

UNIVERSITY OF DELHI

CNC-II/093/1(26)/2023-24/

Dated:23.10.2023

**NOTIFICATION**

Sub: Amendment to Ordinance V

[E.C Resolution No. 14-1/-(14-1-3/-) dated 09.06.2023 and  
EC Resolution No.27-1 (27-1-5) dated 25.08.2023]

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

**Add the following:**

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Social Sciences based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) History
- (ii) Geography
- (iii) Sociology
- (iv) Economics

**SEMESTER – IV**  
**DEPARTMENT OF HISTORY**  
Category I  
**BA (Hons.) History**

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – IV: c.1200 – 1500**

**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 – IV: c.1200 – 1500	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of India- III : 750-1200

**Learning Objectives**

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti ‘movement’ are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

**Learning outcomes**

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

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

**SYLLABUS OF DSC-1**

**Unit I: Survey of sources**

1. Persian ta’rīkh traditions
2. Malfuzat and premakhyans

3. Inscriptions and regional identity: Kakatiyas

**Unit II: Political structures**

1. Sultanates of Delhi: transitions in ruling elites, service cultures, iq̄tas
2. Articulating political authority: monuments and rituals
3. Political cultures: Vijayanagara and 'Surāṣṭrān'

**Unit III: Society and economy**

1. Agricultural production,
2. Technology and changes in society
3. Monetization; market regulations; urban centres; trade and craft

**Unit IV: Religion, society and cultures**

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2. Bhakti; Sant tradition: Kabir and Nanak, **Jnanaeshwar. and Namdev** cults: Jagannath and Warkari
3. Gender roles: women bhaktas and rulers

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

**Essential/Recommended Readings**

**Unit I:** This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. (**Teaching Time: 12 hrs. Approx.**)

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", *Indian Historical Review*, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). *The Languages of Political Islam in India*, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In *The Emergence of the Delhi Sultanate 1192-1286*, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India, Pakistan and Ceylon*, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled *Historians of Medieval India*.)
- Ernst, Carl W. (1992). *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyanas'. In *Rethinking A Millennium: Perspectives*

on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.

- Behl, Aditya. 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hier-archies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.

- हबीब, मोहम्मम. (2014). 'सल्तनत काल के र्तया सी म्स्तावेज', मध्यकालीन -9, रम्ल्ली: राजकमल प्रकाशन, सल्तनत का राजतनतक तसद् ा:ग्रंथश्लपी.
- :ततआउद्दीन बरनी के फतवा- ए जहा ा दारी के अनुवादसतहत, र्म् ल्ली
- ररज़वी, सैतय अतहर अब्बास. (1957). तुगलक कालीन भारत, भाग -2, ,राजकमल प्रकाशन, प्रासंगक भाग; 'अनुद् त ग्रंथो की समीक्षा', पष्ठसंख्या -क -ढ.
- बहल, आर्म् त्त्य. (2012). 'मायावी मगृ िी: एक हचनम् वी स्फूी फ़ेमाख्यान (1503 ई), मध्यकालीन भारत का सांस्कृतिक इतहास (सं.) मीनाक्षी खन्ना, ओररएंट ब्लैकस्वॉन, पष्ठसंख्या.185-218.

**Unit II:** Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Delhi Sultanate and Vijayanagara. **(Teaching Time: 12 hrs. approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', In Medieval India: Researches In The History Of India 1200-1750, Vol. I, Edited By Irfan Habib, New Delhi: Oxford University Press, Pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves Were Nobles: The Shamsi Bandagān In The Early Delhi Sultanate', Studies In History, Vol. 10, Pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and A Persian Secretarial Class In The Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, Vol. 43, No. 1, Pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and Its Sultans in the Thirteenth and Fourteenth Centuries Ce', In Court Cultures In The Muslim World: Seventh To Nine-teenth Centuries, Edited By Albrecht Fues And Jan Peter Hartung, London: Routledge, Pp. 123-48.
- Kumar, Sunil. (2014). 'bandagi And Naukari: Studying Transitions In Political Culture And Service Under The North Indian Sultanates, 13th-16th Centuries', In After Timur Left, Edited By Francesca Orsini And Samira Sheikh, Delhi:Oxford University Press, Pp. 60- 108.
- Ali, Athar. (1981). 'Nobility Under Mohammad Tughluq', Proceedings Of The Indian History Congress, Vol. 42, Pp. 197-202.
- Habib, Irfan. (1982). 'iqta', In Cambridge Economic History Of India, Vol. 2, Edited By Tapan Raychaudhuri And Irfan Habib, Cambridge: Cambridge University Press, Pp. 68-75. Note That The Entire Section On Agrarian Economy (Pp. 48-75) Should Be Read For A Fuller Understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay With Appendices, Allahabad: Central Book Depot. See Especially Chapter 2 And Appendix B & C.
- Hardy, Peter. (1998). 'growth Of Authority Over A Conquered Political Elite: Early Delhi Sultanate As A Possible Case Study', In Kingship And Authority In South Asia,

Edited By J. F. Richards, Delhi: Oxford University Press. (First Published, 1978).

- Kumar, Sunil. (2001). 'qutb And Modern Memory' In Partitions Of Memory: The After-life Of The Division Of India, Edited By Suvir Kaul. Delhi: Permanent Black, Pp. 140-82. (Re-printed In Sunil Kumar's The Present In Delhi's Pasts, Delhi: Three Essays Press, 2002, Pp. 1-61.)
- Meister, Michael W. (1972). 'the Two-And-A-Half-Day Mosque', Oriental Art, Vol. 18, Pp. 57-63. Reproduced In Architecture In Medieval India: Forms, Contexts, Histories, Edited By Monica Juneja, New Delhi: Permanent Black, 2001, Pp. 303-314.
- Wagoner, Philip.(1996). 'sultan Among Hindu Kings: Dress, Titles, And The Islamicization Of Hindu Culture At Vijayanagara', Journal Of Asian Studies,Vol. 55, No. 4, Pp. 851-80.
- Sheik, Samira. (2010). Forging A Region: Sultans, Traders And Pilgrims In Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक-7, (संपादक.) इरफ़ान हबीब, रत्न लाली: राजकमल प्रकाशन.
- ईटन, ररडि. 2012. 'मध्यकालीन मुकन में इस्लामिक स्थान की अभिव्यक्ति'
- मध्यकालीनभारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षी खन्ना
- ,ओरएंटलब्लैकस्वॉन, पृष्ठ संख्या. 134-53.

**Unit III:** This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 9 hrs. approx.)**

Habib, Muhammad. (1974). 'introduction' To Elliot and Dowson's History Of India Vol. II. Reprinted In Politics and Society During the Early Medieval Period: Collected Works Of Professor Habib, Vol. 1, Edited By K.A. Nizami. New Delhi: People's Publishing House, Pp. 33-110.

- Moreland, W.H. (1988 Reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', In
- Agrarian System Of Moslem India. Delhi: Kanti Publications. Reprint, Pp. 21- 66.
- Habib, Irfan. (1991). 'Agricultural Production', In the Cambridge Economic History of India, Vol. I, Edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman Reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. Proceedings Of the Indian History Congress, Vol. 31, Pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility In The Delhi Sultanate', In Medieval India: Researches In The History Of India 1200-1750, Edited By Irfan Habib. New Delhi: Oxford University Press, Pp. 22-48.
- Habib, Irfan. (1984). 'Price Regulations Of Alauddin Khalji – A Defence Of Zia Barani',
- Indian Economic And Social History Review, Vol. 21, No. 4, Pp. 393-414. Also Reprinted In Money And The Market In India: 1100-1700, Edited By Sanjay

- Subrahmanyam, New Delhi: Oxford University Press, 1994, Pp. 85-111.
- Habib, Irfan. (1978). "Economic History Of The Delhi Sultanate – An Essay In Interpretation", Indian Historical Review Vol. 4, Pp. 287-303.
  - Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, Pp. 156- 294 (Chapters 6-7).
  - Phillip B. Wagoner, 'money Use in The Deccan, C. 1350–1687: The Role Of Vijayanagara-ra Hons In The Bahmani Currency System', Indian Economic And Social History Review 51, No. 4 (2014).
  - Subrahmanyam, Sanjay. (1994). 'introduction' To Money And The Market In India 1100- 1700, Edited By Sanjay Subrahmanyam, New Delhi: Oxford University Press, Pp. 1-56.
  - Digby, Simon. (1982). Chapter V: 'the Maritime Trade Of India', In Cambridge Economic History Of India, Edited By Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, Pp. 121-159.
  - हबीब, इरफान. (2016). मध्यकालीन भारत में प्रद्योतगकी: नई रत्न ल्ली: राजकमल.
  - हबीब, इरफान. (2017). मध्यका
  - लीन भारत का आतथवक इततहास: एक सवेक्षण. नई रत्न ल्ली: राजकमल.
  - म्हा एस. सी. (2014.) 'मगु ल पूव भारत में सामाजकतशीलता ', मध्यकालीन
  - भारत, अक-9, (सं.) इरफान हबीब, रत्न ल्ली: राजकमल प्रकाशन. पष्ठ सखं्या.51-58.
  - हबीब, इरफान. (1999). 'मुर भारत में सामाजक और आगथकरवततन (1200-1500 ई.)', भारतीय इततहास में मध्यकाल, (सं.) इरफान हबीब: नई रत्न ल्ली: सफर हातमी मेमोरयल रस्ट पष्ठ सखं्या. 159-68.
  - हबीब, इरफान. (2016). 'रत्न ल्ली सलतनत का आगथकमध्यकालीन भारत, खंि-9 पष्ठ सखं्या- 35-67.इतहास: एक व्याख्या लेख',
  - हबीब, मोहम्मम. (2014). ' मुरी भारत में नगरीय क्ांतच ', मध्यकालीन भारत, आं.) इरफान हबीब, रत्न ल्ली: राजकमल प्रकाशन. पष्ठ संख्या.51-58.
  - ▣ हबीब, इरफान. (1992). 'अलाउद्दीन खजी के मलय नयंत्रण के उपाय: जया बरनी के समगथन में, मध्यकालीन भारत, अककाशन , पष्ठ सखं्या 24-46. -4.(सं). इरफान हबीब, रत्न ल्ली, राजकमल

**Unit IV:** This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy, Vijaya. (1997). Walking Naked: Women, Society, Spirituality in South India. Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets (1989), Nos. 50-51-52, (January- June 1989), New Delhi, Manushi Trust, 1989.
- **Christian Lee Novetzke, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. Chapter 3 and Chapter 4 will be good enough for Jnanadev.**
- **For Namdev., Christian Lee Novetzke, *Religion and public memory: a cultural history of Saint Namdev in India*, Chapter 1: A Sant between Memory and History, pp. 35-73**
- हबीब, इरफान. (1999). 'मध्यकालीन लोकवाम्नी एके म्स्वाम् का मानवीय स्वरूप और ऐतहासिक पररवेश', भारतीय इतहास में मध्यकाल, (सं.) इरफान हबीब, रत्न लली: राजकमल प्रकाशन. पृष्ठ संख्या. 145-58.
- रंद्, सतीश (1999). 'मुर भारत में भस् आम्ोलन के म्उय की ऐतहासिक प्ठृ भर म', मध्यकालीन भारत में इतहास लेखन, धमव और राज्य का स्वरूप, रत्न लली: ग्रंथशल्पी. पृष्ठ संख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीन भारत में भक्त और स्त्री आंदोलन, रत्न लली: ग्रंथशल्पी.



- लॉरेेंजन विविनि. (2010). नगुण संतोंके स्वप्न. र् ल्ली:राजकमल प्रकाशन.

### Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). "'Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M., ed. (2003). India's Islamic Traditions. 711-1750. New Delhi: Oxford University Press. <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India: Researches in the History of India 1200- 1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192- 1286. Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford

University Press.

- Ramaswamy, Vijaya. (1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', *The Indian Historical Review*, vol. XVII, NOS.1-2, 60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), *South Asian Texts in History: Critical Engagements with Sheldon Pollock* Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum. (1990) 'Mirabai and the Spiritual Economy of Bhakti', *Economic & Political Weekly*, Vol.25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). *Amir Khusraw: The Poet of Sultans and Sufis*. Oxford: One World.
- रंद्र, सतीश. मध्यकालीन भारत: सल्तनत से मगुल काल तक (1206-1526) , भाग -1, जवाहर पब्लिशस एंि िस्रीब्यूट सस पब्लके शन.
- तारारंम् . (2006). भारतीय संस्कृ त पर इस्लाम का प्रभाव, नई रम् ल्ली, ग्रंथशल्पी. वमाम् , हररश्रंद्र(सं). मध्यकालीन भारत , भाग -1 -(750-1540), हिं ि माध्यम
- कायाम् न्वय तनिशालय , रम् ल्ली वववद्यालय .
- हबीब, मोहम्मम और खलीक अहसम नज़ामी. (1998). ( सं.). तदल्ली सल्तनत, तदल्ली मैकमलन

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

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – II

### 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		
Rise of the Modern West – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied Rise of the Modern West – I

### Learning Objectives

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

### Learning outcomes

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

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

### SYLLABUS OF DSC- 2

**Unit 1:** The 17th century European crisis: economic, social, and political dimensions.

**Unit 2:** The English Revolution (1603-1688): major issues, strands and implications.

**Unit 3:** Mercantilism and European economies: Trade and Empire - 17<sup>th</sup> - 18<sup>th</sup> centuries.

**Unit 4:** Scientific Revolution. Enlightenment: political, economic and social ideas.

**Unit 5:** Origins of the Industrial Revolution and the Divergence debate.

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

### **Essential/recommended readings**

**Unit 1:** The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 9hrs. approx.)**

- Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) Early Modern Europe: From Crisis to Stability. Newark: University of Delaware Press.
- Black, Jeremy. (2002) Europe and the World, 1650-1830. New York: Routledge.
- Parker, G. and L.M. Smith, (Eds.). (1997). The General Crisis of the Seventeenth Century. London: Routledge. (Introduction, Chapters: 2, 4, 5 & 7)
- de Vries, Jan. (1976). Economy of Europe in an Age of Crisis 1600-1750. Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. (1980). The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750. New York: Academic Press.

**Unit-II:** The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 9 hrs. approx.)**

- Gaunt, Peter, (Ed.). (2000). The English Civil War: The Essential Readings. Oxford: Blackwell Publishers Limited.
- Hill, Christopher. (1985). The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth-Century England. Amherst: The University of Massachusetts Press.
- Hill, Christopher. (1986). The Collected Essays of Christopher Hill, Vol. 3, People and Ideas in Seventeenth-Century England. Amherst: The University of Massachusetts Press.
- Kennedy, Geoff. (2008). Diggers, Levellers, and Agrarian Capitalism: Radical Political Thought in Seventeenth-Century England. Lexington: Lexington Books.

**Unit-III:** The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. **(Teaching period: 9 hrs. approx.)**

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). Slavery and the Rise of the Atlantic System. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). British Capitalism and Caribbean Slavery. Cambridge: Cambridge University Press.
- Mintz, Sidney W. (1986). Sweetness and Power: The Place of Sugar in Modern History. New York: Penguin Books.
- Beckert, Sven. (2013). The Empire of Cotton: A New History of Global Capitalism, Penguin Random House.

