Political Economy of Gendered Violence' in *International Journal of Politics, Culture, and Society*, Vol. 27, No. 2 pp. 153-171.

Unit II. Exploring intersectional debates: (Weeks 7-12)

a. Power & Violence: Individuals & Community

Sujatha, D. (2014), 'Redefining Domestic Violence: Experiences of Dalit Women' in *Economic and Political Weekly*, Vol. 49, No. 47 pp. 19-22

Durfee, Alesha. (2011). "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." in *Gender & Society* 25 (3): 316–34.

Loy, Pamela Hewitt, and Lea P. Stewart. (1984), 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 : 31-43.

b. Nation-States, (In) Security & Sexual Violence

Gaikwad, Namrata. (2009). 'Revolted bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)' in *Contemporary South Asia*. Vol. 17, No. 3, September 2009, 299–311.

Henry, Nicola. (2016). 'Theorizing Wartime Rape: Deconstructing Gender, Sexuality, and Violence' in *Gender and Society*, Vol. 30, No. 1, pp. 44-56.

c. Invisibilized Vulnerabilities

Sumit Dutta, Shamsah Khan & Robert Lorway (2019). 'Following the divine: an ethnographic study of structural violence among transgender Jogappas in South India' in *Culture, Health & Sexuality*. 21(11), 1240–1256.

Mantilla, Karla. (2013). 'Gender trolling: Misogyny Adapts to New Media' in *Feminist Studies* Vol 39. No. 2. pp 563-570.

Otto, Dianne. (2019). 'Gender Violence and Human Rights' in Laura J Shepherd edited *Handbook on Gender and Violence*, Pp. 357-376.

Agnes, Flavia. (2016). 'Muslim Women's Rights and Media Coverage'. *Economic and Political Weekly*, Vol. 51, No. 22. pp. 13-16.

Audio Visual Materials: Recommended for screening and Tutorial discussion

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

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

GENERIC ELECTIVES (GE-05): Sociology of Intimate Life

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		
GE 05 Sociology of Intimate Life	4	3	1	Nil	12th Pass	Nil

Course Learning Objectives:

1. To introduce students to some of the processes that shape intimate life in contemporary societies.
2. To explore the concept of intimacy and map the historical transformations this phenomenon has undergone.
3. To chart the configuration of intimacy in our times in multiple dimensions such as institutions, gender, sexuality, love and care.
4. To initiate discussion about ideals of equality and compassion in intimate relations.

Course Learning Outcomes: Students will be able to:

1. *Outline* sociological conceptions of Intimacy.
2. *Describe* the historical transformation of intimate relations and their present status.
3. *Appreciate* the significance of intimate relationships in weaving and sustaining the social fabric.
4. *Apply* this understanding of the interconnections between the public and private realms into policy making.

Syllabus of GE 05:

Unit I Intimacy: An Introduction (16 Hours)

Unit II Themes in Sociology of Intimacy (44 Hours)

- a. **Institutions and Intimacies**
- b. **Gender, Sexuality and Intimacy**
- c. **Intimacy and Love**
- d. **Intimacy and Care**

e. **Intimacy and Democracy**

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Intimacy: An Introduction

Jamieson, Lynn. (1998). Introduction, Chapters 1 & 2. In *Intimacy: Personal Relationships in Modern Societies*. (pp. 1-42). Polity Press.

Unit II. Themes in Sociology of Intimacy

a. Institutions and Intimacies:

Coontz, Stephanie. (2013). The Radical Idea of Marrying for Love (pp. 163-173). In David M. Newman. (Ed.) *Sociology: Readings Exploring the Architecture of Everyday Life*. Sage Publications.

Cherlin, Andrew J. (2004). The Deinstitutionalization of American Marriage. *Journal of Marriage and the Family* 66: 848-861.

b. Gender, Sexuality and Intimacy

Katz, Jonathan. (1990). The Invention of Heterosexuality. *Socialist Review* 20 January - March, 7-34.

Stacey, Judith. (2011). Introduction & Chapters 4. In *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York University Press.

Weston, Kath. (1998). Made to Order: Family Formation and the Rhetoric of Choice. In *Long Slow Burn: Sexuality and Social Science* (pp. 83-94). Routledge.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996). Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. In *Listen To the Heron's Words: Reimagining Gender and Kinship in North India* (pp. 30 – 72). Oxford University Press.

c. Intimacy and Love

Beck, Ulrich and Elisabeth Beck-Gernsheim. (2010). The Normal Chaos of Love (pp. 181-188). In Anthony Giddens and Philip W. Sutton (Ed). *Sociology: Introductory Readings*. Polity.

Hooks, bell. (2015). Living to Love. *Sisters of the Yam: Black Women and the Self-Recovery*. (pp. 97-111). Routledge.

d. Intimacy and Care

Lamb, Sarah. (2000). White Saris and Sweet Mangoes: Aging, Gender, and Body in North India (pp. 115-143). University of California Press.

Hochschild, Arlie Russell. (2003). *The Commercialization of Intimate Life: Notes from Home and Work* (pp. 185-197). University of California Press.

e. Intimacy and Democracy

Jamieson, Lynn. (1998). Introduction & Chapter 6. The Couple: Intimate and Equal? In *Intimacy: Personal Relationships in Modern Societies* (pp. 136-157). Polity.

Giddens, Anthony. (1992). *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies* (pp. 184-203). Polity Press.

Suggested Readings:

Beck, Ulrich and Elisabeth Beck-Gernsheim.(2010). The Normal Chaos of Love (pp. 181-188). In Anthony Giddens and Philip W. Sutton (Ed). *Sociology: Introductory Readings*. Polity.

Goodison, Lucy.(1983). Really Being in Love Means Wanting to Live in A Different World (pp. 48-66). In Cartledge, Sue, and Joanna Ryan (ed.). *Sex & Love: New Thoughts on Old Contradictions*. Women's Press.

Chase, Susan E. & Mary F. Rogers. (2004). Mothers and Children over the life course. In *Mothers and Children: Feminist Analysis and Personal Narratives*. (pp. 203-233). Rutgers University Press.

Kimmel, Michael. et. al. (Eds.). *The Gendered Society Reader* (pp. 121-132). Oxford University Press.

Lynn Jamieson and Gabb, Jacqui. (2008). Conceptualisations of Intimacy. In *Researching Intimacy in Families* (pp. 64-96). Palgrave.

Coontz, Stephanie.(1993). *The Way We Never Were American Families and The Nostalgia Trap*. Basic Books.

Trawick, Margaret.(1996). The Ideology of Love. Notes on Love in a Tamil Family (pp. 89 – 116). Oxford University Press.

Vatuk, Sylvia. (1990). To be a Burden on Others: Dependency Anxiety among the Elderly in India (pp. 64 – 88). In Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India* . Oxford University Press.

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

GENERIC ELECTIVES (GE-06): Invitation to Sociological Theory

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 06 Invitation to Sociological Theory	4	3	1	Nil	12th Pass	Nil

Course Learning Objectives:

1. To familiarize students with fundamental sociological perspectives.
2. To enable students to analyse social reality on the basis of these perspectives.
3. To help students apply sociological theories to their lifeworld.

Course Learning Outcomes:

Students will be able to:

1. *Analyze* the multiple dimensions of social reality.
2. *Compare* and *contrast* different sociological perspective on these processes..
3. *Develop* a critical orientation while observing and reviewing social realities.
4. *Apply* various sociological theories to social contexts and thereby assessing the causes and consequences of various social phenomena

Syllabus of GE 06:

Unit 1. Understanding Sociological Theory (08 Hours)

Unit 2. Functionalism (16 Hours)

Unit 3. Conflict Theory (08 Hours)

Unit 4. Interpretive Sociology (08 Hours)

Unit 5. Interactionism (10 Hours)

Unit 6. Feminist Sociology (10 Hours)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. Understanding Sociological Theory

Willis, Evan. 1996. *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Chapter 7, Theory and Method. Pp. 107-132.

Unit 2. Functionalism

Wallace, Ruth A. and Alison Wolf. 2006. *Contemporary Sociological Theory: Expanding the Classical Tradition*, Sixth Edition, New Delhi: Prentice-Hall of India. Chapter 2, Functionalism. Pp. 15-57.

Cohen, Percy S. 1968. *Modern Social Theory*, Sixth Edition, London: Heinemann. Chapter 3, Functionalism or the 'Holistic' Approach. Pp. 34-68.

Unit 3. Conflict Theory

Turner, Jonathan H. 1987. *The Structure of Sociological Theory*, Fourth Edition, New York: Rawat Publications, Chapter 6, The Origin of Conflict and Critical Theorizing. Pp. 129-150.

Unit 4. Interpretive Sociology

Freund, Julien. 1969. *The Sociology of Max Weber*, New York: Vintage Books. Chapter 3, The Concept of Interpretive Sociology. Pp. 87-132.

Unit 5. Interactionism

Cuff, E. C., W. W. Sharrock, and D. W. Francis. 2006. **Perspectives in Sociology**, Fifth Edition, London: Routledge, Chapter 6, Symbolic Interactionism. Pp. 98-125.

Unit 6. Feminist Sociology

Abbott, Pamela, Clair Wallace, and Melissa Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives*, Third Edition, London: Routledge, Chapter 2, Feminist Sociological Theory. Pp. 16-56.

Suggested Readings:

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Chapter 4, Pp. 66 -77.

Dillon, Michele. 2014. *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*, Second Edition, West Sussex: Wiley Blackwell, Chapter 3, Max Weber. Pp. 121-153.

Dillon, Michele. 2014. *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*, Second Edition, West Sussex: Wiley Blackwell, Chapter 10, Feminist Theories. Pp. 327-367.

Durkheim, Emile. 1982. *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50-59.

Geetha, V. 2002. *Gender*, Calcutta: Stree, Introduction. Pp. 01-10.

Giddens, Anthony. 2009. *Sociology*, Sixth Edition, Polity Press. Cambridge. Chapter 7, Social Interaction and Everyday Life. Pp. 247-279

Lindsey, Linda L. 2021. *Gender: Sociological Perspective*, Seventh Edition, London: Routledge, Chapter 1, The Sociology of Gender: Theoretical Perspectives and Feminist Frameworks. Pp. 03-37.

Marx, Karl and Fredrick Engels. 1948. *The Manifesto of the Communist Party*. New York: International Publishers. Pp. 03-48.

Radcliffe-Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press, Chapter 9, On the Concept of Function in Social Science. Pp. 178-187; Chapter 10, On Social Structure. Pp. 188-204.

Ritzer, George. 2011. *Sociological Theory*, Eighth Edition, New York: McGraw Hill, Chapter 10, Symbolic Interactionism. Pp. 351-390.

Weber, Max. 1978. *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts. Pp.04-26

Winch, Peter. 1990. *The Idea of A Social Science and its Relation to Philosophy*, London: Routledge. Chapter 2, The Nature of Meaningful Behaviour, Meaningful Behaviour. Pp. 45-51; Chapter 4, The Mind and Society, Verstehen and Causal Explanation, Meaningful Action and Social Action. Pp. 111-120.

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

DEPARTMENT OF HISTORY

Category I

BA (Hons.) History

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – II: c.300 to 750 CE

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 – II c.300 CE - 750 CE DSC 1	4	3	1	0	12 th Pass	Should have studied History of India -I (From the beginning to fourth century BCE)

Learning Objectives

The Learning Objectives of this course are as follows:

This course is about the early historical and the early medieval periods of Indian history. It explores the transition from the early historical to the early medieval phase highlighting major changes that shaped the character of Indian civilization. The course tries to delineate the important developments in the arena of economy, society, religion and culture. The purpose of this course is to familiarise students with the ways in which historians work with sources of various kinds and reconstruct our past.

Learning outcomes

After completing this course, the students will be able to

- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate changes in agriculture, technology, craft-production, urban development, trade and use of currency.
- Analyse critically the changes in the varna/caste systems and the changing nature of gen-der relations and property rights.
- Write and undertake projects related to religious developments, art, architecture, and forms of patronage.

SYLLABUS OF DSC-1

Unit I: Development of Political Structures (c. 4th century BCE to c. 300 CE) (12 Hours)

1. The Mauryan empire; the nature of dhamma
2. Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
3. Tamilakam

Unit II: Economy and society (c. 4th century BCE to c. 300 CE) (16 Hours)

1. Expansion of agrarian economy and production relations
2. Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across the Indian sub-continent and beyond
3. Social stratification: varna; jati; untouchability; gender; marriage and property relations

Unit III: Polity, Economy and Society (c. 4th century to 750 CE) (16 Hours)

1. The nature of polities
2. Agrarian developments, land grants and peasantry
3. Urban patterns; trade and currency
4. Society: the proliferation of jatis: changing norms of marriage and inheritance

Unit IV: Religion and Cultural developments (c. 4th century BCE – 750 CE) (16 Hours)

1. Theistic Traditions
2. Art and architecture; forms of patronage (Sculptures, Stupas, Rock Cut Caves, and Temples)

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit would enable students to trace the history of changing political developments from the Mauryan to post-Mauryan states.

- Allchin, F. R. (et al.) (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 10).
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press. (Chapter 2).
- Patrick Olivelle. (2012). 'Asoka's Inscriptions as Text and Ideology' by in *Reimagining Asoka Memory and History*, (ed.) Patrick Olivelle, Janice Leoshko, and Himanshu Prabha Ray, pp. 158-183.
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XVIII, XIX, XXIII) (Also available in Hindi).
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6, 7 and 8) (Also available in Hindi).
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. (Also available in Hindi).
- *Early India: From the Origins to AD 1300*. Delhi: Penguin. (Also available in Hindi).

Unit II. This unit will apprise students of the socio-economic developments with particular attention to agrarian relations and production as well as varna, jati, gender relations.

- Chakravarti, Ranabir. (2016). *Exploring Early India up to c. AD 1300*, Delhi: Primus, 3rd edition. (Chapter 5). (Also available in Hindi).
- Chakravarti, Uma. (2018). *Gendering Caste: Through a Feminist Lens*, SAGE Publications Pvt Ltd, 1st edition, (Chapter 3 and 4).
- Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to Ad 1300*. Delhi: Oxford University Press, pp 14-36.
- Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (Chapter 2.) (Also available in Hindi).
- Jha, Vivekanand. (1997). Caste, 'Untouchability and Social Justice: Early North Indian Perspective'. *Social Scientist*, 25, pp. 19-30.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.

- Sahu, B. P. (ed). (1997). Land system and Rural society in Early India, Delhi: Manohar. (Introduction.)
- Shah, Shalini (2012). The Making of Womanhood: Gender Relations in The Mahabharata, Delhi: Manohar. (Chapters 2 and 4). (Also available in Hindi,
- Granthshilpi, 2016).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6 and 8). (Also available in Hindi).

Unit III. This unit introduces students to the varied perspectives with regard to the nature of politics, agrarian expansion as well as social and urban processes.

- Chakravarti, Ranabir. (2016). Exploring Early India up to c. AD 1300, Delhi: Primus, 3rd edition. (Chapter 6 and 7). (Also available in Hindi).
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. Delhi: Oxford University Press. (Introduction.)
- Roy, Kumkum. (2010). 'Gender Relations during the First Millennium, An Overview', in The Power of Gender & the Gender of Power: Explorations in Early Indian History. Delhi: Oxford University Press. (Chapter 10).
- Sharma, R. S. (1990). Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600. Delhi: Motilal Banarsidas. (Chapters 7 and 8.)
- (Also available in Hindi).
- (1980). Indian Feudalism. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 9 and 10.) (Also available in Hindi).

Unit IV. This unit traces the religious and cultural developments in the period of study with regard to Puranic Hinduism. It also aims at familiarising students with developments in the fields of art, architecture and changing forms of patronage.

- Brockington, J.L. (1997). The Sacred Thread: A Short History of Hinduism. Delhi: Oxford University Press, 2nd edition.
- Huntington, S. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New Delhi: Weather Hill.
- Miller, B.S. (1992). The Powers of Art: Patronage in Indian Culture. Delhi: Oxford University Press.
- Nath, Vijay, (2001). 'From 'Brahmanism' to 'Hinduism': Negotiating the Myth of the Great Tradition', Social Scientist, Vol. 29, pp. 19-50.
- Shrimali, K. M. (2017). Prachin Bhartiya Dharmon ka Itihas. Delhi: Granth Shilpi.
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7, 8, 9 & 10) (Also available in Hindi).

Suggestive readings

- Agrawal, V.S. (2004). Studies in Indian Art, Varanasi: Vishwavidyalaya Prakashan.
- Alcock, Susan E. (et. al.) (2001). Empires: Perspectives from Archaeology and History, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178).
- Basham, A.L. (1954). The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims. Calcutta: Rupa.

- Bhattacharji, Sukumari. (1970). *The Indian Theogony*, Cambridge University Press.
- Chakrabarti, Kunal. (2001) *Religious Process: The Puranas and the Making of a Region-al Tradition*. New Delhi: Oxford University Press.
- Chakrabarti, Kunal & Sinha, Kanad. (2019). *State, Power and Legitimacy the Gup-ta Kingdom*, New Delhi: Primus.
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. (Chapter 3.)
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Dehejia, V. (2005). *Discourse In Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 5th edition.
- Dhar, Parul P. (ed.). (2006). *Indian Art: Changing Perspectives*. Delhi: D. K. Printworld P Ltd. and National Museum. (Introduction).
- Flood, Gavin. (2003). *The Blackwell Companion to Hinduism*, Blackwell Publishing Ltd.
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7).
- Gupta, S.P. and Asthana, Shashi Prabha. (2004). *Elements of Indian art*, Delhi: DK Printworld, 2nd edition. (Chapter 1 and 2).
- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Harle, J. C. (1986). *The Art and Architecture of the Indian Subcontinent*, New York: Viking Penguin.
- Jaini, P. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. (Chapters 3, 6 7, and Conclusion) (Also available in Hindi).
- Jha, D.N. (2020). *Ancient India in Historical Outline, 4th Revised Edition*, New Delhi: Manohar Publishers & Distributors. (Chapter 7 and 8.) (Also available in Hindi).
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar Publishers and Distributors.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Also available in Hindi).
- Lahiri, Nayanjot. (2015). *Ashoka in Ancient India*. Delhi: Permanent Black.
- Majumdar, R.C. (1970). *The Classical Age*. Bombay: Bharatiya Vidya Bhavan (3rd edition). (Also available in Hindi).
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press.
- Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas*. Lucknow: Uttar Pradesh Hindi Sansthan, 3rd edition.
- Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.