**Unit-IV:** The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted. The unit will also define the phenomenon of Enlightenment. Main thinkers and their ideas, and the connection between Enlightenment and modernity will be analysed.

**(Teaching period: 9 hrs. approx.)**

- Hellyer, Marcus, (Ed.) (2003). The Scientific Revolution. The Essential Readings. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). The Scientific Revolution and the Origin of Modern Science. London: Palgrave.
- Conrad, Sebastian. (2012). Enlightenment in Global History: A Historiographical Critique. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). The Enlightenment World. London: Routledge.
- Pagden, Anthony. (2013). The Enlightenment: And Why it Still Matters. Oxford: Oxford University Press. (Introduction and conclusion).

**Unit-V:** The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. **(Teaching period: 9 hrs. approx.)**

- Deane, Phyllis. (1965). The First Industrial Revolution. Cambridge: Cambridge University Press.
- Hobsbawm, E. J. (1999). Industry and Empire. London: Penguin Books.
- Inikori, Joseph E. (2002). Africans and Industrial Revolution in England - A Study in International Trade and Economic Development. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800. Cambridge: Cambridge University Press.

- Pomeranz, Kenneth. (2000). *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press.

**Suggestive readings** (if any)

- Anderson, M. S. (1976). *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). *The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). *Revisions in Mercantilism*. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). *The Economic History of Britain Since 1700, Vol. I: 1700-1860*. Cambridge: Cambridge University Press.
- Henry, John. (2011). *A Short History of Scientific Thought*. London. Macmillan International.
- Hill, Christopher. (1997). *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century*. London/New York: Palgrave Macmillan.
- Huff, Toby E. (2003). *The Rise of Early Modern Science: Islam, China and the West*. Cambridge: Cambridge University Press (2nd edition).
- Marshall, P. J. (Ed.). (1998). *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*. Oxford: Oxford University Press.
- Mathias, Peter. (2001). *The First Industrial Nation*. London: Routledge.
- Stone, Lawrence. (2002). *The Causes of the English Revolution, 1529-1642*. New York: Routledge.
- Studer, Roman. (2015). *The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power*. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). *Capitalism and Slavery*. Chapel Hill: University of North Carolina 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– 3 (DSC-3): History of Modern Japan (c. 1868 – 1950s)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern Japan (c. 1868 – 1950s)	4	3	1	0	12 th Pass	NIL

#### Learning Objectives

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts, contextualizing these against the backdrop of their contemporary history and politics.

#### Learning outcomes

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

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics. Examine the divergent pathways to modernity followed by Japan.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

#### SYLLABUS OF DSC-3

**Unit 1:** Transition from Feudalism to Capitalism

1. Crisis of the Tokugawa Bakuhan System
2. The Meiji Restoration: Nature and Significance; Early Meiji Reforms
3. Economic Development in the Meiji Era

**Unit 2: Democracy and Militarism**

1. Meiji Constitution
2. Failure of Parliamentary Democracy; Militarism and Fascism

**Unit 3: Imperialistic Expansion**

1. Korea
2. Manchuria
3. China

**Unit 4: American Occupation, post-War Reconstruction**

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

**Essential/recommended readings**

**Unit 1:** This unit will introduce students to the history of Japan's transition from feudalism to capitalism. The Unit will also examine historical processes which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 9 hrs. approx.)**

- Gordon, A. (2003). A Modern History Of Japan- From Tokugawa Times To The Present. New York: Oxford University Press, Chapter 3- The Intellectual World Of Late Tokugawa & Chapter 4- Overthrow Of The Tokugawa.
- Hall, J.W. (1991). (Ed.). Cambridge History Of Japan. Volume Iv: Early Modern Japan. Cup. Cambridge.
- Jansen, M.B. (2000). The Making Of Modern Japan. Cambridge: Harvard University Press.
- Jansen. M.B. And Gilbert Rozman. (1986). Japan In Transition From Tokugawa To Meiji. Princeton, Princeton University Press
- Livingston, J. Et Al. (1974). The Japan Reader: Volume I- Imperial Japan: 1800-1945. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). Japan – A Modern History. W.W. Norton And Company. Chapter 3- Self And Society.
- Pyle, K.B. (1995). The Making Of Modern Japan. Lexington: D.C. Heath.
- Sansom, G.B. (2015). The Western World And Japan-- A Study In The Interaction Of European And Asiatic Cultures. Bibliolife DbA Of Biblio Bazaar Li Llc. Chapters 14 And 15.
- Totman, C. (1980). Collapse Of The Tokugawa Bakufu. 1862-1868. University Of Hawaii Press.

**Unit 2:** This unit deals with the emergence and growth of democratic governance in Japan.



The polemics of Meiji Constitution, and failure of democracy and subsequent rise of Militarism have been examined in this unit. **(Teaching Time: 12 hrs. approx. )**

- Moore Jr., Barrington. (2015). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Beasley, W.G. (2000). *The Rise of Modern Japan: Political, Economic and Social Change Since 1850*. Palgrave Macmillan. Chapter 6- Protest and Dissent.
- Beckmann, G.M. (1957). *The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891*. University of Kansas Press.
- Jansen, M. B. et. al ed. (1988). *Cambridge History of Japan. Volume V: The Twentieth Century*. Cambridge, CUP.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin. Chapter 23- Imperial Japan: Democracy and Militarism.
- Gordon, A. (2003). *A Modern History of Japan- From Tokugawa Times to the Present*. New York: Oxford University Press. pp 88-91.
- Ike, N. *The Beginnings of Political Democracy in Japan*. Praeger, 1969.
- Jansen, M.B. (1988). *Cambridge History of Japan. Volume V: The Nineteenth Century*. Cambridge: Cambridge University Press. pp 651-673
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 16- The Meiji Constitution and the Emergence of Imperial Japan. Chapter 17- The Decade of the 20's- Political Parties and Mass Movements.

**Unit 3:** This unit will enable students to understand the imperialistic designs of Japan and the role of nationalism in its conception. It will also examine the nature and consequences of Japanese colonialism in Korea, Manchuria and China. **(Teaching Time: 12 hrs. approx.)**

- Beasley, W.G. (1987) *Japanese Imperialism 1894-1945*. Oxford: Clarendon Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). *Power and Culture, The Japanese-American War, 1941-1945*. Harvard University Press.
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). *The Emergence of Imperial Japan-Self Defence or Calculated Aggression?* Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47- 53, 55- 58, 69-73.
- Morley, J.W. (Ed). (1971). *Dilemmas of Growth in Pre-war Japan*. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and

- Consequence, Chapter IV The Failure of Military Expansionism, Chapter VI-Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.

**Unit 4:** This unit deals with the American occupation of Japan after World War-II and the post-war reconstruction. **(Teaching Time: 12 hrs. approx )**

- Dower, J.W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. New York. W.W. Norton & Company.
- Duus, P. (1997). *Modern Japan*. Boston. Houghton Mifflin
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462.
- Porter, E.A. and Porter, Ran Ying, (2018) *Japanese Reflections on World War II and the American Occupation*. Amsterdam, Amsterdam University Press.
- Takemae, E. (2002). *The Allied Occupation of Japan*. New York, London: The Continuum International publishing group.

**Suggested Readings:**

- Akita, G. (1967). *Foundations of the Constitutional Government in Japan, 1868-1900*. Harvard East Asian Series, 23. Cambridge, Mass: Harvard University Press.
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin. (Chapter 2).
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946, Chapter 2.
- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.
- Beasley, W.G. (1963). *The Making of Modern Japan*. London: Wardenfield and Nicolson, 1963, Chapter VI- New Men and New Methods 1868-1873.
- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
- Chatterji, B.R. (1966). *Modern Japan: Perry to Sato*. Meerut, Meenakshi Prakashan, India.
- Duus, P. (1968). *Party Rivalry and Political Change in Taisho Japan*. Harvard: Harvard University Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin, Chapter 15-Tokugawa Japan: A Centralized Feudal State, Chapter 17- Japan's Response to the West, and Chapter 18- Modernization in Meiji Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991). ed. *Cambridge History of Japan*. Volume IV: Early Modern Japan. Cambridge University Press. Beasley, W.G. (1963). *The Making of*

- Modern Japan. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozmaned, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp/Kunio>
- Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston.W.W. Norton andCompany.
- McLaren, W.W. (1923). *A Political History of Japan during the Meiji Era 1867- 1912*. Reproduction by Nabu Press, 2000.
- Morris I. (Ed.). (1963). *Japan 1931-1945: Militarism, Fascism, Japanism?* D.C. Heath and Company.
- Myers, R.H. and Mark R. Peattie (Ed.). (1984). *The Japanese Colonial Empire, 1895-1945*. Princeton University Press.
- Norman, E.H. (1940). *Japan's Emergence as a Modern State*. New York: International Secretariat, Institute of Pacific Relations, First Indian Reprint1977, Khosla and Co., Chapter III The Restoration.
- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Sansom, G.B. (1931). *Japan: A Short Cultural History*. London and New York: Cresset Press and D. Appleton.
- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.
- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.

- Tsutsui, W.M. (2009). ed. A Companion to Japanese History. Oxford: Wiley- Blackwell.
- Wray, H. and H. Conroy. (1983). Japan Examined: Perspectives on Modern Japanese History. University of Hawaii Press, Honolulu.
- Yanaga, C. (1949). Japan since Perry. New York: McGraw-Hill Book Company.
- लातोरैत, के नेथ ,कॉट. (1965) जापान का इ9तहास. <म् >ल?: वैC ा9नक तथा तकनीकE शGम् ावल? आयोग, भारत सरकार.
- पणु तांबेकर, P िक ँरुण वSकटेश.(1967) एVशया के WवकासोXमख ँु एकता. लखनऊ: <हXम् ? सVम9त, सर्र्ना Wवभाग, उ\_रम् ेश.
- Wवनाके , हरे >ि एम. (1974). पवू एc Vशया का आधुनक इ9तहास. लखनऊ: <हXम् ? सVम9त सर्र्ना Wवभाग.
- तवार?, ेमशंकर. (2005). जापान का इ9तहास. Wवहुव भारती: Wवहुव भारतीपुलके शXस. ुनक जापान का इ9तहास. <म् >ल?: खोसला पुलVशगं हाउस.
- नॉमनc, ई. एर्. (2015) आध
- सराओ, के. ट?. एस. (2015) आधुनक जापान का इ9तहास. <म् >ल? WवहुवWवक्यालय: <हXम् ? मायम कायाcXवयन9तनेशालय
- Wवक्यालंकार, समयके त. ँु (2015). एVशया का आधुनक इ9तहास, मसर्र्?: P ि सर,वती ससन.
- पांिये , धनप9त. (2017). आधुनक एVशया का इ9तहास. <म् >ल?: मोतीलाल बनारसीम् ास

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE): Environmental History of the Indian Subcontinent**

**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		
Environmental History of the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

**Learning Objectives**

This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history. The course has the following broad objectives: To introduce historical studies that explore the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies. The themes and issues discussed in this course familiarizes the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between human and environment. This will also enable students to situate the environmental historiography that revises the colonial notion of depicting pre-colonial India as an unchanging landscape.

**Learning outcomes**

After completing this course, students should be able to -

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organising lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.

- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have liveable cities.
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.

## SYLLABUS OF DSE

### Unit 1: Introduction to the Environmental History of the Indian Subcontinent

1. Doing Environmental History: Issues and Perspectives, Historiography
2. Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and OralHistory

### Unit 2: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices, and Natural Resources

### Unit 3: Environment and Livelihood in Medieval Times

1. Pastoralism, Animal Husbandry, and Agriculture
2. Forests and Tribal Groups

### Unit 4: Colonial Capitalism and Natural Resources

1. Changing Energy Regimes; Railway and Deforestation, Dams and HydroelectricPower
2. Rivers, Canals, and Embankments

### Unit 5: Environmental Crisis and the Future

1. Factories and Urban Spaces; Bombay, Calcutta and Delhi
2. Industrial Agriculture; Biodiversity Loss; Species Extinction

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit 1:** This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, and the major sub- fields of environmental history. The second rubric explores how archeological records, bio-mass, artistic depictions of nature, and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx.)**

- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Arnold, David and Ramachandra Guha (1995), "Themes and Issues in the Environmental History of South Asia," In David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 1-20.

**Unit 2:** This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- Lal, Makkhan (2008), "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- Thapar, Romila (2008), "Forests and Settlements," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Hughes, Donald J. (1998), "Early Ecological Knowledge of India from Alexander to Aristotle to Aelian," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 70-86.

**Unit 3:** This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism, and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: PermanentBlack.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, pp. 97-106.
- Singh, Chetan, (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.

- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.

**Unit 4:** This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of waterbodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. **(Teaching time: 9 hrs. approx.)**

- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Guha, Ramchandra (1983), "Colonialism, Capitalism and Deforestation," *Social Scientist*, Vol. 11, No.4, pp.61-64.
- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- D'Souza, Rohan, (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In MaheshRangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550- 583.
- Rao, G. N. (1988), "Canal Irrigation and Agrarian Change in Colonial Andhra: A Study of Godavari District, c. 1850-1890, *Indian Economic and Social History Review*, Vol. 25, No. 1, pp. 25-60.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185- 209.
- Gilmartin, David (1996), "Models of the Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin, In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the*



**Unit 5:** Historical thinking and writing on climate change help to provide a long-term perspective on contemporary social, ecological, economic crisis with the question of socio-environmental justice as a central concern. By focusing on the specific contexts of Bombay, Calcutta and Delhi, the first rubric provides a historical perspective to the contemporary urban problems of air and water pollution, and issues related to access to energy sources as social issues of urbanized environment. The second rubric explains how the issues of biodiversity loss, species extinction, and the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. **(Teaching time: 9 hrs. approx)**

- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution]
- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52.
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728, Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban Environment during the Nineteenth Century, Studies in History, Vol. 23, No. 1, pp. 1-31.
- Shiva, Vandana (2016), Stolen Harvest: The Hijacking of the Global Food Supply. Kentucky: The University Press of Kentucky, Chapter 1: "The Hijacking of the Global Food Supply", pp. 5-20.
- Adve, Nagraj (2022), Global Warming in India: Science, Impacts, and Politics. Bhopal: Eklavya Foundation.

**Suggested Readings:**

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. The Making of Agrarian Policy in British India, 1770-1900. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Columbia University Press. pp. 205 -224.
- Chakravarti, Ranabir, (1998), "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, Nature and the Orient: The Environmental History of South and Southeast Asia. Oxford: Oxford University Press, pp. 87-105.
- D'souza, Rohan (2006), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India. New Delhi: Oxford University Press.