- Raychaudhuri, H.C. 1996. Political History of Ancient India (With a Commentary by B.N. Mukherjee). New Delhi: Oxford University Press.
- Ray, H.P. (1994). The Winds of Change: Buddhism and the Maritime Links of Early South Asia. Delhi: Oxford University Press.
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sahu, B. P. (2015). Society and Culture in Post-Mauryan India: c. 200 BC- AD 300. Delhi: Tulika.
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidas. (Chapters XXI and XXIII (III) (Also available in Hindi)
- --- (1987). Urban Decay in India c.300- c.1000. Delhi: Munshiram Manohar-lal. (Also available in Hindi).
- Shrimali, K.M. (2007). The Age of Iron and the Religious Revolution. Delhi: Tulika.
- ---1991 'Cash nexus on western Coast C 850-1250: A Study of the Shilaharas' in AK Jha's Ed. Coinage, Trade and Economy, 3rd International Colloquium of the Indian Institute of Research in Numismatic Studies, Nasik, pp 178-93.
- Shrimali, K. M ed (1988). Essays in Indian Art, Religion and Society, (Indian History Congress Golden Jubilee Year Publication Ser. Vol 1). Delhi: Munshiram Manoharlal Publishers.
- Singh, Upinder. (2016). The Idea of Ancient India: Essays on Religion, Politics, and Archaeology. Delhi: Sage.
- --- (2011) Rethinking Early Medieval India: A Reader. Edited by Delhi: Oxford University. (Introduction)
- Thapar, Romila. (1998). Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.
- --- (1987). Mauryas Revisited. Kolkata: K. P. Baghchi. (Also available in Hindi).

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): Social Formations and Cultural Patterns of the Medieval World – II

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code DSC 2	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social Formations and Cultural Patterns of the Medieval World – II	4	3	1	0	12 th Pass	Should have studied Social Formations and Cultural Patterns of the Ancient World – I

Learning Objectives

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments undertaken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. We discuss the Medieval world in the Course by analysing the nature of European ‘feudal’ society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church, played an important role in the confirmation of these ties. The European social world was shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role of Islam in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to 9th centuries deepens the understanding of the long-term historical processes.

Learning outcomes

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

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to
- those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.

- Understand the role of religion and other cultural practices in community organisation.

SYLLABUS OF DSC- 2

Unit 1: Ancient Greece and Rome: (20 Hours)

1. Evolution of the 'polis' and changing political formations in Ancient Greece: Athens and Sparta.
2. Rome from the Republic to Principate (c. 500 BCE- 200 CE)
 - a. Conflict of the Orders: Imperial expansion and social tensions in the Republic
3. Slavery in Ancient Greece and Rome
4. Crisis of the Roman Empire

Unit II: Feudal societies in medieval Europe (8th – 14 centuries) (20 Hours)

1. The emergence of Feudal states: Church, State and Society
2. Growth of the Medieval economy- Patterns and Processes: 8th - 11th centuries
3. Transition in the feudal economy from 11th – 14th centuries– (i) Agriculture: changes in serfdom and seigneurie (ii) Growth of towns and trade and their impact (iii) Onset of 'feudal crisis' in 13th and 14th centuries[S1]

Unit III: Early Islamic Societies in West Asia: Transition from tribe to state (20 Hours)

1. Pre-Islamic tribal society in Arabia and Rise of Islam
2. State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE)

Practical component (if any) - NIL

Essential/recommended readings

1. **Unit 1:** This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece, it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman military expansion and its impact on social conflict, institutionalisation of slavery, and the crisis of the Roman Empire.
 - Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).
 - Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
 - Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.
 - Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson ltd., Chapters 1-5, pp. 9-172.
 - Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
 - Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
 - Brunt, P.A. (1966). "The Roman Mob," *Past and Present*, No. 35, Dec. 1966, pp. 3-27
 - Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.

- Joshel, S. R. (2010). Slavery in the Roman World, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी,अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँऔर संसृ र्तयाँ, र्िली: मानक पकाशन.
- कोरोर्वकन, फोिोर. (2019). पाचीन र् वश ईतहास का र्परचय, Medha Publishing House.

Unit II: This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy.

- Anderson, P. (1988). Passages from Antiquity to Feudalism. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). “The Seigneurie down to the crisis of the fourteenth and fifteenth centuries”, Chapter 3 in Marc Bloch, French Rural History: An Essay on its Basic Characteristics. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). The Fontana Economic History of Europe Volume I, The Middle Ages, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.
- Duby, G. (1978).The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision”, “Youth in Aristocratic Society”, in Chivalrous Society, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). “Introduction” in R.H. Hilton, Peasants, Knights and Heretics: Studies in Medieval English Social History. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, पाचीन और मधयुगीन समाज, MHI-01 बॉक 6, ‘सामंतवाि’ यर्ू नट
- 20, 21, 22, 23. (website: www.egyankosh.ac.in) <http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 207-220.
- Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H. Hilton (Ed.), The Transition from Feudalism to Capitalism. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी,अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँऔर संसृ र्तयाँ, . र्िली: मानक पकाशन.
- बलोक, म. (2002). ‘सामंती समाज’, भाग-1,नई: गंर्थशली

Unit III: This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia.

1. Berkey, J. (2002). The Formation of Islam. Religion and Society in the Near East, 600– 1800.

2. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
4. Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
5. Duri, A.A. (2000). "The Rise of Islam," in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264- 267.
6. Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
7. इजीर् नयर, A. A. (2018). *इसाम का जन और र् वकास. र् िली:राजकमल पकाशन*
8. फ़ारूकी,अ. (2015). *पाचीन और मधकालीन सामार् जक संरचनाएँऔर संसृ र् तयाँ, र् िली: मानक पकाशन.*

Suggestive readings (if any)

- Bloch, M. (1961). *Feudal Society Vol. I*, Chicago: University of Chicago Press.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in
- M.M. Postan (Ed.), *The Cambridge Economic History of Europe, Volume 1*. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press.
- Brunt, P.A. (1971). *Social Conflicts in the Roman Republic*. London: Chatto and Windus.
- Dobb, M. (1950) *Studies in the Development of Capitalism*, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). *Muhammad and the Believers at the Origins of Islam*. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). *The Expansion of the Early Islamic State*, London and New York: Routledge.
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). *From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC*, London: Routledge, Chapters 1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). *Ancient Slavery Modern Ideology*. London: Chatto and Windus.
- Finley, M.I. (1983). *Politics in the Ancient World*. Cambridge: Cambridge University Press.
- Hilton, R. (1973). *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*. London: Routledge.
- Hodgson, M.G.S. (1974). *The Venture of Islam, Volume 1: The Classical Age of Islam*, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.

- Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.
- Matthews, J. (2006) "Roman Law and Roman History" in D. S. Potter (Ed.), *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing, pp. 477-491.
- Potter, D. S. (Ed.), (2006). *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing.
- Serjeant, R.B. (1990). "Meccan Trade and the Rise of Islam: Misconceptions and flawed polemics," *Journal of the American Oriental Society*, Vol. 110, No. 3 (Jul-Sep., 1990), pp. 472-486.
- Temin, P. (2004), "The Labor Market of the Early Roman Empire," *Journal of Interdisciplinary History*, Vol.34, No. 4, pp. 513-538.
- Watt, W.M. (1970/2000). "Muhammad" in P.M. Holt, A.K.S. Lambton, B. Lewis (Eds.), *The Cambridge History of Islam, Volume IA*, Cambridge: Cambridge University Press, Part I, Chapter 2, pp. 30-56.
- Wood, E. M. (1988/2015), *Peasant-Citizen and Slave: The Foundations of Athenian Democracy*, London, New York: Verso
- कोरोर्वकन, फोिोर. (2019). *पाचीन र् वश ईतहास का र्परचय*, Medha Publishing House.
- गोयल, S. R. (2011). *र् वश की पाचीन सभताएँ, बनारस: र् वशविलय पकाशन*.
- राय, U.N. (2017). *र् वश सभता का ईतहास. र् िली: राजकमल पकाशन*

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the USA: Reconstruction to New Age Politics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code DSC 3	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Reconstruction to New Age Politics	4	3	1	0	12th Pass	Should have studied History of the USA: Independence to Civil War

Learning Objectives

The course attempts to understand the changing political culture of the USA in the aftermath of the Civil War. The focus is not only to delineate the changes brought in during the phase of Reconstruction followed by the growth and expansion of industrialization and urbanization process with its inherent contradictions and complexities that had an impact on the gender roles giving way to the Feminist Movement and assisted in the mobilization of the African-Americans gravitating towards the beginnings of the Civil Rights Movement. The course links the consolidation of American capitalism with the crystallization of American imperialism and its eventual emergence as a global power.