- Erdosy, George (1998), "Deforestation in Pre and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press.
- Fisher, Michael H. (2018), *An Environmental History of India: From Earliest Times to the Twenty-first Century*. New York: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
- Hughes, Donald (2006), *What is Environmental History?*. Cambridge: Polity Press. Chapter 1: Defining Environmental History: pp. 1-17
- Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black [Introduction]
- Rodrigues, Louiza (2019), *Development and Deforestation: The Making of Urban Bombay, C. 1800-1880*. Delhi: Primus Books.
- Satya, Laxman D. (1997), *Cotton and Famine in Berar, 1850-1900*, Delhi: Manohar Publishers.
- Thapar, Romila, (2008), "Perceiving the Forest: Early India," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): History of South East Asia – 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		
History of South East Asia – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of South East Asia – I

#### Learning Objectives

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of decolonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

#### Learning outcomes

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

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence on maritime and agrarian economy of the region.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
- Illustrate the transformation of the local agrarian and labour economy.
- Interpret the history of popular movements and peasant revolts
- Describe the historiographical trends to study history of Southeast Asia

## SYLLABUS OF DSC-3

### Unit 1: From Commerce to Colonialism:

1. The Dutch and English ascendancy
2. Changing Patterns of Maritime Trade: The Straits of Malaka

### Unit II: Colonialism in Dutch Indonesia, British Burma: The 19th and 20th centuries

1. The Colonial State: Traditional elite, Race and the Legal Order
2. Agrarian Transformation: Plantation Economy, Peasant Protests
3. Colonial Modernity: Education and religion in the early twentieth century

### Unit III: Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

1. Burma: From Independence to the Revolutionary Council
2. Indonesia: The Revolution, the making of Indonesia, Sukarno

### Unit IV: Post War Southeast Asia

1. Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
2. The Port and City in Southeast Asia: Singapore

### Practical component (if any) - NIL

#### Essential/recommended readings

**Unit-I:** The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 6 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume I & II, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). Southeast Asia in Early Modern era: Trade, Power and Belief, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). Prelude to Colonialism: The Dutch in Asia, Hilversum: Uitgeverij Verloren

**Unit- II:** At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the case studies of Dutch Indonesia and British Burma learn about the structure and organization of the colonial state and how the agrarian plantation economy altered the political and economic landscape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 15 hrs. approx.)**

- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). *Law, Disorder and the State: Corruption in Burma c.1900*, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). *British Burma in the New Century, 1895-1918*, London: Palgrave Macmillan
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). *Being "Dutch" in the Indies: A history of creolization and Empire, 1500-1920* (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Breman, Jan. (1989). *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Delhi: Oxford University Press
- Scott, James. (1976). *Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, New Haven: Yale University Press
- Ann Stoler, 'Plantation, Politics and Protest on Sumatra's East Coast', *Journal of Pesant Studies*, Vol.13, No.2, 1986
- Pannu, Paula, *Production and Transmission of Knowledge in Colonial Malaya*, *Asian Journal of Social Science*, Vol 37, No 3, Special Focus, *Beyond Sociology*, 2009, pp.427- 451
- Laffan, Michael. (2011). *The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past*, Princeton: Princeton University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press

**Unit-III:** After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 15 hrs. approx.)**

- Christie, Clive J. (2000). *A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism*, London: I.B. Tauris
- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). *Nations and States in Southeast Asia*, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). *Making Enemies: War and State Building in Burma*, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). *The Making of Modern Burma*, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press

- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press

**Unit-IV:** At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. **(Teaching time: 9 hrs. approx.)**

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

#### **Suggested Readings:**

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): History of Vernacular Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- History of Vernacular Literature	4	3	1	0	12 <sup>th</sup> Pass	-

### Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

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

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how core these languages are to the identities of their speakers.

### Learning Outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

### SYLLABUS OF DSC-3

**Unit 1:** Debating the Vernacular and its significance for History

**Unit 2:** Language Culture and Histories from the South



**Unit 3:** The Early Modern Context of Language and Region

**Unit 4:** The Colonial Context

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

**Essential/recommended readings**

**Unit 1:** Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

Essential Readings

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

**Unit 2:** Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

Essential Readings

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

**Unit 3:** In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 09 hours)

**The Early Modern Context of Language and Region:**

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

### Essential Readings

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

**Unit 4:** The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

#### **The Colonial Context:**

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

#### Essential Readings

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803-1956*, Cambridge University Press, 2020.
- Misra, Salil, "Transition from the Syncretic to the Plural: the World of Hindi and Urdu", Jamal Malik and Helmut Reifeld (ed.) *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

#### **Suggested Readings:**

- Borek, Piotr, "Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji's Visit to Agra (1666) in Brajbhāṣā Verse", *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1-17.
- Mantena, Rama Sundari, "Vernacular Publics and Political Modernity: Language and Progress in Colonial South India", *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.

- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

## DSE for BA (Hons.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Delhi Through the Ages

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- Delhi Through the Ages	4	3	1	0	12 <sup>th</sup> Pass	

#### Course Objective

This introductory course looks at watershed moments in Delhi's historical past concerning politics, urbanization, culture, and crisis to provide a background to Delhi's significance and dilemmas today.

#### Learning Outcome

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

- To provide a framework within which to locate and study the history of Delhi till the early modern period.
- Analyse and comprehend the challenges of Delhi through the study of the history of its political, urban, and socio-cultural developments and changes

#### Course Content

**Unit I:** The Historical Polities of Delhi:

- a) Indraprastha: from Earliest time to 1000CE
- b) Delhi in the Tomar-Chauhan period
- c) Sultanate Delhi
- d) Shahjahanabad
- e) The colonial capital

**Unit II:** Delhi's Urbanization and its Challenges:

- a) Lal Kot to Tughluqabad
- b) Delhi under the Mughals
- c) Delhi's modern transformation in the 20<sup>th</sup> Century

**Unit III:** The Syncretic and Changing Culture of Delhi:

- a) Ashokan Edicts and Iron Pillars
- b) Hazrat-i Delhi: Nizamuddin Auliya and Nasiruddin Chirag Delhi
- c) Humayun Tomb
- d) Growth of Urdu language and literature in 18<sup>th</sup> -19<sup>th</sup> Century Delhi
- e) Delhi University

**Unit IV:** A City of Crises, Resilience and Transition

- a) The Mongols Invasions
- b) Delhi when it was not the Mughal capital
- c) 'Crisis' of the 18<sup>th</sup> Century?
- d) Delhi in the 19<sup>th</sup> Century: Between the Mughals and the Colonial
- e) The Revolt of 1857
- f) Delhi in 1947

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

### *Essential/recommended readings*

Unit 1: This unit will seek to introduce the students to the various significant historical political formations that emerged in Delhi by focusing on the debate on Indraprastha; evidence for Lalkot-Rai Pithora; the nature of the Sultanate polity and the city; the imperial design of Shahjahanabad and the British conception of the city as an imperial capital. (Teaching Time: 12 hours Approx.)

#### Essential Reading

- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- R., Mani B., and I. D. Dwivedi 2006. 'Anangpur Fort: The Earliest Tomar Settlements, Near Delhi,' in Upinder Singh, ed., *Delhi: Ancient History*, Social Science Press, New Delhi, pp 200–204.
- Mani, B.R. 1997. *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International
- 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.
- 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
- Metcalf, Thomas. 1989. *Imperial Visions*. Delhi: Oxford University Press, 211–239, (Ch.7 & 39; New Delhi: *The Beginning of the End*);).

**Unit II:** This unit will briefly explore significant periods of urbanization in Delhi and some of the challenges faced during these developments. It will trace the early urbanization of Delhi from Lal Kot to Tughluqabad, the changes during the Mughal Period, Marathas and Sikhs in Delhi and finally, the transformation of Delhi in the 20 th Century, focusing on migration and displacement. (Teaching Time: 12 hours Approx.)

#### Essential Readings:

- 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
- Shokoohy, Mehrdad. 2007. *Tughluqabad: a paradigm for Indo-Islamic Urban Planning and its architectural components*. London: Araxus Books.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- 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.
- 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.
- Cheney, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- 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, 442–462.
- Tarlo, Emma. 2001. *Welcome to History: A Resettlement Colony in the Making*. Manohar Publishers and Distributors, 51-69.

**Unit III:** This unit will touch upon some episodes in the past of Delhi that show the historical shaping and reshaping of a syncretic culture over time, with a focus on the names of Delhi, beliefs about the Iron Pillar, Ashokan Edict, the emergence of Sufi tradition in Sultanate Delhi, Mughal architecture, Urdu language and literature in the 18 th - 19 th Century Delhi Renaissance and the emergence of Delhi University. (Teaching Time: 9 Hours Approx.)

Essential Reading:

- 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
- Haidar, Najaf. 2014; *Persian Histories and a Lost City of Delhi*, *Studies in People History*, vol. 1, pp. 163–171
- 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.
- Aquil, R. 2008.; *Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam*, *South Asia Research* 28: 23–48.
- Sunil Kumar, *The Pir’s Barakat and the Servitor’s Ardour: The Contrasting History of the two Sufi Shrines in Delhi* in Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Lowry, Glenn D. 1987. *Humayun’s Tomb: Form, Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Koch, Ebba. (1994). “Diwan-i’Amm and Chihil Sutun: The Audience Halls of Shah Jahan”. *Muqarnas*, vol. 11, pp. 143-165.
- 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
- Shamsur Rahman Faruqi. *A Long History of Urdu Literary Culture, Part 1: Naming and Placing a Literary Culture in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 803-863.
- Hardeep Puri, *DELHI UNIVERSITY: Celebrating 100 Glorious Years*, Delhi, 2022
- Naim, C. M. 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.
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.
- 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

**Unit IV:** This unit will examine a few exceptional periods of crisis in the history of Delhi and how these phenomena shaped the city over time. (Teaching Time: 12 hours Approx.)

Essential Readings:

- 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), 18–33.
- Ojha, Archana, *Impact of Mongol Invasions on the Delhi Sultanate*, *Proceedings of Indian History Congress*, no. 52, 1991, pp. 245-248.
- 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, 106–116.
- Spear, TGP. *Twilight of the Mughals*. 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-Ixiv
- Liddle Swapna, *The Broken Script: Delhi Under the East India Company and the Fall of the Mughal Dynasty 1803-1857*, Speaking Tiger Books, 2022.

- Lahiri, Nayanjot. 2003; *Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife* ; *World Archaeology*, vol. 35, no.1, 35–60.
- Pandey, Gyan. 2001. *Remembering Partition*, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121–151.

#### Suggested Readings

- 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.
- Hasan, Zafar. 1922. *A Guide to Nizamu-d Din*. New Delhi: *Memoirs of the Archaeological Survey of India*,
- 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
- Page, J.A. 1926. *A Historical Memoir on the Qutb*. New Delhi: *Memoirs of the Archaeological Survey of India No,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.
- 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.
- Frances W. Pritchett, *A Long History of Urdu Literary Culture, Part 2: Histories, Performances, and Masters in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 864–911.
- Upinder Singh, *Discovering Ancient in Modern Delhi*. In Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- 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. 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 Gülsün Sağlamer, 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](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.

Category II  
BA (Prog.) with History as Major

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India c.1550 – 1700**

**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 c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India, 1200-1550

**Learning Objectives**

This course provides an analytical study of the history of India from 1550 to 1700 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental region in its transition.

**Learning outcomes**

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

- Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

**SYLLABUS OF DSC-1**



**Unit I:** Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.

**Unit II:** Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.

**Unit III:** 17th century transition: Marathas, Sikhs.

**Unit IV:** Art and architecture: Taj Mahal and Red Fort; Mughal painting.

**Unit V:** Society, culture and religion: Sufism: Naqshbandi; popular literature from the Deccan: Chakki-Nama and Charkha-Nama.

**Unit VI:** Economy and integrated patterns of exchange: Inland and maritime trade; non-agrarian production.

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

### **Essential/recommended readings**

**Unit I:** This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs)**

- Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi:Oxford University Press.
- Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
- Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
- Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
- Habib. I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh.(Relevant Chapters).
- Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press.
- Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi:Oxford University Press.

**Unit II:** This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed. **(Teaching Time: 12 hrs. approx.)**

- Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.

- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, *Religious Interactions in Mughal India*, Delhi. OUP.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Ziegler. P Norman. (1998). 'Some Aspects on Rajput Loyalties during the Mughal period'.in J F Richards (ed.) *Kingship and Authority in South East Asia*. Delhi. OUP.

**Unit III:** This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600- 1818*. Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient Longman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

**Unit IV:** This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). *The Complete Taj Mahal and the river front gardens of Agra*, London. Thames & Hudson.
- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- 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.
- Koch, Ebba. (1990). *Mughal Architecture*. Delhi: Oxford University Press. pp. 97-115.

- 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.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

**Unit V:** This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi, Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), ‘The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah’.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). ‘Shaikh Ahmad Sirhindi and Mughal Politics’ in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan, New Delhi.
- Nizami, K A. “Naqshbandi Influence on Mughal rulers and politics’, IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). “The Sufi Ideas of Shaykh Ahmad Sirhindi”, DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

**Unit VI:** This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500- 1800. Delhi: Oxford University Press.

#### **Suggestive readings**

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Faruqi, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719. Cambridge: Cambridge University Press
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi: Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press. pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan. pp.219-254.
- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrieen. (2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16th and 17th centuries. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

## DISCIPLINE SPECIFIC CORE COURSE (DSC -2): Cultural Transformations in Early Modern Europe – 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		
Cultural Transformations in Early Modern Europe – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied Cultural Transformations in Early Modern Europe – I

#### Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European socio-cultural life, economy and polity. The first unit aims to critically examine the dynamics of Scientific Revolution and the Enlightenment in Europe that emerged from the Middle Age. The second unit deals with the Literary and artistic developments which focuses on the developments in art, literature, science and philosophy and also deals with women and the new Public Sphere. The content in the third unit will enable them to understand the spread of popular culture and the mentalities of the Europeans and its cultural impact. The idea is to give them European perspective of cultural transformations in early modern Europe.

#### Learning outcomes

After completing this course, students will be able to:

- Understand the different perspectives of Cultural and Scientific developments in Europe.
- Explain the impact of Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the developments in Literacy and artistic field.
- Identify the social and cultural aspects after the transitions in popular culture and mentalities.

#### SYLLABUS OF DSC

**Unit-I: The Scientific Revolution and the Enlightenment**

1. A new view of the universe and matter[**b**] Reflections on the scientific method.
2. Hobbes, Locke and the Philosophes and the ideas of Enlightenment

**Unit-II: Literary and artistic Developments**

1. Literary trends from Dante to Shakespeare
2. Art from Baroque to Rococo and Neoclassicism
3. Novels as an art form
4. Women and the new Public Sphere

**Unit-III: Transitions in popular culture and mentalities c. 1550-1780**

1. Family and marriage patterns
2. The decline of magic, the rise of witch trials
3. Changing mentalities and popular protests: Jacqueries, food riots and the crowd

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

**Essential/recommended readings**

**Unit-I:** The Unit will give concepts and explanations behind the rise of Scientific Revolution and the Enlightenment during the early Modern Europe. The dominant ideas of Hobbes, Locke, and the philosophes will be introduced to the students. **(Teaching Time: 15 hrs. approx.)**

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

**Unit-II:** This Unit imparts the understanding of the literary and artistic developments during c. 1500- 1800. **(Teaching Time: 15 hrs. approx.)**

- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Krayer, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

**Unit-III:** The Unit emphasises different dimensions of popular culture and the mentalities of the early Modern Europeans that helps in learning the challenges and changes in the socio-economic, religious and political sphere and their influences on the lives of the people in various regions of Europe. **(Teaching Time: 15 hrs**

- King, Margaret L. *Western Civilisation: A Social and Cultural History*. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). *A Short History of the Reformation*. London, New York: B. Tauris.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.
- Cameron, E. (2012) *The European Reformation*. Oxford University Press.
- MacCulloch, D. (2005) *The reformation*.
- Anderson, M.S. *Europe in the Eighteenth Century, 1713-1783*. 2nd and. NewYork: Longman
- Burke, Peter. *Popular Culture in Early Modern Europe*. UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). *Worldcivilisation*, vol. AWW Norton & Co., New York, NY.

**Suggested Readings:**

- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century Vol. I*. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983. • Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. *The Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. *The Waning of the Middle Ages*. New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution*, U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.

- Merriman, J. (2009) A History of Modern Europe: from the Renaissance to the Present (Vol. 1). WW Norton & Company.
- Merriman, J. (2019) A History of Modern Europe: Volume 2 (Vol. 2). WW Norton & Company.
- संक्रांतकलीन रूरोपः अरतवम् तसन्हा, ग्रंथ तशल्पी प्राइवटे तलतमटि, 2015.
- आधुतनक रूरोप का इततहास : आर ाम एवं ततशाए : म् ऐ वेश मीना तववर,

भारद्वाम् एवं वम् नार्ौधरी

- आधुतनक रूरोप का इततहास: आर ाम एवम ततशाएं] (सह-संपाम् न), तहन्दी माध्यम कार ा ान्वनचतनशे ालरत्तल्ली-7, 2010 (revised second edition, 2013)
- रूरोपीर् संस्कृ तत (1400-1800): म् ऐ वेश तववरसंपाततत, तहन्दी माध्यम कार ा ान्वनचतनशे ालर, ततल्ली- 7, 2006,2010.
- आधुतनक पतश्र्म के म्उर् का इततहास , मीनाक्षी फूकन, तक्ष्मी पमभब्लक शन,2012.
- आधुतनक पतश्र्म के म्उर् , पाथासारतथ गुप्ता, तहन्दी माध्यम ा ान्वन कारततने शालर् ,ततल्ली-7, 2015(New Edition).

**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 History as Non-Major

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India c. 1550 – 1700

#### 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 c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India c. 1200-1550

#### Learning Objectives

This course provides an analytical study of the history of India from 1550 to 1700 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental region in its transition.

#### Learning outcomes

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

- ☐ Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.
- ☐ Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.
- ☐ Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- ☐ Delineate the development of trade and urban complexes during this period.

#### SYLLABUS OF DSC-1

**Unit I:** Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.

**Unit II:** Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.

**Unit III:** 17th century transition: Marathas, Sikhs.

**Unit IV:** Art and architecture: Taj Mahal and Red Fort; Mughal painting.

**Unit V:** Society, culture and religion: Sufism: Naqshbandi; popular literature from the Deccan: Chakki-Nama and Charkha-Nama.

**Unit VI:** Economy and integrated patterns of exchange: Inland and maritime trade; non-agrarian production.

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

### **Essential/recommended readings**

**Unit I:** This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs. approx.)**

- Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi:Oxford University Press.
- Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
- Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
- Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
- Habib. I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh.(Relevant Chapters).
- Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press.
- Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi:Oxford University Press.

**Unit II:** This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed. **(Teaching Time: 12 hrs. approx.)**

- Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.

- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, *Religious Interactions in Mughal India*, Delhi. OUP.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Ziegler. P Norman. (1998). 'Some Aspects on Rajput Loyalties during the Mughal period'.in J F Richards (ed.) *Kingship and Authority in South East Asia*. Delhi. OUP.

**Unit III:** This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. weeks approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600- 1818*. Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient Longman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

**Unit IV:** This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). *The Complete Taj Mahal and the river front gardens of Agra*, London. Thames & Hudson.
- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- 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.
- Koch, Ebba. (1990). *Mughal Architecture*. Delhi: Oxford University Press. pp. 97-115.

- 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.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

**Unit V:** This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), ‘The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah’.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). ‘Shaikh Ahmad Sirhindi and Mughal Politics’ in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan,New Delhi.
- Nizami, K A. “Naqshbandi Influence on Mughal rulers and politics’, IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). “The Sufi Ideas of Shaykh Ahmad Sirhindi”, DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

**Unit VI:** This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6 hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500- 1800. Delhi: Oxford University Press.

#### **Suggestive readings**

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Faruqi, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719. Cambridge: Cambridge University Press
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi: Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press. pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan. pp.219-254.
- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrieen. (2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16th and 17th centuries. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

## Pool of DSE for BA (prog.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Cultures in Indian Subcontinent – 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		
Cultures in Indian Subcontinent – II	4	3	1	0	12 th Pass	Should have studied Cultures in Indian Subcontinent – I

#### Learning Objectives

This course aims to provide an overview of cultures of the Indian subcontinent. It will help the students to understand different traditions of sculpture, painting, etc. along with varied popular cultures through the ages in India. This paper also aims to acquaint students with the social aspects like the role of different classes which extended patronage to varied activities in different periods of Indian history. It will also elucidate the cultural issues and the institutions of cultural practices in colonial and post-colonial India, which cemented the sentiments of Nationalism among Indians.

#### Learning outcomes

After studying this lesson, the students will be able to comprehend:

- The various schools of Sculpture over the ages in India;
- The evolution of Painting from the ancient, medieval to modern period;
- Folklores and oral traditions of kathas;
- Festivals, fairs and fasts;
- Textiles and crafts;
- Culture of food;
- Issues of culture and the concept of Nationalism

#### SYLLABUS OF DSE-2

**Unit - I:** Visual Cultures: Perceptions of visual Past and Present

1. Silpashastric normative tradition;

2. Indian Sculpture: Classicism- Mathura, Gandhara and Amravati Schools, Gupta period; late Classicism: Pallava and Chola.;
3. Indian Painting: Classicism -Narrative Mural and Fresco paintings; late Classicism: Pallava- Chola;
4. Medieval idioms-Mughal painting: Rajput and Pahari miniature paintings
5. Modern-Company school, Raja Ravi Varma, Bengal school, Amrita Sher-Gil and Progressive Artists Group.

#### **Unit-II: Popular Culture**

1. Folklore and Oral tradition of Kathas, narratives, legends and proverbs; Linkages of bardic and literary traditions.
2. Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.
3. Textile and Crafts; the Culture of Food.

#### **Unit-III: Communication, Patronage and Audiences**

1. Royalty, Merchants groups, Religious communities and Commoners
2. Culture as communication.
3. Nationalism and the issues of Culture; Institutions of Cultural Practices-Colonial and Post- Colonial.

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

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

**Unit-I:** This unit will give an insight to the students about evolution of sculpture and painting right from the ancient to modern period and will help in understanding marked variations at different stages in Indian context. **(Teaching Time: 21 hrs.approx.)**

- Basham, A.L. The Wonder That Was India. Vol I, Rupa & Co., Delhi, 1991. (in Hindi: Adhbhut Bharat)
- Coomaraswami, Anand K. Introduction to Indian Art, Munshiram Manoharlal, New Delhi, 1999.
- Kramrisch, Stella. The Art of India. Orient Book Depot, Delhi, 1987.
- Harle, J.C. The Art and Architecture of Indian Subcontinent. Penguin Books, New York, 1990.
- Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Watear Hill, New York, 1985.
- Maxwell, T.S. Gods of Asia: Text, Image and Meaning. OUP, New Delhi, 1996.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Ray, Nihar Ranjan. Maurya and Shunga Art. Indian Studies, Calcutta, 1965.
- Rizvi, S.A.A. The Wonder that Was India. Vol. II, Picador, India, 2001.
- Welch, Stuart Carey. Imperial Mughal Paintings. New York, 1978.

- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

**Unit-II:** This unit will enable students to know about the rich traditions of popular culture of India in three sub-sections covering almost every aspect of our day to day life. **(Teaching Time: 12 hrs. approx.)**

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 1998.
- Dhali, Rajshree. 'Perspectives on Pilgrimage to Folk Deities', International Journal of Religious Tourism and Pilgrimage, Vol VIII, Issue I, 2020.
- Dubey, Shyam Charan. Manav aur Sanskriti. Rajkamal Prakashan, New Delhi, 2010.
- Gupta, Shakti M. Festivals, Fairs and Fast of India. Clarian Books, New Delhi, 1990.
- Gupta, Ved Prakash. Bhartiye Melon aur Utsavon ke divyadarshan. Jivan Jyoti Prakashan, 1995.
- Jain, Shanti. Vrat aur Tyohar Pauranik avam Sanskritik Pristhabhumi. Hindustani Academy, Allahabad, 1988.
- Jaitly, Jaya. The Craft Tradition of India. NCERT, Delhi, 1990.
- Kidd Warren. Culture and Identity. Palgrave, 2002.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.

**Unit-III:** This unit will provide students the knowledge about the individuals as well as social classes which used to give exclusive patronage to art and culture leading to its evolution in India. What kind of message was carried or permeated to the society by the rise and growth of art and culture and how it paved the way for the growth of cultural nationalism in India will also be covered under this broad topic. **(Teaching Time: 12 hrs. approx.)**

- Mitter, Partha. Art and Nationalism in Colonial India. OUP, Delhi, 1994.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

**Websites:**

- <http://kasi.nic.in>
- <http://kasi.legislation.asp>
- [www.iccrindia.org](http://www.iccrindia.org)
- <http://www.indiaculture.nic.in>



### Suggestive readings

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 2001.
- Agarwala, Vasudev Sharan. Bhartiya Kala (in Hindi), Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine B (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Basham, A.L. The Wonder that was India. Volume I, Rupa & Co., New Delhi, 1981. (in Hindi : Adhbhut Bharat)
- Chopra, P.N. (ed.), The Gazetteer of India, History and Culture, Vol. II, Publication Division, Govt. of India, 1988.
- Cohn, Bernard S. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004.
- Dhali, Rajshree. 'Pilgrimage to the Abode of a Folk Deity', International Journal of Religious Tourism and Pilgrimage. Vol. 4, Issue 6, Art. 8, 2016.
- Harle, J.C, The Art and Architecture of Indian Subcontinent, Penguin Books, 1986. Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Watear Hill, New York, 1985.
- Jaitly, Jaya. The Craft Tradition of India. Delhi, 1990.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi: Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvip ki Sanskritiyan, Vol. I and II (in Hindi), Hindi Madhayam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Popular Culture

### 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		
Popular Culture	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

One of the purposes of learning History is to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a significant component of that experience surrounding us, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the course objectives is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes about religion, performative traditions, food cultures as well as the constitution of a 'new public' concerning its patterns of consumption of culture, in contemporary times.

#### Learning outcomes

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

- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture while pointing out the problems with conventional archives and the need to move beyond them,
- Interpret the above theoretical concerns to actual historical studies through a case study,
- Estimate the popular aspects of the everyday experience of religion and religiosity through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Identify the history of the cultures of food consumption and its relationship with the

constitution of a modern bourgeoisie,

- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

### SYLLABUS OF DSE-3

**Unit I:** Defining Popular Culture:

1. Popular Culture as Folk Culture,
2. Mass Culture- High Culture,
3. People's culture

**Unit II:** Popular Culture and Visual Expressions:

1. Folk art, calendar art, photography, advertisements;
2. Cinema (themes and trends like freedom struggle and nation-building), television (Case study of televised serials, Ramayana and Chanakya)
3. Internet: Digital age and popular culture

**Unit III:** Performative traditions, fairs, festivals and pilgrimage:

1. Folktales & folk theatre: swang and nautanki;
2. Music- folksongs and folk dances
3. Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer /Kumbh Mela

**Unit IV:** Cuisine as an expression of culture:

1. Food and Public Cultures of Eating
2. Regional cuisines
3. Cultures of Consumption

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

### Essential/recommended readings

**Unit I:** This unit intends to apprise students of the conceptual and theoretical categories that scholars deploy to classify and analyse various forms of popular culture. **(Teaching Time: 12 hrs. approx.)**

- Fiske, John. (2010) *Understanding popular culture*. Routledge.
- Storey, J. (2001) *Cultural Theory and Popular Culture*. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Dubey, Shyam Charan. *Manav aur Sanskriti*. Rajkamal Prakashan, NewDelhi, 2010.

**Unit II:** This unit focuses on a study of the various audio and visual forms of popular culture. It also explores the more recent forms of popular culture as embodied in the new age technologies of communication. **(Teaching Time: 12 hrs. approx.)**

- Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema, A Narrative of Cultural Change*. New Delhi: Orient Longman.
- Fiske, John. (2001) *Television Culture: Popular Pleasures and Politics*. London: Routledge.
- Spracklen, Karl. (2015) *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

**Unit III:** The Indian subcontinent is rich in diverse beliefs and practices of rituals, pilgrimages, and performative traditions. This unit will focus on exploring the meanings of performative traditions (folk music, folk tales, etc.), rituals, pilgrimages, etc. **(Teaching Time: 12 hrs. approx.)**

- Bharucha, Rustam. (2003) *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35.
- शकु धव. (2015). 'लोक - आखान: यशकीघोषणा' , तानाबाना, प्रवेशांक, pp. 19-26.

**Unit IV:** The focus of this unit will be on food and its history. The units will encourage students to think about cooking and eating habits of 'people' as historical, subject to change and embodying social and political significations that go much beyond individual initiatives. **(Teaching Time: 9 hrs. approx.)**

- Appadurai, Arjun. (1988) 'How to Make a National Cuisine: Cookbooks in Contemporary India', *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24.
- Ray, Utsa. (2014) *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press

#### **Suggestive readings**

- Kasbekar, Asha. (2006). *Popular Culture India!: Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO, 2006.
- Chauhan, V. (2019) From Sujata to Kachra: Decoding Dalit representation in popular Hindi cinema. *South Asian Popular Culture*, 17(3), pp.327-336.
- Lichtner, G. and Bandyopadhyay, S. (2008) Indian Cinema and the Presentist Use of History: Conceptions of "Nationhood" in *Earth and Lagaan*. *Asian Survey*, 48(3), pp.431-452.
- Sen, C.T. (2004) *Food culture in India*. Greenwood publishing group.
- Thakurta, T.G. (1991) Women as 'calendar art' icons: Emergence of pictorial stereotype in colonial India. *Economic and Political Weekly*, pp.WS91-WS99.
- Vatuk, Ved Prakash. (1979) *Studies in Indian Folk Traditions*. New Delhi: Manohar, 1979.
- कु मार, इला(2015). 'संस्कृतत काम बोध', तानाबाना, प्रवेशांक, pp. 102-104.

#### **Suggested weblinks:**

- <http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>
- <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>
- [http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs- ever-taken-in-india/](http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/)
- <http://ccrtindia.gov.in/performingart.php>

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Religious Traditions in the Indian Subcontinent

#### 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		
Religious Traditions in the Indian Subcontinent	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

This course seeks to provide an understanding of (a) multiple religious traditions that flourished through the ages in the Indian subcontinent; (b) how each religious tradition is dynamic and changing in relation to each other and in relation to its own past; (c) the ways in which each expanded or contracted; (d) how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs; and (e) to understand the varied approaches to each of the issues out-lined above.