Learning outcomes

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

- Explain the reasons for the implementation of ‘Radical’ Reconstruction and the causes for its limited success
- Analyze the growth of capitalism in the USA
- Discern the history of Populist and Progressive Movements
- Describe the nature of the Women’s Liberation Movement and its changing contours from the nineteenth to twentieth centuries
- Trace the significance of the African-American Movement and how it eventually assisted in the emergence of Civil Rights Movement under Martin Luther King Jr.

SYLLABUS OF DSC-3

Unit I: Reconstruction (12 Hours)

1. The Makings of Radical Reconstruction; Rise of New Social Groups in the South, Carpetbaggers, Scalawags, Ku Klux Klan and Free Blacks

Unit II: The Gilded Age - Economic, Social Divide and Reform (16 Hours)

1. Growth of Capitalism – Big Business; Competition, Consolidation, Monopolism
2. The Populist Challenge: Agrarian Crisis and Discontent

3. The Politics of Progressivism: Movement, Manifestations under Theodore Roosevelt and Woodrow Wilson

Unit III: Gender Roles and the Rise of African-American Movement (16 Hours)

1. Cult of Womanhood in the nineteenth century: The White (Case study of Lowell Textile Mill Women Workers), Black and Indigenous Women
2. The Emergence of Black Leadership: Booker T. Washington; W.E.B. DuBois, NAACP
3. The Rise of the Civil Rights Movement: Martin Luther King Jr.

Unit IV: USA in the World Politics (16 Hours)

1. Imperialistic Ambition and Power: The Spanish-American War; Role of USA in East Asia and Latin America
2. USA in the First and Second World Wars

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit examines the reasons for the Radical Congressmen taking over the Reconstruction process and how the establishment of radical governments in the Southern states led to the rise of new social groups and the resultant consequences thereof.

- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Foner, E. Reconstruction: America's Unfinished Revolution, 1863-1877. New York: Harper Perennial, 2002.
- Foner, E. 'The New View of Reconstruction'. American Heritage, Vol. 34, Issue 6, October-November 1983.

Unit II: This Unit delves into the three most important aspects of American history. The rise of Big Businesses their methods and techniques to capture and monopolize markets and the impact these sweeping economic changes had on American society eventually led to the rise of two most significant movements, the Populist movement at the agrarian level and the Progressive movement at the urban and industrial level.

- Hicks, J.D. The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party. Connecticut: Greenwood Press, 1981.
- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Foner, E. Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press, 2000.
- Mann, A. The Progressive Era: Liberal Renaissance or Liberal Failure. New York: Holt, Rinehart & Winston, 1963. (Peter Smith Publication, Online Open Library, 2016).
- McMath, R. & E. Foner (ed.). American Populism: A Social History, 1877-1898. New York: Hill & Wang, 1993.

Unit III: This Unit takes into account the accepted patriarchal notions of being an 'accepted' woman in 19th century America and how they were established and resisted by the White,

Indigenous and Black women. The unit also explores the roles of two important leaders in the emergence of the African-American movement and reasons for the rise of Civil Rights Movement with the major role played by Martin Luther King Jr.

- Dublin, T. *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890*. New York: Columbia University Press, 1993.
- Dublin, T. 'Women, Work and Protest in the Early Lowell Mills: The Oppressive Hand of Avarice Would Enslave Us'. *Labour History*, Vol. 16, No. 1, Winter 1975.
- Foner, E. *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins, 1970.
- Higginbotham, E.B. 'African-American Women's History and the Metalanguage of Race'. *Signs*, Vol. 17, No. 2. Winter 1992.
- Kerber, Linda & J. Sherron De Hart, *Women's America: Refocusing the Past*. 8th edn. New York: Oxford University Press, 2016.
- Welter, B. 'The Cult of True Womanhood, 1820-1860'. *American Quarterly*, Vol. 18, No. 2, 1966. (Articles in *Journal of Women's History*. Vol. 14, No. 1, Spring 2002 to debate Barbara Welter's Article).
- White, J. *Black Leadership in America, 1895-1968*. *Studies in Modern History*. London & New York: Longman, 2nd edn, 1990 (Digitized in 2008).

Unit IV: In this Unit importance is given to the understanding of the U.S. into global politics with its own brand of imperialism and its eventual role in the two World Wars

- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Foner, E. *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press, 2000.

Suggested Readings:

- Bailyn, B., D. Wood, J.L. Thomas et.al. *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company, 2000.
- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. II. New Jersey: Prentice Hall, 1995.
- Foner, E. *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press, 2000.

- Zinn, H. A People's History of the United States, 1492-Present. New York: Harper Collins, 2003.

Few Selected Films

- 'King' (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.
- 'The Long Walk Home' (two women black and white in 1955 Montgomery, Alabama Bus Boycott) Directed by Richard Pearce, 1990.
- 'Boycott' (African-American boycott of the buses during the Civil Rights Movement) Directed by Clark Johnson, 2001.
- 'The Rosa Parks Story' (a seamstress story in 1955 bus boycott), TV Movie, 2002.
- 'Separate but Equal' (American court case that destroyed legal validity of racial segregation), 1991.
- 'The Colour Purple' (story of a young African-American girl and the problems faced by African-American women during early twentieth century) Directed and Co-produced by Steven Spielberg, 1985.
- 'Selma' (based on 1965 Selma to Montgomery voting rights marches) Directed by Ava DuVernay and Produced by Christian Colson & others, 2014.
- 'Frida' (based on the professional and private life of surrealist Mexican painter Frida Kahlo) Directed by Julie Taymor and produced by Sarah Green & others, 2002.
- 'Lowell Mill Girls' by Colleen G. Casey, YouTube, December 7, 2010.
- 'The Lowell Mill Girls (Student Film) by Laureen Meyering, YouTube, December 23, 2011.
- 'And That's How We did in the Mill'- Women in the Lowell Textile Mills, Historymemoryculture.org, YouTube, September 2, 2016.

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

Category II

BA(Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code DSc 1	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India, 300 CE to 1200 CE	4	3	1	0	12 th Pass	Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyze these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources. (8 Hours)

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations. (12 Hours)

Unit VI: The Cholas: State and administration, economy and culture. (8 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इततहास. तिल्ली : तहन्दी माध्यम कार्ान्वर् तनि शालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपर्सन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवती, रणबीर. (2012) भारतीर् इततहास. आतिकाल. नई तिल्ली. ओररएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रािनीततक तवचार एवं संस्थाएं . तिल्ली: रािकिमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)

- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृतत. नई दिल्ली: राधिकमल प्रकाशन. (अध्याय 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर्. नई दिल्ली. ओरररं टल ब्लैकस्वेन. पुनमुाद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवती. रणबीर. (2012) भारतीर् इततहास. आतिकाल. नई दिल्ली. ओरररं टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुाद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मिूमिर , आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसि (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रोतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुाद्रन. (अध्याय 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रीतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

(DSC-2): Medieval Societies: Global Perspectives

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 2						
MEDIEVAL SOCIETIES: GLOBAL PERSPECTIVES	4	3	1	0	12th Pass	Should have studied Ancient Societies

Learning Objectives

1. The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilization with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavor would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices like tassawuf. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetization which finally led to cultural efflorescence.

Learning outcomes

After completion of the course the student shall be able to –

- Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.
- Analyse the rise of Islam and move towards state formation in west Asia.
- Understand the role of religion and other cultural practices in community organisation.
- What was medieval China and the science and civilization there.
- Finally the technological growth that led to cultural efflorescence during the later period. (Ming period)

COURSE CONTENT

UNIT I.

MEDIEVAL WORLD (20 Hours)

- (a) Understanding Feudalism: European and Indian
- (b) Church and nobility; Peasants and state
- (c) Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres; feudal crisis
- (d) Cultural Patterns: Crystallization of hierarchies; medieval life and thought

Readings

1. Bloch, Marc, Feudal Society Volume I (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 4 & 5, Part II; Chapter 11 & 12, Chapter 18 & 19
 2. Bloch, Marc, Feudal Society Volume II (Ashajyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 23, Chapter 26
 3. Sinha ,Arvind, Europe in Transition from Feudalism to Industrialization Manohar Publishers and Distributors, 2010
 4. Le Goff, Jacques, 'Introduction: Medieval Man' in The Medieval World, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990
 5. Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
 6. Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp.175-220.
 7. Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp.157-180.
- Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, प्राचीन और मध्ययुगीन समाज, MHI-01 ब्लॉक 6, 'सामंतवाद', यूनिट 20, 21, 22, 23. (website: www.egyankosh.ac.in)
<http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.

Sharma, R. S. (2001). *Early Medieval Indian Society – A Study in Feudalization*, Delhi: Orient Longman.

R.S. Sharma (1984), “How feudal was Indian Feudalism?” *Social Scientist*, Vol. 12, No. 2, pp. 16-41.

Harban Mukhia (1997), “Was There Feudalism in Indian History?” *Feudalism* in *Burton Stein ed., The State in India 1000-1700*, New Delhi: Oxford University Press, pp. 86-133.

फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन. ब्लॉक, M. (2002). ‘सामंती समाज’, भाग-1, ग्रंथिशिल्पी

UNIT II. Genesis Of A New Social Order And Islamic Culture (20 Hours)

- (a) Pre-Islamic tribal society in Arabia; formation of ummah
- (b) The Caliphates – Rashidun, Ummayyads and early Abbasids (c. 632 CE to c. 800 CE)
- (c) Cultural Patterns: Adab, Akhlaq, Sufism

1. Chase F. Robinson ed., *The Cambridge History of Islam, Vol I. The Formation of the Islamic World Sixth to Eleventh Centuries*, Cambridge University Press, Chapter 4 “Pre Islamic Arabia”, pp. 153-170; Chapter 5, “The Rise of Islam, 600-705”, pp. 173-225, “Conclusion: From Formative Islam to Classical Islam”, pp. 683-695.
2. Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
4. Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974, Chapter “The Absolutism in Flower, 750-813”, pp. 280-314; Chapter “Adab: The Bloom of Arabic Literary Culture, c. 813-945”, pp. 444-472.
5. Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
6. Duri, A.A. (2000). “The Rise of Islam,” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
7. Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
8. इंजीनियर, A. A. (2018). इस्लाम का जन्म और विकास. दिल्ली: राजकमल प्रकाशन
9. फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

UNIT III.

MEDIEVAL CHINA (20 Hours)

- (a) Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism and Changing State Ideology, Administrative Machinery.
- (b) Agriculture and Trade, Technological Growth, Cultural efflorescence (Ming period)

Essential Readings:

1. E.O Reischauer and John King Fairbank (eds.). (1958) East Asia: The Great Tradition (Vol I).
2. Joseph Needham, (1954). Science and Civilization in China Vol 1.
3. History of Humanity Volume IV, From the Seventh to the Sixteenth Century (UNESCO series) Routledge 1994, Chapter 27, PP. 421-446.

Suggested Readings:

1. Jian Bozan, Shao Xunzheng and Hu Hua (eds.), A Concise History of China. Foreign Languages Press, China Publications Centre, 1981
2. Kenneth Scott Latourette, The Chinese: Their History and Culture. MacMillan Publishing Company, 1964

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

Category III

B.A. (Prog.) with History as non-Major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

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, 300 CE to 1200 CE	4	3	1	0	12 th Pass	Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyse these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources. (8 Hours)

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations. (12 Hours)

Unit VI: The Cholas: State and administration, economy and culture. (8 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इततहास. तिल्ली : तहन्दी माध्यम कार्ान्वर् तनि शालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपर्सन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवती, रणबीर. (2012) भारतीर् इततहास. आतिकाल. नई तिल्ली. ओररएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रािनीततक तवचार एवं संस्थाएं . तिल्ली: रािकिमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)

- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृत. नई दिल्ली: राधिकमल प्रकाशन. (अध्याय 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर. नई दिल्ली. ओरररं टल ब्लैकस्वेन. पुनमुद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवती. रणबीर. (2012) भारतीय इततहास. आतिका. नई दिल्ली. ओरररं टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर तनिशालर, दिल्ली तवश्वतवद्यालर. पुनमुद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मूमिर , आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसि (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रोतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर तनिशालर, दिल्ली तवश्वतवद्यालर. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर तनिशालर, दिल्ली तवश्वतवद्यालर. पुनमुद्रन. (अध्याय 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)

- तसंह, उत्तपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहासः पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रोतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

Category-IV

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF HISTORY

GENERIC ELECTIVES (GE-1): Delhi through the Ages: From Colonial to Contemporary Times

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		
Delhi through the Ages: From Colonial to Contemporary Times	4	3	1	0	12 th Pass	Should have studied Delhi through the Ages: The Making of its Early Modern History

Learning Objectives

This course examines the physical and social transformation of Delhi from colonial to contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

Learning outcomes

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

- Analyse the political developments and their legacy for the shaping of the city.
- Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.

SYLLABUS OF GE-1

Unit I: Delhi in the 19th Century - Mughal Court, Company Raj, 1857 and its Aftermath (16 Hours)

Unit II: Building New Delhi - Imperial Ideology and Urban Morphology (12 Hours)

Unit III: Delhi in 1947- Partition and its Aftermath (16 Hours)

Unit IV: Making of Contemporary Delhi – Spaces, Politics and Socialites (16 Hours)

Essential Readings

Unit I. This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. The unit examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution.

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Delhi: Primus Books, pp.106-133, (chap. 6: “The Palace and the City”)
- Farooqui, Mahmood. (2006). *Ghadar*. Sarai Reader, 2006, pp. 254-270
- C. M. Naim. (2004). ‘Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,’ in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250-279.
- Gail Minault. (2003). “Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary,” *Annual of Urdu Studies*, Vol. 18, pp. 95-104
- --- ; (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). “Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,’ *World Archaeology*, vol. 35, no.1, pp. 35-60 .
- Dalrymple, William, (2006). *The Last Mughal: The Fall of a Dynasty*, Delhi: Penguin/Viking, pp. 193-229, 346-392. (Chap 6 “The Day of Ruin and Riot” and Chap. 10 “To Shoot Every Soul”.
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.

Unit II. This segment enquires into the historical antecedents of some of the capital’s contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regard to Delhi.

- Metcalf, Thomas. (1989). *Imperial Visions*. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 ‘New Delhi: The Beginning of the End’).
- Johnson, David A. (2015). *New Delhi: The Last Imperial City*. Basingstoke: Palgrave 2015. (Chap. 8, “Land Acquisition, Landlessness and the Building of New Delhi”).
- Johnson, David. A (2008). *A British Empire for the Twentieth century: The inauguration of New Delhi, 1931*. *Urban History* 35, 3, Cambridge University Press, U.K.
- Mann, Michael. (2007). “Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century,” *Studies in History*, Vol. 23:1, pp. 1-30
- Liddle, Swapna (2017). *Chandni Chowk: The Mughal City of Old Delhi*, Speaking Tree Publications, Pvt. LTD. pp. 25-121.

Unit III. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

- Pandey, Gyan. (2001). *Remembering Partition*, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
- Datta, V N. (1986). “Punjabi Refugees and the Urban Development of Greater Delhi,’ in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, pp 442-462.

- Kaur, Ravinder (2008). Narrative absence: An ‘Untouchable’ account of Partition Migration. In *Contribution to Indian Sociology* (no.) 42, 2: Sage Publications, pp. 281-306.
- Tan, Tai Yong and Gyanesh Kudaisya. (2000). *The Aftermath of Partition in South Asia*. New York: Routledge, pp 193-200, (Chap. 7, “Capitol Landscapes”)

Unit IV. The unit examines and locate ‘local’ social, ecological and cultural processes that shape and reshape the city.

- Emma. Tarlo. (2000). “Welcome to History: A Resettlement Colony in the Making,” in Veronique Dupont et al ed. *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). “Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims”, in Veronique Dupont et al (Ed.). *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985)., ‘The Ghosts of Mrs Gandhi,’ *The New Yorker*, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)
- Beg, Mirza Farhatullah. (2012). *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna. (1986). “The Foundations and Early History of Delhi University,” in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). ‘From Kingsway to Rajpath-the Democratization of Lutyens’ New Delhi,’ in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia’s Visual Past*. Delhi: Oxford University Press
- Sharma, Ravikant. (2016). “Architecture of intellectual sociality: Tea and coffeeshouses in post-colonial Delhi,” *City, Culture and Society*, vol.7, 275-28

Suggestive readings

- Farooqui, Mahmood. (2013). *Besieged: Voices from Delhi, 1857*. Delhi: Penguin. (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael and Samiksha Sehrawat. (2009). “A City with a View: The Afforestation of the Delhi Ridge, 1883-1913”, *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). ‘Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,’ *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). ‘The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,’ in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by GülsünSağlam, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). “Ghalib: A Self Portrait”, in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

GENERIC ELECTIVES (GE-2): History and Culture: Representations in Texts, Objects and Performance Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History and Culture: Representations in Texts, Objects and Performance Histories	4	3	1	0	12th Pass	NIL

Learning Objectives

This course aims to explore culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of ‘other’ religious communities and gender; performing ritual devotions through recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. The themes are representations from oral and manuscript cultures from India. Specialized essays have been attached to every theme with the purpose of explaining the meaning, form, and context of these representations from the past. The readings represent ethnic and spatial (across geographical space and time) range and draw on diverse methodologies.

Further, this module seeks to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic raja (king) of the premodern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? In absence of kingly patrons who will patronize the bhand, temple priest, picture showman with his scrolls? What kind of changes have evolved in the narrative traditions? The pedagogy of interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio-visual material have been knitted into themes to encourage active participation and discussion in the classroom. It will be impossible to claim any ‘comprehensive’ treatment of India’s culture over the duration of one semester. We may, however, be introduced to some significant vignettes of the whole.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.