#### Learning outcomes

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

- Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.
- Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions. · Identify and describe the formation of religious identities and the scope for the liminal spaces in between.
- Appreciate, examine and relate to the debates on the ways in which the modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

#### SYLLABUS OF GE

##### Unit-I: Major Religious Traditions in Ancient India

1. Vedic and Puranic traditions

## 2. Schools of Buddhism and Jainism

### Unit-II: Major Religious Traditions in Medieval India

1. Bhakti traditions: Saguna; Nirguna
2. Sufi traditions: Development of Chishtiyya and Suhrawardiyya
3. Emergence of Sikhism

### Unit-III: Socialisation and Dissemination from the Early Medieval to Early Modern Era

1. Approaches to Shaiva, Shakta and Vaishnava in the Early Medieval Era
2. Approaches to Islamisation in the Medieval Period

### Unit-IV: Modernity and Religion

1. Making of Sacred Spaces: Banaras; Modern Religious Identities
2. Debates on Secularism and the Indian Constitution

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit-I.** The unit should familiarise students with diverse religious traditions that originated in the Indian-subcontinent. It also explores intellectual currents that questioned them.

**(Teaching Time: 12 hrs. approx.)**

- Shrimali, K. M. (1998). 'Religion, Ideology and Society', Proceedings of Indian History Congress, General Presidential Address, 66th Session. यह ल ख हह म् म प . शम ल क ह एक हकत ब म स कहलत ह .शम ल, क षम हन.  
(2005).धम ,सम ज और स स हत, नई हल: ग थहल. (अध य 6:धम , ह(र रध रऔर सम ज, pp. 196-258).
- Chakrabarti, Kunal. (2001). Religious Process: The Puranas and the Making of a Regional Tradition, New Delhi: Oxford University Press, Chapter 2, pp. 44-80.
- Basham, A. L. (1954). The Wonder that was India, Calcutta: Rupa. Reprint, 1982. (Available online at the url:  
<https://archive.org/details/TheWonderThatWasIndiaByALBasham>). Also available in hindi, ब \$म, ए.एल. (1996). म्अ\* +,त + रत, आगर :ह\$(ल लअग( ल ए िक पन.
- Sharma, R.S.(2006). India's Ancient Past, Oxford University Press, Relevant part is Chapter-14 ' Jainism and Budhhism'. यह ल ख हह म् म प . र म\$रण \$मक ह एक हकत ब म स कहलत ह . \$म , र म\$रण (2016), प र ह+क + रत क पररर्य, और ए ट ब कसन , (अध य -14: ज न और ब 7म् धम , pp.132-146 ).
- Schopen, G. (1997). Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India, Honolulu:

- University of Hawaii Press. (Especially relevant is in Chapter-I 'Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism', pp 1 – 22.)
- Jaini, P. S. (1979). The Jaina Path of Purification, Berkeley: University of California Press.(The most relevant portion is to be found in the 'Introduction').

**Unit II.** The unit equips students to analyse and articulate the long-term changes that religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal. (The chapters on Chishtiyya and Suhrawardiyya are useful)
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81. · Sharma, Krishna. (2002). Bhakti and the Bhakti Movement : A New Perspective. Delhi : Munshiram Manoharlal. Especially useful is 'Chapter-1: Towards a New Perspective', pp.1-38.
- Habib, Irfan. (2007). 'Kabir: The Historical Setting', in Religion in Indian History edited by Irfan Habib, New Delhi , Tulika Books , 2007, pp.142-157. Also available in hindi , इरफ न हबब , ' मधक लन ल क( म् एक शर( म् क म न(य सरप और ऐहतह हसक परर( \$ ' , + रतय इहतह स म मधक ल (स .) इरफ नहबब , सहमत, 1999 , प . स . 145 -158.
- बहग,ण ,आर. प. (2009). मधकलन + रत म +कC और सDफ़ आन लन , हँल , गनह\$ल.  
लरनज\* न , हँह(हँहँ .एन.(2010), हनग, ण सन क सपन, हँल, रजकमल पक \$न .
- Grewal, J. S. (1993). Contesting Interpretations of the Sikh Traditions, Delhi: Manohar.

**Unit-III.** The segment enquires into varied scholarly approaches to the issues pertaining to multiple religious traditions that flourished through the ages and how each religious tradition is changing in relation to each other and in the ways in which each expanded or contracted. **(Teaching Time: 12 hrs. approx.)**

- Chakrabarti, Kunal. (1992). 'Anthropological Models of Cultural Interaction and the Study of Religious Process', Studies in History, vol. 8 (1), pp. 123-49.
- Chattopadhyaya, B.D.(1994). 'Political Processes and the Structure of Polity in Early Medieval India' , in idem The Making of Early Medieval India,Oxford University Press.
- Eaton, Richard. (1987). 'Approaches to the Study of Conversion to Islam in India', in Islam in Religious Studies, edited by Richard C. Martin, New York: One World Press, pp. 106- 23.



- Wagoner, Philip. (1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara,' *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.

**Unit IV:** This section should apprise students about the making of sacred spaces and to identify and describe the formation of religious identities. Besides the focus is on how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs and practices. **(Teaching Time: 9 hrs. approx.)**

- Eck, Diana L. (1999). *Banaras: City of Light*, Columbia University Press, Revised edition.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition*, Delhi: OUP. (Particularly relevant is pp. 1-40).
- Pandey, Gyanendra. (2000). 'Can a Muslim be an Indian', *Comparative Studies in Society and History*, vol. 41, no. 4, pp. 608- 629.
- Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', *Economic and Political Weekly*, vol. 37, no. 30, pp. 3175- 3180.

#### **Suggestive readings - NIL**

- ☐ Bailey, G. & I. Mabbett. (2003). *The Sociology of Early Buddhism*, Cambridge: CUP. (The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13- 26) of the book are most relevant.)
- ☐ Eaton, Richard.M. (2000). 'Sufi Folk Literature and the Expansion of Indian Islam', in idem, *Essays on Islam and Indian History*, Delhi: OUP, pp.189-202.
- ☐ ईटन, ररर्ि एम. (2012). 'मधक लन म् कन म इस हमक सथ न क अह+वकC', *मन क खन(स)*, मधक लन + रत क स स हतक इहतह स,नय हेल, ओरए ट ब कस न, 4
- ☐ Ernst, Carl. (2011). *Sufism: An Introduction to the Mystical Tradition of Islam*, Shambhala; Reprint.
- ☐ Habib, Irfan.(ed.).(2007). *Religion in Indian History*,New Delhi, Tulika Books.
- ☐ Hawley, J.S.(2005). *Three Bhakti Voices: Mirabai, Surdas, and Kabir in their Time and Ours*, New Delhi, OUP.
- ☐ Mukul, Akshay. (2015). *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins. (More important portions on pp. 287-344.)
- ☐ Rodrigues, Hillary P. (ed.). (2011). *Studying Hinduism in Practice*, Abingdon: Routledge (especially Chapter 4).
- ☐ Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books. (See especially the Chapter on Religion, pp. 20 – 37. And sections on Buddhism, Jainism, Brahmanism, their chronologies and extracts from the Dhammapada. Also, 2.1. – 'Religion in History' and, 2.2. – Bibliographical Note.)

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

## GENERIC ELECTIVES (GE-2): Sacred Spaces, Temple and Temple Economy (North and South Indian Traditions)

### 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		
Sacred Spaces, Temple and Temple Economy (North and South Indian Traditions)	4	3	1	0	12 th Pass	NIL

### Learning Objectives

The course seeks to inculcate an appreciation for sacred spaces in Indian context with its multi-facetness and complexity. The idea is to treat sacred space not only as a geographical entity but as vibrant texts which have multi-layered histories and give us an insight how communities and individuals relate with them over time. Sacred spaces are demarcated or conceptualized with the establishment of temples which are also architectural embodiments of divinity. The course begins with the conceptualization of sacred space and how they were thoroughly enmeshed in their respective temples spatially and temporally. The next unit intends to study in brief the meanings and normative models of temple style. Another area of exploration is how temples have played the role in legitimization of political institutions, patronage patterns and the how pilgrimages, rituals and festivals are embedded in sacred spaces within which they are generated and persists. Highlighting the political and social significance of temple the template is set to study the role of temple complexes as major instruments of integration and economic development. Apart from situating temples in historical context it's significance in contemporary times is also explored. Skilled with this knowledge, the student can be employed in fields of tourism, journalism and other like industries, besides being aware of significant temple towns and country's rich heritage.

### Learning outcomes

At the end of the course, the student should be able to:

- Understand the concept of sacred spaces and the role of temples in defining and ensuring longevity of those spaces.
- Differentiate between various styles of temples.
- Discuss the themes of legitimization and sacred kingship in historical temples.
- Understand patronage patterns, deity- patron relationship and gender roles in temple.
- Comprehend the ideas disseminated by sculptures.

- Point out the regional variations and cultural diversity in temple traditions.
- Linking historical sacred spaces to their contemporary times.

## **SYLLABUS OF GE**

**Unit I:** Defining Sacred Spaces: Sacred Sites, Forests Hills and Rivers

**Unit II:** Sacred spaces and Monumentality: Temple

1. Structure and Forms
2. Ecological dimension
3. Temple and sacred kingship

**Unit III:** Royal patronage and community integration

1. Patronage patterns and power affiliations
2. Pilgrimage, Rituals and festivals
3. Temple spaces and gender roles

**Unit IV:** Temple Towns and Economy

1. Interconnecting temples, corresponding towns and urbanism.
2. Urbanization and economic growth
3. Situating Temple in contemporary spaces

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

### **Essential/recommended readings**

**Unit I:** The unit will introduce the meaning of sacred spaces along with the inherent understanding of sacred and profane. The dominant paradigms for conceptualizing sacred space in a given context will also be examined as they are historically contingent and constructed by specific circumstances and perspectives. **(Teaching time: 12 hrs. approx.)**

- S.Verma and H.P.Ray, (2017)The Archaeology of Sacred Spaces- Introduction, Routledge, New York.
- Vinayak Bharne and Krupali Krusche (2012) Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India, Cambridge Scholars Publishing, Chapter 1 ,5,8,9,11 (Relevant for all the rubrics).
- Baidyanath, Sarawati (1984) The Spectrum of the Sacred: Essays on the Religious Traditions of India, Concept Publishing Company, New Delhi.
- Eck, Diana L, (1998), The Imagined Landscape in Pattern in Construction of Hindu Sacred Geography, CIS, (32) (2).

**UNIT II:** Under this rubric an attempt is made to study temple's meaning and forms encompassing the regional variation which also articulate the tangible and symbolic authority of the sacred spaces. Temples in different spaces and time cannot be treated in isolation from

other processes and discourses on power and legitimization. The evolution of temple tradition also needs to be highlighted right from the stage of its inception to formalized structure of worship. One also needs to highlight how temples depict the political processes particularly the changing nature of kingship, glorified the ruler and legitimized power in the domain of deity. **(Teaching time: 12 hrs. approx.)**

- George Michell, (1977) *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications.
- B.D.Chattopadhyaya, (1993), *Historiography, History and Religious centres: Early medieval North India, ad 700-1200* in V.N.Desai and Darielle Mason (ed) *Gods, Guardians and Lovers: Temple Sculptures from North India A.D 700- 1200 A.D.*, New York: The Asia Society Galleries, pp.32-48.
- Appadurai, Arjun, "Kings, Sects and Temples in South India, 1350-1700 A.D.", *Indian Economic and Social History Review*, 14, 1977, pp. 47-73
- M.Willis, *Religious and royal patronage in North India*, in V.N.Desai and Darielle Mason (ed) *Gods, Guardians and Lovers: Temple Sculptures from North India A.D 700-1200 A.D.*, New York: The Asia Society Galleries, 1993, pp.49-65.
- Kaimal, Padma, "Early Chola Kings and Early Chola Temples: Art and the Evolution of Kingship", *Artibus Asiae*, Vol. 56, No. 1-4, 1996, pp.33-66.

**Unit III:** This unit will discuss the patterns of patronage and how power of the patrons are reflected in the temples they built. Another area of study would be how temples tend to create their respective pilgrim fields and their rituals, festivals integrate individual into society by symbolically articulating social patterns and relationships. The nature of activities and roles played by women in these sacred spaces is also explored. It is also intended to examine how sculptural panels transmit ideas which can be a useful source of historical knowledge. **(Teaching time: 12 hrs. approx.)**

- Devangana Desai, 'The Patronage of Lakshamana Temple at Khajuraho', in B. Stoler Miller, *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992, pp 78-88
- Stein, B., "Patronage and Vijayanagara Religious Foundations", in B.S. Miller (ed.), *Powers of Art: Patronage in Indian Culture*, Oxford University Press, Delhi, 1992, pp 160-167.
- Behera, D.K. *Pilgrimage: Some Theoretical Perspectives* in Makhan Jha (ed.), *Pilgrimages: Concepts, Themes, Issues*, Inter India Publication, New Delhi, 1995 pp.44-64.
- Mack, Alexandra, *Spiritual Journey, Imperial city: Pilgrimages to the temple of Vijayanagara*.
- H.Kulke- *Rathas and Rajas- Car festival at Puri* in H.Kulke (ed.) *Kings and Cults : State Formation and Legitimation in India and Southeast Asia*, pp 66-81.
- Leslie C.Orr, *Donors, Devotees and Daughters of God: Temple Women in Medieval Tamil Nadu*. Ch 1,3,6.
- Seema Bawa, *Visualizing the Ramayana: Power, Redemption and Emotion in early*

Narrative Sculptures (c.Fifth to Sixth Centuries CE), *Indian Historical Review* 45(1) 92-123.

**Unit 4:** This unit will emphasize that temples are also integral to the towns that surround them. Temple and its related activities are of significance for the entry it provides in the construction of social, cultural and religious dimensions of any sanctified place. With the help of case studies, it would be demonstrated that temple was a major instrument of agrarian expansion and integration. An attempt would also be made to situate temples in its contemporaneity reinforcing that sacredness still plays a pivotal role in the shaping of towns and cities. **(Teaching time: 9 hrs.approx.)**

- George Michell, (1993) *Temple Towns of Tamil Nadu*, Marg Publication.
- D. N.Jha, (1974) *Temple as Landed Magnates in Early Medieval South India (AD700-1300)* in R. S .Sharma(ed.), *Indian Society Historical Probings*, Delhi, pp.202-16.
- Dilip K. Chakravarti (2019), *Ancient Rajasthan- Research Developments, Epigraphic Evidence on Political Power Centres and Historical Perspectives*, Aryan Book International.
- Hall, Kenneth, R., "Merchants, Rulers and Priests in an Early Indian Sacred Centres", in K. Hall (ed.), *Structure and Society in Early South India – Essays in Honour of Noboru Karashima*, Oxford University Press, New York, 2001.
- John Stratton Hawley, (2019) "Vrindavan and the drama of Keshi Ghat in Annapurna Garimella, Shriya Sridharan, A.Srivathsan *The Contemporary Hindu temple: Fragments for a History*, The Marg Foundation.

**Suggestive readings:**

- Preston, James J., "Sacred Centres and Symbolic Networks in India" in Sitakant Mahapatra (ed.), *The Realm of the Sacred*, Oxford University Press, Delhi, 1992.
- Talbot, Cynthia, "Temples, Donors and Gifts: Patterns of Patronage in Thirteenth Century South India", *Journal of Asian Studies*, 50, no. 2, 1991.
- Paul Yonger, *Playing Host to Deity: Festival Religion in the South Indian Tradition*, Oxford University Press, 1992. Introduction.
- K.Raman, *Temple. Art, Icons and Culture of India and South East Asia*, 2006, Sharda, CH- 3, *The Role of Temple in the socio- economic life of the people*.
- Appadurai, A. and Breckenridge, C., "The South Indian Temple: Authority, Honour and Redistribution", *Contributions to Indian Sociology (NS)*, 10(2), 1976.
- Bhardwaj, Surinder Mohan, *Hindu Places of Pilgrimage in India*, University of California Press, Berkeley, 1973.
- Holly B. Reynolds and Bardwell L. Smith, *City as a Sacred Centre, Essays on Six Asian Contexts*, E.J. Brill, Leiden, 1987.
- Heitzman, James, "Ritual Policy and Economy: The Transactional Network of an Imperial Temple in Medieval South India", *Journal of Economic and Social History of the Orient*, Vol. 24, 1991.
- \_\_\_\_\_, "Temple Urbanism in Medieval South India", *Journal of Asian Studies*,

Vol. 46, No. 4, 1987.

- Christophe Hioco and Luca Poggi (ed.) (2021) Hampi- Sacred India, Glorious India by Pierre-Sylvain Filliozat and Vasundhara Filliozat, 5 Continents Edn, Milan, Italy.
- Radha Madhav Bahradwaj (2015), Vratas and Utsava in North and Central India (Literary and Epigraphic sources: c. A.D 400-1200), Eastern Book Linkers, Delhi, ch-5, pp.255-352.

#### **Hindi readings:**

- Hiralal Pandey (1980), Uttabharatiya Rajo ki dharmic niti, Janaki Prakashan, Patna.
- Jagdeesh Chandra Jain (1952), Bharat key Prachin Jain Tirtha.
- Vasudev Agarwal, (2008) Prachen Bharatiya Stupa, Guh aavim Mandir, Bihar Granth Academy, Patna.

#### **Field trips/Project work**

- Visit to the temple towns to gain a hands-on knowledge are part of the course. Some suggested samples for projects:
- How are modern day temples, like the Birla Mandir and the Akshardham Mandir different/similar from/to the Khajuraho assemblage and the Tanjore?
- Comparison of festivals and rituals in both North and South Indian tradition appreciating the plurality of traditions.
- To look into the possibilities of preservation and conservation of sacred spaces.

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

## GENERIC ELECTIVES (GE-3): Climate Change and Human History

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Climate Change and Human History	4	3	1	0	12 th Pass	NIL

### Learning Objectives

Climate change is an urgent and significant global challenge that has far-reaching implications for human societies. This course explores the historical dimensions of climate change and its impact on human civilizations. By examining the complex relationship between climate, global warming and cooling, and human societies, students will gain a comprehensive understanding of how we arrived at the current state of the climate crisis, which is considered a defining feature of the Anthropocene era. By introducing students to interdisciplinary, it welcomes students from various academic backgrounds, including humanities and social sciences. By integrating perspectives from different disciplines, we aim to foster a comprehensive understanding of climate change as a multifaceted issue with profound implications for human societies. The course critically analyzes climate change denialism, exploring its historical roots, ideological underpinnings, and its impact on public discourse and policy-making.

### Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between climate and human societies.
- Explore climate as an active historical actor rather than a passive backdrop.
- Examine case studies from around the world to illustrate the impact of climate on human civilizations.
- Gain insights into the history of weather and climate.
- Analyze the phenomenon of climate change denialism and its historical and ideological roots.
- Foster interdisciplinary dialogue and collaboration among students from different academic backgrounds.

### SYLLABUS OF GE

**Unit 1:** Anthropogenic Climate Change and Studying History

**Unit 2:** End of the Ice Age and the Early Holocene Human History; Plant and Animal Domestication; Civilisations; Mining

**Unit 3:** Climate Disasters and Social Transformations-Empires; Wars; Famine: Population Movements and Migrations

**Unit 4:** Little Ice Age and Seventeenth Century Crisis

**Unit 5:** Capitalism and Nature- Climate Change Denialism vs. Climate Justice; Metabolic Rift; Planetary Boundaries.

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

### **Essential/recommended readings**

**Unit 1:** The unit explains the concept of climate change and how climate can be studied as a historical actor. The unit is also aimed to evaluate the various scientific traditions that engage anthropogenic climate change. This will enable the students to appreciate the history of scientific ideas on the issues of global warming and the Anthropocene. (Teaching time: 9 hours approx.)

#### **Readings:**

- James R. Fleming, "Climate, Change and History", *Environment and History*, Vol. 20, No. 4, (November 2014), pp. 577-586
- David Wallace-Wells, *The Uninhabitable Earth: Life After Warming* (New York: Tim Duggan Books, 2019).
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio*, Vol. 36, No.8, pp. 614-621.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet* (New York: Columbia University Press, 2016), Chapter 2, pp. 15-29;

**Unit 2:** This unit will examine the influence of climate on human civilisations, including the ecological, migratory, and cultural implications of changing climate conditions. They provide a deeper understanding of how past climatic shifts have impacted the trajectory of human societies. This unit shall provide overview on how domestication and agriculture began with the end of the Ice Age and what was the influence of climate on human civilisations. (Teaching time: 3 weeks approx.- 9 lectures)

#### **Readings:**

- R. Fleming, *Historical Perspectives on Climate Change* (New York: Oxford University Press, 1998).
- John L. Brooke, *Climate Change and the Course of Global History* (New York: Cambridge University Press, 2014), Chapter 7.
- Vardy, Mark, Michael Oppenheimer, Navroz K. Dubash, Jessica O'Reilly, and Dale Jamieson. "The Intergovernmental Panel on Climate Change: Challenges and Opportunities." *Annual Review of Environment and Resources*, Vol. 42, No.1, (2017), pp. 55-75.

**Unit 3:** The unit examines how shifts in climate, including cooling temperatures and droughts, disrupted agricultural production, weakened the empire's economy, and contributed to social and political instability. The unit also considers the role of climate change as contributing factor to the collapse of the empires of the past centuries. (Teaching time: 9 hours approx.)

#### **Readings:**

- Kyle Harper, *The Fate of Rome: Climate, Disease, and the End of an Empire*
- Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking 2005, pp. 157-177.
- Joseph Tainter, *Collapse of Complex Societies*. Cambridge: CUP, 1988, pp. 1-21.
- Brian M. Fagan. *Floods, Famines and Emperors: El Nino and the Fate of Civilizations*. Basic Books, 1999.
- Vasile Ersek, How climate change caused the world's first ever empire to collapse, *Future of the Environment*, 9th January 2019, <https://www.weforum.org/agenda/2019/01/how->



climate-change-caused-the-world-s-first-ever-empire-to-collapse/

**Unit 4:** This unit enquires into the Seventeenth Century Crisis that coincided with the peak of the Little Ice Age and refers to a period of widespread political, social, and economic turmoil that occurred in Europe during the 17th century. The unit will also explain to the students how its impact varied across different regions. (Teaching time: 3 weeks approx.- 9 lectures)

**Readings:**

- John L. Brooke, *Climate Change and the Course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.
- Dagmore Degroot, *The Frigid Golden Age: Climate Change, the Little Ice Age, and the Dutch Republic, 1560–1720* (Cambridge: Cambridge University Press, 2018).
- Wolfgang Behringer, *A Cultural History of Climate*. Cambridge: Polity. Chapters 2 & 3.
- G. Parker, *Global Crisis, War, Climate Change and Catastrophe in the Seventeenth Century*. Yale University Press, 2013, [Introduction and chapter 1]

**Unit 5:** The use of fossil fuels as the main source of energy has fundamentally redefined human relationships with nature. By exploring the link between the use of fossil fuels and the emergence of capitalism, this unit explores how industrialisation did play a central role in anthropogenic climate change. It also introduces and elaborates on two key theoretical concepts- the Metabolic Rift and Planetary Boundaries to understand how climate change reproduces class, gender, and race. It also elaborates on the nature of the ongoing debates on the issues of climate change, including the powerful tendency to deny climate change as well as the strengthening of climate justice movements in the global peripheries. (Teaching time: 9 hours approx.)

**Readings:**

- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet* (New York: Columbia University Press, 2016).
- "The Intergovernmental Panel on Climate Change: Challenges and Opportunities" by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- J. N. Foster, *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press, 1999.
- J. B. Clark, "Ecological Imperialism and the Global Metabolic Rift: Unequal Exchange and the Guano Nitrates Trade," *International Journal of Comparative Sociology*, 50, 2009, 311-334.
- Vardy, Mark, Michael Oppenheimer, Navroz K. Dubash, Jessica O'Reilly, and Dale Jamieson. "The Intergovernmental Panel on Climate Change: Challenges and Opportunities." *Annual Review of Environment and Resources*, Vol. 42, No.1, (2017), pp. 55–75.

**Suggestive readings:**

- Ashley Dawson. *Extinction: A Radical History*. New York: OR Books, 2016.
- Amitav Ghosh. *The Great Derangement: Climate Change and the Unthinkable*. Chicago: The University of Chicago Press, 2017.
- Amitav Ghosh. *The Nutmeg's Curse: Parables for a Planet in Crisis*. Chicago: The University of Chicago Press, 2021.
- Awadhendra B. Sharan. *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, 2014.
- B. L Turner and Jeremy A. Sabloff. "Classic Period Collapse of the Central Maya Lowlands: Insights About Human-Environmental Relationship for Sustainability," *Proceedings of the National Academy of Sciences*, 109, (2012), 13908-14.

- Bhattacharya, Neeladri. "Pastoralists in a Colonial World", in David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, 1995. pp. 49-85.
- C. Merchant, *Ecological Revolutions: Nature, Gender, and Science in New England*. University of North Carolina Press, 1989.
- Carolyn Merchant. *The Death of Nature: Women, Ecology and the Scientific Revolution*. San Francisco: Harper, 1980.
- Christian Parenti. *Tropic of Chaos: Climate Change and the New Geography of Violence*. New York: Nation Books, 2011.
- Dipesh Chakraborty. "The Climate of History: Four Theses." *Critical Inquiry* 35, no. 2 (213), 197-222.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.
- Eileen Crist. and Helen Kopnina. "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, (2014) pp. 387-396.
- J. R. McNeil and Maudlin. *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, 2012. Introduction pp. xvi-xxiv.
- J. R. Stewart and C. B. Stringer. "Human Evolution Out of Africa: The Role of Refugia and Climate Change." *Science* 335, no 6074 (2012), 1317-1321.
- Jason Moore. *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, 2015.
- Joshua P. Howe, *Behind the Curve: Science and Politics of Global Warming*. Seattle: University of Washington Press, 2014.
- Lamb, Helmut H., *Climate History and the Modern World*, London, 1995.
- Mike Davis. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso, 2001.
- Naomi Klein. *This Changes Everything: Capitalism vs the Climate*. London: Allen Lane, 2014.
- Richard Bulliet. *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, 2005, pp. 205 -224.
- Shiva, Vandana. *Soil, not Oil. Climate Change, Peak Oil and Food Security*. Zed Books, 2009.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011. pp. 231-254.
- Vaclav Smil. *Energy and Civilisation* Cambridge: MIT, 2007. pp. 127-224.
- William Dickinson. "Changing Times: the Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, 2013. pp 3-23.
- Weart, Spencer, *The Discovery of Global Warming*. Cambridge, MA, 2003.
- White, Sam, 'Climate Change in Global Environmental History' in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*, (Oxford: Blackwell, 2012) pp. 394-410.
- Wolfgang Behringer, "Weather, Hunger and Fear: Origins of the European Witch-Hunts in Climate", *Society and Mentality, German History*, Vol. 13, No. 1, (January 1995), pp. 1-27

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

## GENERIC ELECTIVES (GE-4): Educational Arrangements and Knowledge in Modern 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		
Educational Arrangements and Knowledge in Modern India	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

This course will provide students a critical understanding of different historical traditions of transmission of learning and educational apparatus in India from indigenous to colonial and their socio-political aspects.

### Learning outcomes

- The course will allow them to understand the diverse manner in which production of knowledge and its preservation and transmission took place through formal and informal socio-cultural networks within indigenous education in India at the eve of colonial encounter.
- It will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India during colonial and post-colonial periods.
- It will help them to engage with the issues of contemporary education in light of colonial trajectories of our historical development.

### SYLLABUS OF GE

**Unit 1.** Debates on Forms of Knowledge, nature of institutions, pedagogy and social participation within Indigenous Education in India and its interface with colonialism.

**Unit 2.** Colonial Education in India.

**Unit 3.** Chief characteristic features of educational discourse of Freedom Struggle in India.

**Unit 4.** Critical appraisal of educational policies, institutions and practices in Independent India from 1947 to 1990s.

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit 1.** This unit will familiarize students with different forms of knowledge and institutions of learning that were prevalent in India during late 18<sup>th</sup> and 19<sup>th</sup> centuries. It will engage with the question of their decline in relation with the different historiographical debates. It shows how the two systems, indigenous and colonial interfaced or encountered with each other during 18<sup>th</sup> and 19<sup>th</sup> century. How this impacted upon different spheres of knowledge formation and forms of transmission or pedagogy within informal as well as formal centres of learning. (Ten hours)

### Essential Readings:

- Acharya, Poromesh. (2000), *Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp*, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi. Alternatively, Acharya, Poromesh. (1978) 'Indigenous Vernacular Education in Pre-British Era: Traditions and Problems', *Economic and Political Weekly*, 13, 1983-88.
- Dharampal. (1971), *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*, Delhi: Impex India. (Especially Introduction, pp. 1-36).
- Dharampal (ed.). (1983), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction, pp. 7-80).
- Dibona, Joseph (ed.). (1983), *One Teacher One School*, New Delhi, Biblia Impex (Specially Introduction, pp. 4-40).
- Rajan, Janaki. (2022), 'The School Teacher in India', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 135-159.
- Farooqui, Amar. (2021), 'Some Aspects of Education and Knowledge Formation in Nineteenth-Century Delhi', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 211-224.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.

**Unit 2.** This unit explores how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society with the arrival of European trading companies and Christian Missionaries and how it reordered the arrangements of knowledge and learning in India. What kind of structure of curricular knowledge and formal education emerged out of this coalition and interface? What were its implications for knowledge formation and languages of its transmission? The unit also examines the efforts made by non-state agencies like Christian Missionaries and social reformers for spreading this knowledge to backward castes, Muslims and women. (Thirteen Hours)

### Essential Readings:

- Bhattacharya, Sabyasachi (ed.), (2002), *Education and the Disprivileged: Nineteenth and Twentieth Century India*, New Delhi: Orient Longman Private Limited.
- Constable, Philip. (2000), 'Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India', *IESHR*, Vol. 37, No. 4, pp. 383-422.
- Dewan, Hariday Kant, Agnihotri, Rama Kant, Chaturvedi Arun, Sudhir, Ved Dan and Dwivedi Rajni, eds., (2017), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi: Vani Prakashan.
- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', *American Historical Review*, Vol. 91, No. 1, February, pp. 37-65.
- Gupta, Vikas. Agnihotri, Rama Kant and Panda Minati (eds.). (2021), *Education and Inequality: Historical and Contemporary Trajectories*, Hyderabad: Orient Blackswan. (Parts I and II, pp. 1-312).
- Gupta, Vikas. (2012), 'Pluralism versus Contest of Identities', *Seminar*, no. 638, (Oct.), pp. 30-36.
- Hardy, Peter. (1972), *Muslims of British India*, Cambridge: Cambridge University Press. (Especially Chapters 2, 3 and 4, pp. 31-115).