- Understand the nature of interaction between the two dominant communities in the past. The paradigm of ‘clash of civilizations’ appears to be an exaggerated view.
- Appreciate the complex nature of religious communities in the past, when neither the Hindu nor Muslims represented monolithic identities.
- Read the intricate nature of interactions between men and women and the fact that identities were differently expressed than in the colonial times.
- Understand how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

SYLLABUS OF GE-2

Unit I: Kings, bhands & politicians	(16 Hours)
Unit II: Perceiving cultures & Negotiating identities	(16 Hours)
Unit III: Performing Devotion: Rituals, songs & processions	(16 Hours)
Unit IV: Storytelling with objects: Masks, puppets & scrolls	(12 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Kingship is identified as a key component of India’s civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of kings: royal rituals continued to be celebrated as members of the royal families became politicians; and court jesters linger on as buffoons.

- David Dean Shulman, *The King and the Clown in South Indian Myth & Poetry*, Princeton University Press, 1985, Excerpt from Chapter 4, “The Kingdom of Clowns: Brahmins, Jesters & Magicians”, Princeton: Princeton University Press, 1985, pp. 152-213, available in Meenakshi Khanna, ed., *The Cultural History of Medieval India*, New Delhi: Social Science Press, 2012 (2007), pp. 3-24.
- डेवड िीन शलु मन, "मसखरों का राज्य: ब्राह्मण, मसखरेऔर जािगरू ", मध्यकालीन भारत का साांस्कृ ततक इततहास, संपावित, मीनाक्षी
- खन्ना, अनुर् ाि उमाशंकर शमाा' ऋर्व', नयी विल्ली: ओररण्टल ब्लैकसर्् ान, 2007, पष्ठ 3-25.
- John Emigh and Ulrike Emigh, “Hajari Bhand of Rajasthan: A Joker in the Deck”, in *The Drama Review: TDR*, Vol. 30, No. 1 (Spring, 1986), pp. 101-130.

Unit II: This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8th to 19th centuries. The scholars have problematised issues relating to cultural perceptions and identities of religion and gender. Contrary to popular view that an encounter between the Hindus and Muslims perpetuated clashes, the authors of these essays present a complex understanding of identities that were not perceived as monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present.

- Brajadulal Chattopadhyaya, “Images of Raiders and Rulers” in B. D. Chattopadhyaya, ed., *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteenth Century*, New Delhi: Manohar, 1998, pp. 101-125
- बज्रु लाल चट्टोपाध्याय, “आक्रामकों और शासकों की छर्वयां”, मध्यकालीन भारत का सांस्कृतिक इततहास, संपावित, मीनाक्षी खन्ना,
- अनुरा ाि उमाशंकर शमाा ' ऋर्व', नयी विल्ली: ओररण्टल ब्लैकस् ान, 2007, पष्ठ 107-133
- R. M. Eaton “Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut”, R. M. Eaton ed., *Essays on Islam and Indian History*, New Delhi: OUP, 2002, pp. 76-93
- Carla Petievich, “Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti”, in *The Indian Economic & Social History Review*, vol. 38(3), 223–248
- कालापेवतएर्वच, “वलंग की राजनीवत तथा डि ूगज़ल : रेखता बनाम रखती का खोजपरक अलोकन “, मध्यकालीन भारत का
- सांस्कृतिक इततहास, संपावित, मीनाक्षी खन्ना, अनुरा ाि उमाशंकर शमाा ' ऋर्व', नयी विल्ली: ओररण्टल ब्लैकस् ान, 2007,
- पष्ठ 154-184
- Jenny Nilsson, “The Sense of a Lady’: An Exploration of Transvestite Roles in Kathakali and their Relation to Keralan Gender Constructions”, in *The Cambridge Journal of Anthropology*, Vol. 24, No. 3 (2004), pp. 1-40

Unit III. The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or and the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present.

- R. Champakalakshmi, “Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India”, *Studies in History*, 10(2) (1994), pp. 199–215
- राधा चंपकलक्ष्मी, “पाटीकम्पटुआर : आरवर्भक मध्यकालीन िवक्षण र ारत मेंसंर ाि-माध्यम के रूप मेंधावमाक गायन”, मध्यकालीन
- भारत का सांस्कृतिक इततहास, संपावित, मीनाक्षी खन्ना, अनुरा ाि उमाशंकर शमाा ' ऋर्व', नयी विल्ली:ओररण्टल ब्लैकस् ान, 2007, पष्ठ 50-75
- Khalsa, Nirinjan Kaur. “Renegotiating Orthopraxy in the Presence of The Bani Guru.” *Sikh Formations* 10, no. 3 (2014): 313–34
- J.R.I. Cole, *Roots of North Indian Shi`ism in Iran and Iraq: Religion and State in Awadh, 1722-1859*, Berkley: University of California Press, 1988, Chapter 4, “Popular Shi`ism”, pp. 92-119.
- जे. आर. आई. कोल "लोकप्रचवलत वशया धमा", मध्यकालीन भारत का सांस्कृतिक इततहास, संपावित, मीनाक्षी खन्ना, अनुरा ाि
- उमाशंकर शमाा'ऋर्व', नयी विल्ली:ओररण्टल ब्लैकस् ान, 2007, पष्ठ 76-104.

- Selva J. Raj, “Public display, communal devotion: Procession at a South Indian Catholic festival”, in Jacobsen, K.A. (Ed.) *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora* (1st ed.), Routledge, pp. 77-91

Unit IV. In the three narrative traditions discussed in this rubric the human agency (Purusha) exists in specific kind of relation with inanimate objects used in performance. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of ‘self’/ ‘selves’ are constructed & reconstructed.

a) Masks:

- Vishalakshi Nigam Chandra and Veronica Chishi, “Tradition of Story Telling in India through Masks” in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 28-33.
- John Emigh, "Crisis and Contestation in the Prahlada Nataka of Ganjam", in Hermann Kulke, ed., *Imaging Orissa*, Prafulla Publication, 2013.

b) Puppets:

- Dhurjjati Sarma and Ahanthem Homen Singh, “Storytelling and Puppet Traditions of India” in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 34-41.
- Niels Roed Sorensen, “Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh”, *Journal of South Asian Literature*, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 1-19.
- For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

c) Scrolls:

- Jyotindra Jain, “Indian Picture Showmen: Tradition and Transformation” in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 14-27.
- Elizabeth Wickett, “The epic of Pabuji ki par in performance”, *World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3*, Cambridge: University of Cambridge, 2010, pp. 1-27.
- Short documentary https://www.youtube.com/watch?v=f4EiAdeKi_E

Suggestive readings -

- Bradford Clark, “Putul Yatra: A Celebration of Indian Puppetry”, in *Asian Theatre Journal*, Vol. 22, No. 2 (Autumn, 2005), pp. 334-347.
- Erika Fischer-Lichte, “Culture as Performance” *Modern Austrian Literature*, Vol. 42, No. 3, Special Issue: Performance (2009), pp. 1-10.
- James G. Lochtefeld, “The Construction of the Kumbha Mela”, in *South Asian Popular Culture*, 2004, Vol. 2:2, PP. 103-126.5
- John D. Smith, *The Epic of Pābūjī. A study, transcription and translation, second revised edition available electronically at <http://bombay.indology.info/pabuji/statement.html>*
- Karan Singh, “Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji”, in *Dialogue: A Journal Devoted to Literary Appreciation*, Vol. XII, No. 1, June 2016, pp. 35-45.
- Karine Schomer, “The "Ālhā" Epic in Contemporary Performance”, *The World of Music* Vol. 32, No. 2, India (1990), pp. 58-80.

- Kathy Foley & Dadi Pudumjee, “India” in World Encyclopedia of Puppetry Arts called “WEPA” or “EMAM” for Encyclopédie Mondiale des Arts de la Marionnette, a project of International Unima
- Available in English <https://wepa.unima.org/en/india/>
- Available in Hindi at <https://wepa.unima.org/en/india/>
- Marc Katz, Banaras Muharram and the Coals of Karbala. Written, produced, and narrated by Marc J. Katz. DVD, color, 70 minutes; 2004.
- Meenakshi Khanna, Cultural History of Medieval India, Introduction, New Delhi: Social Science Press, 2007, pp. ix-xxxiv.
- “र वमू का”, मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुराग उमाशंकर शर्मा 'ऋर्व', नयी दिल्ली:
- ओरएण्टल ब्लैकस्त्रान, 2007, पृष्ठ ix-xxxiv.
- Pabitra Sarkar, “Jatra: The Popular Traditional Theatre of Bengal”, in Journal of South
- Asian Literature, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 87-107.
- Regula Burckhardt Qureshi, “Sufism and the Globalization of Sacred Music.” In Philip V.
- Bohlman edited, The Cambridge History of World Music, 584–605. The Cambridge
- History of Music. Cambridge: Cambridge University Press, 2013.
- Richard. M. Eaton, “The Articulation of Islamic Space in the Medieval Deccan”, reprinted in Cultural History of Medieval India, ed., Meenakshi Khanna, New Delhi: Social Science Press, 2007, pp. 126-141.
- रचडाईटन, “मध्यकालीन विक्रम मेइस्लावमक स्थान की अर्धव्यव”, मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी
- खन्ना, अनुराग उमाशंकर शर्मा 'ऋर्व', नयी दिल्ली: ओरएण्टल ब्लैकस्त्रान, 2007, पृष्ठ 134-151.
- Sreekala Sivasankaran, “Akhyana: Masks, Puppets and Picture Showmen Traditions of India - An Introduction” in Akhyana Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 8-11.