- Kumar, Krishna. (2014), *Politics of Education in Colonial India*, New Delhi, Routledge.
- Kumar, Krishna and Oesterheld, Joachem (eds.). (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz).
- Minault, Gail. (2003), 'Master Ramchandra of the Delhi College: Teacher, Journalist, and Cultural Intermediary', *Annual of Urdu Studies* 18: 95–104.
- Nambissan, Geetha B. (1996), 'Equity in Education? Schooling of Dalit Children in India', *EPW* 31, pp. 1011-24.
- Raina Dhruv. (2021), *Transcultural Networks and Connectivities: The Circulation of Mathematical Ideas between India and England in the Nineteenth Century*, *Contemporary Education Dialogue*.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, vol. 16, no. 1.
- Shetty, Parinita. (2008), 'Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore', *Indian Economic Social History Review*, Vol. 45, pp. 509-51.
- Zelliot, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

**Unit 3.** This unit explores various educational demands as articulated during freedom struggle as a critique of colonial as well as internal social hegemony. It also critically examines the politics, fate and legacy of specific education movements and experiments, such as Swadeshi, Nai Talim and the campaign for compulsory elementary education. (Ten hours)

**Essential Readings:**

- Acharya, Poromesh. (1997), 'Educational Ideals of Tagore and Gandhi: A Comparative Study', *EPW*, 32, pp 601-06.
- Bhattacharya, Sabyasachi (ed.). (1998.), *The Contested Terrain: Perspective on Education in India*, Orient Longman, New Delhi, (Especially Introduction pp. 3-26; Chapter 1 pp. 29-53; Chapters 11 and 12 pp. 255-274; Chapter 14 pp. 290-302; and Chapter 18 pp. 357-379).
- Bhattacharya, Sabyasachi, Bara, Joseph and Yagati, Chinna Rao (eds.). (2003), *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors. (Specially Introduction, pp. vii-xxviii).
- Bhattacharya, Sabyasachi (ed.). (2001), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi (Introduction pp. ix- xlviii).
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8 pp. 754-836).
- Gupta, Vikas. (2018), 'Bhaurao Patil's Educational Work and Social Integration', *Inclusive*, Vol. 1, Issue 12. (January), 2018. <http://www.theinclusive.org/posts/2018-01-spart-04.html>
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India (two Volumes)*, Delhi: Gyan Publishing House.
- Rao, Parimala V. (2013) 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947' in Parimala V. Rao (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 151-175.

- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

**Unit 4.** Focussing upon post-independence period, this unit makes a critical appraisal of the Constitutional values and framework for education; foundation of newer educational-cultural institutions; national integration of communities; promotion of science and technology; national education policies, schemes and amendments (issues of access, participation, equity and governance); debates on the medium of education and 3 language formula; and the social context of learning. (Twelve hours)

**Essential Readings:**

- Agnihotri, R. K. (2015), 'Constituent Assembly Debates on Language', *Economic & Political Weekly*, vol. no. L 8, (February 21), pp. 47-56.
- Kumar, Krishna. (1983) 'Educational Experience of Scheduled Castes and Tribes,' *Economic and Political Weekly*, vol. 18, no. 36, pp. 1566–1572.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp. 19-57.
- Naik, J.P. (1975), *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi, Allied Publishers.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Pathak, Avijit. (2002), *Social Implications of schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, Delhi.
- Pandey, R.S. And Advani, Lal. (1995), *Perspectives in Disability and Rehabilitation*, New Delhi, Vikas Publishing House.
- Raina, Dhruv. (2006), 'Science since Independence', *India International Centre Quarterly*, 33, no. 3/4: 182–95. <http://www.jstor.org/stable/23006080>.
- Vaugier-Chatterjee, Anne. (2004), *Education and Democracy in India*, New Delhi, Manohar.
- Qaiser, Rizwan. (2013), 'Building Academic, Scientific and Cultural Institutions, 1947-1958' in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). pp. 179-240.

**Suggestive readings:**

- Crook, Nigel. (ed.). (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Das Gupta, Jyotirindra. (2018), *Language Conflict and National Development: Group Politics and National Language Policy in India*. University of California Press. First published, 1970.
- Gandhi, Mahatma. (1938), *Educational Reconstruction*, Wardha, Hindustani Talimi Sangh.
- Ghosh, S. C. (2007), *History of education in India*, Rawat Publications.
- Gupta, Vikas. (2017a), 'Cultural Marginality and Reproduction of Stereotypes: An Insider's View on Practices of School' in Manoj Kumar Tiwary, Sanjay Kumar and Arvind Mishra (eds.), *Social Diversity, Inclusive Classroom and Primary Education in India*, New Delhi, Orient Blackswan.
- Habib, S. Irfan and Raina, Dhruv (eds.). (2007), *Social History of Science in Colonial India*. India, Oxford University Press.
- Hunter, William Wilson. (1883), *Report of the Indian Education Commission*, Calcutta, Superintendent of Government Printing, (Specially Chapter 3, pp. 55-79).
- Kumar, Krishna. (2009), 'Listening to Gandhi' in his *what is Worth Teaching?* Orient

- Longman, (Third Edition), Ch. 9, pp 111-128.
- Minault, Gail. (1998), *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press.
  - Naik, J.P. & Nurullah, Syed. (2004), *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
  - Naik, J.P. (1941), 'Compulsory Primary Education in Baroda State: Retrospect and Prospect' (First published in the Progress of Education, Poona, and thereafter published in book form).
  - Oesterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oesterheld, (eds.), *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195.
  - Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
  - Sarangapani, Padma M. and Pappu Rekha. (2021), *Handbook of education systems in South Asia, Singapore: Spingar Nature*. (Volume 1).
  - Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
  - Suman, Amit K. (2014), 'Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage', *Social Scientist*, vol.42, no.3-4, March-April.
  - Suman, Amit K. (2018), 'The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency', in the *Indian Historical Review*, vol. 45, issue 2, Sage Publications, pp. 1-16.
  - Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence" SAGE Open, Sage Publications

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

## SEMESTER – V

### DEPARTMENT OF HISTORY COURSES OFFERED BY DEPARTMENT OF HISTORY

#### Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – V: c. 1500 – 1600

#### 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 – V: c. 1500 – 1600	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

#### Learning Objectives

The course is intended to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other regions of the Indian sub-continent not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them

#### Learning outcomes

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

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment and consolidation of the Mughal state.
- Explain the religious milieu of the time by engaging with some prominent religious traditions.
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

#### SYLLABUS OF DSC

##### Unit I: Sources and Historiography

1. An overview of Persian Literary Traditions
2. Vernacular Literature- Brajhasha and Telugu/Tamil



**Unit II: Political Formations and Institutions**

1. Mughal state- Role of Military tactics and technology; Changing notions of Kingship ; Institutions (Evolution of Mansab, Jagir and land revenue system)
2. Rajput and Ahom Political culture
3. Formation of Nayaka states of Madurai, Thanjavur and Jinji

**Unit III: Political and Religious Ideas**

1. Sulh-i-kul and Akhlaqi tradition; Ideological challenges
2. Vaishnava Bhakti Traditions of North India
3. Shaivite traditions

**Unit IV: Visual culture and articulation of Authority**

1. Fatehpur Sikri.
2. Chittor Fort.
3. Temples and Gopurams of the Nayakas: Meenakshi temple

**Practical component (if any) – NIL****Essential/recommended readings**

**Unit I.** This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyse these sources based on their modern historiographical interpretations. **(Teaching Time: 9 hrs. approx.)**

**Essential Readings:**

- Rizvi, S. A. A. (1975)- Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605), Delhi: Munshiram Manoharlal
- Truschke, Audrey (2016). Culture of Encounters, New Delhi: Penguin Allen Lane, (Chapter 4 'Abul Fazl Redefines Islamicate Knowledge and Akbar's Sovereignty', pp. 142- 165)
- Alam, Muzaffar (2004). Languages of Political Islam, Delhi: Permanent Black, (Chapter 4, 'Language and Power', pp. 115-140)
- Ali, S Athar. (1992). "Translations of Sanskrit Works at Akbar's Court" Social Scientist, vol. 20 no.9, pp, 38-45
- Busch, Allison (2005), "Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas" in South Asia Research, Vol. 25, No.1, pp 31-54
- Busch, Allison (2010) "Hidden in Plain view: Brajhasha poets at the Mughal Court" Modern Asian Studies. Vol. 44, No.2, pp 267-309
- Sharma, Sandhya (2011). Literature, Culture and History in Mughal North India, 1550- 1800, Delhi: Primus (Introduction and Chapter 5)
- Rao, V N, David Shulman, and Sanjay Subrahmanyam (eds.) (2001). Textures of Time: Writing History in South India 1600-1800, Delhi: Permanent Black
- Sreenivasan, Ramya (2014) "Rethinking Kingship and Authority in South Asia: Amber (Rajasthan), Ca. 1560-1615." Journal of the Economic and Social History of the Orient 57, no. 4, pp 549–86

**Unit II.** This unit enables students to understand the various contexts and processes involved in the establishment and consolidation of the Mughal state encompassing such themes as the role of military tactics and technology, legitimacy through innovative notions of kingship and administrative institutions. Besides the Mughal state, it also discusses other political formations, some of considerable resilience and importance that complicated the processes of imperial integration. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India. **(Teaching Time- 15 hrs. approx.)**

- Gommans, Jos J L. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London and New York: Routledge
- Gommans, Jos J L & Dirk H A Kolff, eds. (2001). *Warfare and Weaponry in South Asia 1000-1800*, New Delhi: OUP, (Introduction)
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press. (Chapter on 'Turko-Mongol Theory of Kingship')
- Khan, I.A. (1972). "The Turko-Mongol Theory of Kingship", in K A Nizami (Ed.).
- *Medieval India-A Miscellany*, Vol. II, London: Asia Publishing House.
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press. (Introduction & Chapters 1-4)
- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP, (Introduction)
- Ali, S Athar (Revised 1997) -*The Mughal Nobility Under Aurangzeb*, Delhi: Oxford University Press (Chapter 2)
- Moosvi, Shireen. (1981). "The Evolution of the Mansab System under Akbar until 1596- 97", *Journal of the Royal Asiatic Society of Great Britain & Ireland*, Vol. 113 No. 2, pp. 173-85,
- Habib, Irfan (1999), *The Agrarian System of Mughal India (1556-1707)*, OUP, New Delhi (Chapter 6)
- Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80", *Journal of Royal Asiatic Society*, No 1-2 , pp.29- 36
- Ziegler, Norman P (1998)- "Some Notes on Rajput Loyalties During the Mughal Period" in John F. Richards, (Ed.). *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 242-284.
- Zaidi, S Inayat A. (1997). "Akbar and Rajput Principalities- Integration into Empire" in Irfan Habib (ed.) *Akbar and His India*, Delhi: Oxford University Press
- Chandra, Satish. (1993). *Mughal Religious Policies, The Rajputs and The Deccan*, Delhi: Vikas Publishing House.
- Balabanlilar, Lisa (2013). *Imperial Identity in the Mughal Empire*, New Delhi: Viva Books. (Introduction and Chapters 1 and 2)
- Rao, V N, David Shulman, and S. Subrahmanyam (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press
- Rao, V, & Subrahmanyam, S. (2012). 'Ideologies of state building in Vijayanagara and post-Vijayanagara south India: Some reflections' In P. Bang & D. Kolodziejczyk (Eds.), *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge, Cambridge University Press, pp 210-232

- Dirks, Nicholas B (2007). *The Hollow Crown. Ethnohistory of an Indian Kingdom*, Cambridge: Cambridge University Press (Introduction)
- Howes, Jennifer (2003). *The Courts of Pre-colonial South India*, London: Routledge. (Introduction and Chapter 3)
- Karashima, Noboru (1985). "Nayaka Rule in North and South Arcot Districts in South India During the 16th Century", *Acta Asiatica*, Vol. 48, pp. 1-25

**UNIT III:** This unit seeks to capture the political and religious milieu of the times focussing on developments in Indian Islam as well as more generally on cross-cutting ideas in circulation in north India manifested in the teachings of Vaishnava Bhakti saints. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*. New Delhi: Munshiram Manoharlal
- Alam, Muzaffar (2004). *The Languages of Political Islam: India (1200-1800)*, Delhi: Permanent Black (Introduction, Chapters 2 and 5)
- Ali, S Athar (2008), "Sulh-i-Kul and Religious Ideas of Akbar" in *Mughal India: Studies in Polity, Ideas, Society and Culture*, Delhi: Oxford University Press
- Moosvi, Shireen (2007). "The Road to Sulh-i-Kul: Akbar's Alienation from Theological Islam" in Irfan Habib (ed.) *Religion in History*, Delhi: Tulika
- Friedman, Yohanan (1971), *Shaykh Ahmad Sirhindi: An Outline of His Thought and a Study of His Image in the Eyes of Posterity*, McGill-Queen's University Press, Montreal (Introduction)
- Lorenzen, David N. (1995). *Bhakti Religion in North India: Community Identity and Political Action*, New York: State University of New York Press (Introduction)
- Chatterjee, K. (2009). "Cultural Flows and Cosmopolitanism in Mughal India: The Bishnupur Kingdom", *Indian Economic and Social History Review*, vol. 46, No. 2, pp. 147- 82.
- Dalmia, Vasudha (2015), 'Hagiography and the "other" in the Vallabha Sampradaya' in Vasudha Dalmia and Munis D Faruqi (eds), *Religious Interactions in Mughal India*, New Delhi, OUP.
- Stewart, Tony K (2013), 'Religion in Subjunctive: Vaishnava Narrative Sufi Counter-Narrative in Early Modern Bengal', *The Journal of Hindu Studies*, Vol 6, pp 52-72

**Unit IV:** This unit focuses on the nuanced usage of visual culture (particularly architecture) an effective means to articulate authority by rulers of different backgrounds and political ambitions. **(Teaching Time: 9 hrs. approx.)**

- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press (PP 51-74)
- Brand, Michael, and Glen D Lowry (Eds.). (1987). *Fatehpur Sikri*, Bombay: Marg Publications (Chapters 2-7)
- Koch, Ebba. (2002). *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New Delhi, New York: Oxford University Press (Introduction, Chapter on Akbar)
- Sharma, Rita and Sharma, Vijay (2020), *Forts of Rajasthan*, Rupa Publications
- Jaweed, Md Salim (2012), 'Rajput Architecture of Mewar From 13th to 18th Centuries',
- PIHC, Vol 73, pp 400-407