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 Society: A Historical Perspective

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 Society: A Historical Perspective	4	3	1	0	12th Pass	NIL

Learning Objectives

Indian society has witnessed the evolution of a composite culture with coming together of multiple traditions after negotiating existing differences in the society, which persist even today. This course uses a socio-historical perspective to trace the processes of continuity and change through which various social categories have emerged and got entrenched, even while the society itself evolved and remained fluid. The first unit uses a variety of primary and secondary texts intends to explore key issues in ancient Indian social history such as varna, jati, class, caste, gender, marriage relations, different types of social and religious thinking and varied cultural experiences. During the medieval period, with the expansion of agrarian societies there was formation and proliferation of castes which had sub-regional specificities and variations. There is a need to take cognizance of the fact that there was considerable economic, social and occupational mobility at both individual and group level. The medieval period also saw conforming and conflicting trends in the religious sphere which manifested itself through the various branches and schools, like the Bhakti cults. After the advent of colonial rule, the national movement witnessed various alternative tendencies which many a times ran counter to the nationalist agenda which gave the national movement its own distinctive identity. The persisting search for uniformity is problematised in the face of existing differences that existed at various levels of the society and also highlight the contestation between forces of exclusion and inclusion. This course makes a conscious attempt to convey historical processes through which various ‘categories’ have emerged and thereby emphasize the fluid character of categorization. The goal is to focus on moments of convergence and divergences in society and how a composite, multi-layered, complex society emerged after negotiating differences in the society, some of which even persists today.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop a critical understanding of the historical context of institutions like varna, jati, caste, kinship and marriage relations and early religious thought.
- Examine the complex relations between different social groups beginning from the hunter gatherers to the medieval trading and artisan communities.
- Understand the inherent politics and contradictions in the religious milieu of the medieval period.
- Outline various alternative currents in subaltern voices.
- Have a better understanding of the contemporary issues and challenges in the society

SYLLABUS OF GE-3

Unit I: Varna and jati; kinship and marriage; socio-religious ideologies in Early Traditions: (12 Hours)

1. Varna and jati in Vedic and Brahmanical traditions.

2. Forms of Kinship and regional variations; Marriage, family and households in early traditions,
3. Buddhism and Jainism.

Unit II: Social and occupational categories (some case studies from earliest times to 1700 CE): (16 Hours)

1. Early Hunter gatherers and Pastoral communities,
2. Tribal and Peasant communities,
3. Traders, Crafts persons and artisan communities.

Unit III: Social and Religious Movements (Case studies from 1000 -1800 CE): (16 Hours)

1. Devotional movements and social change

Unit IV: Contemporary society and its challenges: (some case studies) (16 Hours)

1. Subaltern voices and Social movements,
2. Environmental and Urban movement,
3. Gender and social imbalance
4. Plurality and Cultural diversities.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit traces the historical context of social institutions like varna, jati, caste, kinship and marriage relations and explores the social context of Vedic, Brahmanical, Buddhist, Jain and Shramanic thought in early India.

- Frits Staal, *Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part III and IV*, Penguin, 2017, pp.47-63
- S. Jaiswal, Introduction. *Caste, Origin, Function and Dimensions of change*, Delhi: Manohar, 2000, Introduction
- Trautmann, Thomas R. *Dravidian Kinship*, (Cambridge Studies in Social and Cultural Anthropology, Series Number 36) Cambridge University Press, 1982 (Ch-1,4)
- Peter Harvey, *Buddha in his Indian context in an Introduction to Buddhism*, Cambridge University Press, 2017, pp.8-31.
- Paul Dunda, *The Jains*, Psychology Press, 2002, Introduction

Unit II: In this unit an attempt is made at exploration of the variegated societies that existed in the ancient, the lives of hunter- gatherers, pastoralist, peasants and tribal communities from earliest times. It also tracks the formation of authoritarian regimes and with the emergence of pan-regional market economics, there emerged various occupational categories with their unique identities and culture. The idea is to emphasize fluidity and reflect mobility in caste system which would be the key to understanding processes of change and continuity.

- S. Ratnagar, 2004 *The Other Indians, Essays on Pastoralists and Prehistoric Tribal People*, New Delhi: Three Essays Collective, 2004. (Ch-1,2)
- Olivelle, P. *Showbiz in Ancient India, Data from the Arthashastra*, In Osmund Boepeararchi and Ghosh ed, *Early Indian History and Beyond*, Primus Books, 2019, pp.56-65.
- I.H.Siddiqui, *Social Mobility in the Delhi Sultanat* in Irfan Habib (ed.) *Medieval India 1: Researches in the History of India, 1200-1750*, pp. 24-48.
- Carla Sinopoli, *The Political Economy of Craft Production* Cambridge University Press 2003 (Chapter 6,7).

- Chetan Singh, *Forests and Pastoralists and Agrarian Society in Mughal India*. In D.Arnold and R.Gujarat (ed.) *Nature, Culture, Imperialism*, OUP, 1995.pp. 21-48.

Unit III: This unit discusses the role of devotional movement in challenging the Brahmanical superiority which played a catalytic role in social change.

- Ray, Niharranjan, “Socio- Religious Movements of Protest in Medieval India: Synoptical View” *PIHC* 36(1975), pp.LXIII-LXIX.
- David N. Lorenzen, “Dissent in Kabir and the Kabir Panth” in Vijaya Ramaswamy (ed.) *Devotion and Dissent in Indian History*, Foundation Books, 2014. pp.169-187.
- Richard M.Eaton, *The Sufis of Bijapur,1300-1700- Social Roles of Sufis in Medieval Deccan*, Princeton University Press, 2015. Chapter-5
- Philip Constable,” *Setting on the School Verandah: The Ideology and Practice of Untouchable Educational Protest in Late nineteenth century in Western India*, *The Indian Economic and Social History Review*, Oct-Dec,2000 pp.383- 419.

Unit IV: This unit explores how encounters with the colonial state led to many social and political contestations in the Indian subcontinent. These alternative tendencies came to be represented by various subaltern, environmental and gender related movements. Subaltern voices and Social movement, Environmental and Urban movement, Gender and social imbalance, Plurality and Cultural diversities.

- Susan Bayly, *The New Cambridge History of India, Caste, Society and Politics in India from 18th.C to the Modern Age*, Cambridge University Press, 1999 ch-5 and 6.
- Somen Chakraborty: *A Critique of Social Movements in India: Experiences of Chipko, Uttarakhand, and Fishworkers' Movement*, Indian Social Institute, 1999.
- Yogendra Singh, “Social Transformation of the Indian Society in Yogendra Singh (ed.) *Social Change in India: Crisis and Resilience*; New Delhi, pp.41-61.
- K.S.Singh,” *The People of India : Diversities and Affinities*”, pp. 88-100 and ”Pluralism, Synthesis, Unity in Diversities,, *Diversities in Unity*” in K.S.Singh (ed.) *Diversity, Identity and Linkages, Explorations in Historical Ethnography*.
- Richard Fox, “Varna Schemes and Ideological Integration in Indian Society”, *Comparative studies in Society and History*, Vol. 11,1969, pp.27-44.

Suggestive readings

- Roy, Kumkum 1994, *Marriage as communication: An exploration of norms and narratives in Early India*, *Studies in History*, 10 2, n.s pp 183-19
- Aloka Parashar- Sen, 2004 *Introduction in Subordinate and Marginal Groups in Early India*, Oxford University Press, p.1-82.
- Brian Smith, *Classifying the Universe, The Ancient Indian Varna System and the Origins of Caste*, OUP,1994, Introduction
- Suraj Bhan Bhardwaj – *Migration, Mobility and Memories Meos in the process of peasantization and Islamisation in the medieval Period*. In Vijaya Ramaswamy (ed) *Migrations in Medieval and Early Colonial India.*, Routledge, 2016.
- Eleanor Zelliott and Rohini Mokashi – Punekar – *Untouchable Saints -An Indian Phenomenon*, Manohar ,2005 Chapter19- *Bhakti voices on Untouchability*.
- Lindsey Harlan,”*Perfection and Devotion: Sati Tradition in Rajasthan*” in John Stratton Hawley (ed) *Sati- The blessing and the Curse- The Burning of Wives in India*,1994.

- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Orient Blackswan, 2011.
- S.C.Dubey, Indian Society, NBT, 2001.
- Indian Society Historical Probing, In memory of D.D.Kosambi, Indian Council Of Historical Research, 1974, pp.175-189, 337-349.
- I.H.Siddiqui- Delhi Sultanate : Urbanization and Social change, Viva Books, 2009
- Vijaya Ramaswamy (ed.) Devotion and Dissent in Indian History, Foundation Books , 2014
- Chakravarti, Uma- Understanding Caste in Gendering caste Through a Feminist lens, Calcutta: Stree. Pp.6-23 .
- Raj Mohan Gandhi, The Good Boat Man, Penguin Books, 2018.
- Rajiv Bhargava, “Political Responses to Religious Diversity in Ancient and Modern India”, Studies in History, Vol.1, 2013, pp. 21-41.
- Thomas Metcalf, “The Ordering of Difference” in Sumit Sarkar (ed.) Caste in Modern India, pp.88-112.
- Das Veena, Dipankar Gupta, Paricia Oberoi(eds.), Tradition, Pluralism and Identity : In Honour of T.N.Madan, Sage Publications, New Delhi, 1999.
- Hulas Singh “Social Questioning” in Hulas Singh, Rise of Reason : Intellectual History of 19th C. Maharashtra, Routledge, Delhi, 2015, pp. 88-168.

Hindi Readings:

- G.S Ghurye, जाति, वंश और व्यवसाय: समाज-संरचना के प्राणात्मक ग्रन्थ, राधिका एंड डेविस, 1932
- सुतमत सरकार, आधुनिक काल: भारत 1880 से 1950, राधिका प्रकाशन, 2020
- Gail Omvedt, Jati ke samajha: महात्मा बुद्ध से बाबासाहेब अम्बेडकर, ओरएंड ट ब्लैकस्वान, 2018.
- Gail Omvedt, भारत में बौद्ध धर्म: ब्राह्मणवादी और जातिवाद को चुनौती, सेण्टिनल, 2018.
- N.R.Farooqi, सूफिवादिकु छ महत्वपूर्ण लेख, ओरएंड ट ब्लैकस्वान,
- Shahabuddin Iraqi ,मध्यकालीन भारत में मुस्लिम आंदोलन। चौखम्बा सुरभारती प्रकाशन, 2012
- Pandey, G. C. (1990). बौद्ध धर्म के विकास का इतिहास (बौद्ध धर्म के विकास का इतिहास)। लखनऊ: उत्तर प्रेश तहसील संस्थान। (तीसरा संस्करण)
- .त मश्र, एस. सी. (2014.) 'मुगल पूर्व भारत में सामाजिक तगतीलता', मध्यकालीन भारत, अंक - (सं.) इरफान हबीब, त िल्ली: राधिका प्रकाशन, पृ.सं. 51-58.
- बहुगुणा, आर.पी. (2009). मध्यकालीन भारत में तमि और सूफि आंदोलन, त िल्ली: गंतथशल्पी.

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 Indian Heritage

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code GE-4	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Indian Heritage	4	3	1	0	12 th Pass	NIL

Learning Objectives

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why it needs to be conserved. More importantly the paper highlights how both tangible and intangible heritage needs to be accessed. Issues of loot and repatriation and heritage preservation and conservation in turn point out how heritage and culture often becomes tropes to status claims of a country, a nation, a society and a region in front of the international world community. Matters of selective preservation and conservation can be addressed. It seeks to familiarize students with the evolution of heritage legislation and how 'measures from above are not always arbitrary. In some cases they have been a reaction to demands from below. The paper hence would be of particular value to students who are interested in heritage by also highlighting the national significance (international and domestic) raising public consciousness and sensitivity to heritage preservation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the complex character of heritage.
- Analyse the historical processes which result in the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Discuss the issues of ownership and legislation to prevent 'loss' of heritage.
- Assess initiative of government bodies and NGO's to conserve and preserve heritage given the prioritization of development as well as in 'conflict' ridden zones/spaces.
- Discuss the importance of heritage for the country, the communities, region and society at large.

SYLLABUS OF GE-3

Unit I: Defining Heritage: (12 Hours)

MEANING of antiquity'; 'archaeological site'; 'tangible and intangible heritage'; "art treasure". Regional case studies of intangible heritage—dances, music, dance drama, oral stories, theatre, folk performances etc—can be given to make the concept more clear.

Unit II: Issues of Loot and Repatriation: Heritage, Ownership and Legislation: (16 Hours)

1. Conventions and Acts—International and National.
2. Antiquity smuggling and repatriation.

Unit III: Heritage Preservation and Conservation: (16 Hours)

1. Development, conflict (specific case study of UNESCO site Nizamuddin Basti or any such space where both tangible and intangible heritage merge; Muziris heritage project etc).
2. Heritage related Government departments, museums and regulatory bodies.
3. Conservation initiatives.

Unit IV: Heritage Interpretation: (16 Hours)

1. Heritage, Modernity and memory.
2. Participatory Heritage, Exhibitions, Heritage walks etc.
3. Digitizing Heritage
4. Management tools for interpretive projects

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit will introduce the meanings of heritage associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure. The challenges posed in conservation of intangible heritage: case studies of food culture (Old Delhi, Lucknow, Hyderabad, Calicut, Calcutta or any UNESCO heritage site in India) or folk theatre or art (madhubani, Gond etc) can be taken up.

- Charters and Conventions available on UNESCO and ASI websites. (www.unesco.org ; www.asi.nic.in)
- Keynote address by Bouchenaki, Mounir . ‘The Interdependency of the Tangible and Intangible Cultural Heritage.’ ICOMOS 14th General Assembly and Scientific Symposium
- Lahiri, N. (2012), *Marshalling the Past—Ancient Indian and its Modern Histories*. Ranikhet: Permanent Black (Chapter 4 and 5
- Lowenthal, D. (2010). *Possessed by the Past: the Heritage Crusade and the Spoils of History*. Cambridge: Cambridge University Press.
- <https://www.lifestyleasia.com/ind/culture/events/durga-puja-unescos-intangible-cultural-heritage-list/>

Unit II: The unit will look into issues of loot, smuggling, illegal sale of artefacts. It also looks at repatriation of such artifacts for which many international and national laws are formulated and put into effect.

- Acts on Unesco website (<https://legislative.gov.in/sites/default/files/A1972-52.pdf> ; https://en.unesco.org/sites/default/files/inde_act52_1972_enorof.pdf ;
- Mankodi, Kirit L. ‘The Case of the Contraband Cargo or, Atru’s Amorous Couple.’ in *Temple Architecture and Imagery of South and Southeast Asia*, Prasadaniidhi: Papers presented to Professor M A Dhaky, edited by Parul Pandya Dhar and Gerd JR Mevissen, Delhi: Aryan Books International, pp. 369-379.
- Richard Davis, “Indian Art Objects as Loot.” *The Journal of Asian Studies*, 23 March 2011
- Vijay Kumar, *The Idol Thief*. Juggernaut

Unit III: The unit will discuss the efforts at heritage preservation by various organizations both Govt funded organizations and NGO’s.

- Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi, INTACH.
- Layton, R.P Stone and J. Thomas (2001). Destruction and Conservation of Cultural Property. London: Routledge.

Unit IV: The unit will highlight the use of new techniques and technology in making heritage a 'lived' experience for a wider audience. It hence explores heritage interpretation, management and how people become participants in giving new meanings to both tangible and intangible heritage.

- Anupama Malik, Santanu Chaudhury, Vijay Chandru, Sharda Srinivasan (eds.), Digital Hampi: Preserving Indian Cultural Heritage.
- Howard, Peter (2003). Heritage: Management, Interpretation, Identity. Bloomsbury Publications, United Kingdom.
- Patrick Daly and Tim Winter (ed.), Routledge Handbook of Heritage in Asia. Chapters 1 and 18 (pp 1-36, 283-294).

Suggestive readings

- Himanshu Prabha Ray and Manoj Kumar (eds.) 2014. Indian World Heritage Sites in Con-text. Aryan Books, New Delhi.
- King, Victor T. (ed.) ,2015. UNESCO in Southeast Asia: World Heritage Sites in Comparative Perspective. NIAS Press, Copenhagen.
- Kulkarni, Subhash. 2016. Heritage of India, MRM Publication.
- Shikha Jain, Vinay Sheel Oberoi, 2021. Incredible Treasures: UNESCO World Heritage sites of India, Mapin Publishing, Ahmedabad
- Singh, Upinder, 2021. Idea of Ancient India: Essays on Religion, Politics and Archaeology. Sage Publications, India.
- World Heritage Sites, 8th Edition by UNESCO

Hindi Readings:

- प्रतमलागुप्ता (2016).भारतके तवश्वप्रतसद्दधरोहरस्थल, प्रभातप्रकाशन, नईतिल्ली ।
- रे खाफोगट (2021).भारतके तवशिवास्मरक, पाठकपम्भब्लसरएं डतडस्टीब्युटसानईतिल्ली ।
- अमरतसंह (2012). भारतकीसांस्कृ ततकतवरासत, नेहापम्भब्लसरएं डतडस्टीब्युटसा, शाहिरा ।
- रमास्याल, तवश्वतवख्यातभारतीर्कलाऔरसांस्कृ ततऔरतवरासत । ग्लोबलतविनपम्भब्लससा, नईतिल्ली ।
- तपर्ािशीऔझा (2021). पर्ाटनऔरसांस्कृ ततकतवरासत, तहमांशुपम्भब्लके शन्स, िरर्ागंि ।
- मधुअग्रवालवसीपीअग्रवाल (2019)। सांस्कृ ततकपर्ाटनसेधरोहरकासंरक्षणएवंसंवधान, तहमांशुपम्भब्लके शन्स, िरर्ागंि ।

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



REGISTRAR