- Asher, Catherine B (2020), 'Making Sense of Temples and Tirthas: Rajput Construction Under Mughal Rule', *The Medieval History Journal*, Vol 23, Part1, pp 9-49
- Tillotson, Giles Henry Rupert (1987). *The Rajput Palaces: The development of an architectural style, 1450-1750*. Yale Univ. Press, (Chapters 1-3)
- Mitchell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*, Cambridge: Cambridge University Press
- Eaton, Richard M. And Phillip B. Wagoner. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi:Oxford University Press. (Chapters 2 and 3)
- Karashima, Noboru (2014). *A Concise History of South India: Issues and Interpretations*,
- New Delhi,Oxford University Press. (Section 6.1-6.6)
- Rao, V N, David Shulman, and S. Subrahmanyam. (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press

### **Suggestive readings**

- Eaton, Richard (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Chapter 5).
- Kolff, Dirk H.A. (1990). *Naukar, Rajput and Sepoy: the Ethnohistory of the military labour market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).
- Talbot, Cynthia (2013), 'Becoming Turk the Rajput Way: Conversion & Identity in an Indian Warrior Narrative', Richard Eaton et al, *Expanding Frontiers in South Asian and World History, Essays in Honour of JF Richards*, Cambridge University Press
- RaziuddinAquil. (2007). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford: Oxford University Press.
- Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 285-326.
- Sharma, Krishna (2003). *Bhakti and Bhakti Movement*, Delhi: Munshiram Manoharlal Publishers
- Habib, Irfan (ed.1997) *Akbar and His India*, Delhi: Oxford University Press
- Siddiqui, N A. (reprint 1989). *Land Revenue Administration under the Mughals(1700-1750)*. New Delhi: Munshiram Manoharlal Publishers
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Aquil, Raziuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History*, Delhi: Manohar publishers and Distributors (Chapters 3 and 4)
- Nizami, K A (1983). *On History and Historians of Medieval India*, New Delhi: Vedic Books
- Spear, Percival (2009). "The Mughal Mansabdari System" in Edmund Leechand S N Mukherjee (eds.) *Elites in South Asia*, Cambridge: Cambridge University Press
- Alam, Muzaffar (2021). *The Mughal and the Sufis: Islam and Political Imagination in India*, Ranikhet: Permanent Black, pp 1-93 (Chapters 1 and 2)
- Talbot, Cynthia, and Catherine B Asher (2006). *India Before Europe*, Cambridge: Cambridge University Press

- Bahugana, R.P. (2008). "Kabir and other Medieval Saints in Vaishnava Tradition", PIHC, Vol. 69, pp 373-383
- Rezavi, Nadeem, (2013) Fatehpur Sikri Revisited, OUP. Readings in Hindi Medium
- Chandra, Satish (2018). Madhyakalin Bharat (Part II), Sultanat se Mughal Ka Itak, New Delhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). Madhyakalin Bharat, (Vols. 1-8, relevant articles), New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.). (2016). Akbar Aur Tatkaleen Bharat, New Delhi: Rajkamal Prakashan
- Habib, Irfan. (2017). Madhyakalin Bharat ka ArthikItihas: Ek Sarvekshan, NewDelhi: Rajkamal Prakashan
- Verma H C. (Ed.) (2017). Madhyakalin Bharat (Vol. II) 1540-1761, HindiMadhyam Karyanvan Nideshalaya, Delhi University
- Mukhia Harbans (2008), Bhartiya Mughal, Urdu Bazaar, 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 – 2 (DSC-2): History of India – VI: c. 1750 – 1857

### 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		
History of India – VI: c. 1750 – 1857	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

### Learning Objectives

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

### Learning outcomes

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

- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during the first century of British colonial rule.
- Assess the issues of landed elites, and those of struggling peasants, tribals and artisans during the Company Raj.

### SYLLABUS OF DSC

**Unit I:** India in the mid-18th Century: society, economy, polity and culture

1. Issues and Debates
2. Continuity and change

**Unit II:** Colonial expansion: policies and methods with reference to any two of the following Bengal, Mysore, Marathas, Awadh, Punjab and the North- East

**Unit III:** Colonial state and ideology

1. Imperial ideologies: Orientalism, Utilitarianism, and Evangelicalism
2. Indigenous and colonial education

**Unit IV:** Economy and Society

1. Land revenue systems and its impact
2. Commercialization of agriculture
3. De-industrialization

**Unit V:** 19th Century: Reforms and Revival

1. Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis, AryaSamaj
2. Discourse on Gender and Caste in Reform and revival movement

Unit VI: Popular resistance

1. The Uprising of 1857
2. Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion(1860).  
Kol Uprising (1830-32)

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

**Essential/recommended readings**

**Unit-I:** This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidence used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 9 hrs. approx.)**

- Alavi, Seema(ed.). (2002). The Eighteenth Century in India. New Delhi: OUP (Introduction).
- Bayly, C.A. 1988. Indian Society and the making of the British Empire. Cambridge: CUP (Chapter1, pp. 7- 44).
- Parthasarathi, Prasannan. 2011. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Faruqi, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqi, David Gilmartin and Sunil Kumar (Eds.), Expanding Frontiers in South Asian and World History: Essays in Honour of John

- F. Richards (pp. 1- 38).

**Unit- II:** This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan (Chapter 1, 'Transition to the Eighteenth Century', pp. 37- 62).
- Bayly, C. A. (2008). Indian Society and the making of the British Empire. Cambridge: CUP (Chapter 2, 'Indian Capital and the Emergence of Colonial Society' pp. 45- 78; Chapter 3, 'The Crisis of the Indian State', pp. 79- 105).
- Fisher, Michael H. (1996). The Politics of British Annexation of India 1757-1857. Oxford: OUP (Introduction).
- Marshall, P.J. (1990). Bengal: The British Bridgehead. Cambridge: CUP.
- Cederlof, Gunnel. (2014). Founding an Empire on India's North- Eastern Frontiers 1790- 1840: Climate, Commerce, Polity. OUP.
- Farooqui, Amar, (2013), Zafar and The Raj: Anglo- Mughal Delhi c. 1800-1850, Primus Books, Delhi.

**Unit-III:** The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse and the manner in which colonial education policy and system evolved. **(Teaching Time: 6 hrs. approx.)**

- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP (Chapters 1, 2 & 3).
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814.
- Stokes, Eric. (1982 reprint). The English Utilitarians and India. Oxford: OUP (Chapter 'Doctrine and its Setting')
- Rocher, Rosanne. (1993). "British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. Oriental- ism and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press, pp. 215-250.
- Viswanathan, Gauri. (2014 reprint). Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press (Introduction and Chapters 1 to 4).
- Copland, Ian. (2007). "The Limits of Hegemony: Elite Responses to Nineteenth- Century Imperial and Missionary Acculturation Strategies in India". Comparative Studies in Society and History. Vol. 49. No. 3. (637- 665).
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan ("Introduction").
- Dharampal. The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Vol III, Goa, Other India Press



**Unit-IV:** This Unit shall familiarise students with the key debates on the economic impact of Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, and handicraft production. **(Teaching Time: 9 hrs.approx.)**

- Stein, Burton. (ed.). (1992). *The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57-79)).
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in- Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).
- Sumit Sarkar (2014) *Modern Times, India 1880s – 1950s*, Permanent Black, New Delhi. Chapters 3 & 4
- Shrivastava, Sharmila, *Slopes of struggle: Coffee on Baba Budan hills*, *Indian Economic and Social History Review*, Volume LVII, Number 2, (April – June 2020) pp. 199 - 228

**Unit-V:** This Unit shall acquaint students with the social churning on questions of tradition, modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of 'ideal womanhood', the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 9 hrs. approx.)**

- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India*(pp. 15-47; pp. 122- 131).
- Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*. Taylor and Francis (pp. 1- 197).
- Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). "Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India". *History Workshop*, 36, pp.209–227.
- Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).

- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).
- Chakravarti, Uma. (1998). Rewriting History: The Life and Times of Pandita Ramabai. New Delhi: Kali for Women (Chapter, 'Caste, Gender and the State in Eighteenth Century Maha- rashtra', pp. 3-42).

**Unit-VI:** This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). The Peasant Armed: the Indian Revolt of 1857. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and
- Narayani Gupta (Eds.), India's Colonial Encounter, New Delhi: Manohar
- David, Saul. (2010). "Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw", In Kaushik Roy (ed.) War and Society in Colonial India (82-113).
- Hardiman, David. (1993). Peasant Resistance in India, 1858- 1914. New Delhi: OUP. Introduction & pp. 1-125.
- Desai, A.R. (ed.) (1979). Peasant Struggles in India. Bombay: UP.(136- 158)
- Mukherjee, Rudrangshu. (1984) Awadh in Revolt 1857-1858. New Delhi: Oxford University Press.

**Suggestive readings (if any)**

- Alavi, Seema ed. (2002). The Eighteenth Century in India. New Delhi: OUP. Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In Education and the Disprivileged : Nineteenth and Twentieth Century India, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). "Chapter 2: Kings and Service People 1700-1830." Caste, Society and Politics in India from the 18th Century to the Modern Age. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.
- Bhattacharya, Sabyasachi ed. (2007). Rethinking 1857. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). The Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". Journal of Asian Studies, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). Castes of Mind. Princeton, New Jersey: Princeton University Press,

- Green, William A. et al.(Spring 1985). “Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis” *Albion: A Quarterly Journal Concerned with British Studies*, 17 (1), pp. 15-45. [pp. 20-24 is a survey of British strategy/calculations during its territorial expansion]
- Guha, Ranajit.(1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press (Introduction & Chapter ‘Territoriality’).
- Hutchins, Francis. (1967). *The Illusion of Permanence*. Princeton, New Jersey: Princeton University Press.
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge
- *History of India, Vol.3.1*. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press (Chapter 4, Ordering Difference, pp. 92-.128).
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press (Introduction and Chapter 1, ‘The Colonial and the Imperial’, pp. 1- 44).
- Mukherjee, Rudrangshu. (2018). “The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the North western Provinces”. *The Year of Blood: Essays on the Revolt of 1857*. New Delhi: Social Science Press and Routledge.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar. Introduction (1- 16).
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Robb, Peter, ed. (1993). *Dalit movements and the meanings of labour in India*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2010). *Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940*. New Delhi: OUP (Chapter 6, pp. 190- 219).
- Skuy, David. (July 1998). “Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century”, *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Stern, Phillip. (2011). *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. New York: Oxford University Press.

- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (ed.). New Delhi: Oxford University Press.
- Tilak, Lakshmi Bai. (2017, 1973). *Smritichitre: The Memoirs of a Spirited Wife*. New Delhi: Speaking Tiger. (Translated by Shanta Gokhale).
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Know-
- ledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.
- Books in Hindi:
- Bandyopadhyay, Sekhar, (2007), *Plassey se vibhajan tak aur uske baad*, Orient Blackswan, New Delhi
- Shukla, R. L. (ed). *Adhunik Bharat Ka Itihas*, Hindi Madhyam Karyanvayan Nideshalay, Delhi University
- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, Sucheta Mahajan, *Bharat ka Swatantrata Sangharsh* Hindi Madhyam Karyanvayan Nideshalay, Delhi University
- Sumit Sarkar, *Adhunik Bharat (1885 – 1947)* Rajkamal Prakashan
- Sumit Sarkar, *Adhunik Kaal (1880 – 1950)*, Rajkamal Prakashan
- Bipan Chandra, *Adhunik Bharat Ka Itihas*, Orient Blackswan
- Bipan Chandra, *Adhunik Bharat Mein Upnivesh vad aur Rashtravad*, Medha Publishing House
- B. L. Grover, Alka Mehta, Yashpal, *Adhunik Bharat Ka Itihas*, S. Chand
- Lakshmi Subramanian, *Bharat Ka Itihas: 1707 – 1857*, Orient Blackswan

**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 Modern Europe – I

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

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

#### Learning Objectives

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of the 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

#### Learning outcomes

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

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

#### SYLLABUS OF DSC-3

##### Unit I: The French Revolution

1. The Enlightenment, political and economic crisis of the Ancien Regime
2. A new political culture and transformations: Democratisation of polity and academies, changing social relations
3. Historiographical Perspectives on the French Revolution

##### Unit II: Continuity and change in the early nineteenth century

1. First French empire and monarchical consolidation
2. Revolutions 1830s-1850s

**Unit III: Industrial Revolution and Social Transformation (the 19th century)**

1. Experience of Industrialisation France, Germany and Eastern / Southern Europe
2. Impact of the Industrial Revolution: Work, Family and Gender

**Unit IV: Political movements in the 19th century**

1. Parliamentary and institutional reforms in Britain, chartists & suffragettes
2. Industrial unrest, development of socialism: Utopians, Marxism, the International working class movement and social democracy

**Unit V: Culture and Society: 1789-1850s**

1. Popular Consumption of Culture: Neo Classical Art, Romanticism and Realism in art and literature
2. The City in the age of Industrialization

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

**Essential/recommended readings**

**Unit 1:** In this rubric the students would have learnt about the origins of the French Revolution and political transformation in late eighteenth century France. They would have explored various themes linking the phases of the revolution with various key developments during the revolutionary years, transformation of institutions and social relations. **(Teaching time: 15 hrs. approx.)**

- McPhee, Peter. (2002). The French Revolution 1789-1799. New York: Oxford University Press (Chs.1 -- 9) E book by Peter Mc. Phee
- Campbell, Peter R. (Ed.).(2006). The Origins of the Revolution. New York:Palgrave Macmillan, pp. 1-34, 139-159 (Introduction and Ch.5).
- Rude, George (2000). Revolutionary Europe 1783-1815. Somerset, New Jersey, U.S.A.: Wiley-Blackwell (Ch.1).
- Furet, Francois, (1988). The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66.
- Landes, Joan B. (1988). Women and the Public Sphere in the Age of the French Revolution. Ithaca, London: Cornell University Press,
- Darnton, Robert. (1996). "What was Revolutionary About the French Revolution." in Peter Jones, (Ed.).The French Revolution in Social and Political Perspective. London: Edward Arnold, pp. 18-29.
- Kates, Gary. (Ed.).(1998).The French Revolution: Recent debates and Controversies. London and New York: Routledge.
- Frey, Linda S. and Marsha S. Frey.(2004). The French Revolution, Westport, CT: Greenwood Press, pp. 37-46 ("A New Political Culture").
- Kennedy, Emmet. (1989).A Cultural History of the French Revolution. New Haven and London: Yale University Press. Chapter 9

- Hunt, Lynn.(2004).Politics, Culture, and Class in the French Revolution. Oakland: University of California Press.
- Hunt, Lynn.(1989). "Introduction: The French Revolution in Culture, New Approaches and Perspectives."Eighteenth-Century Studies 22(3), Special Issue: The French Revolution in Culture, Spring.
- लालबहादुरि वमाणि । यरू ोपका इर्हासः फ् ासीसं ी क्रार्से रि र्ीय र्वत युद्ध क् ।
- पाथिसारी गुप््रा (संपाि क)। यरू ोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have studied about the establishment of Napoleonic Empire, its impact on France and Europe. They would have read about the consolidation of monarchical power and about events leading up to the revolutions 1848. **(Teaching time: 6 hrs. approx.)**

- Grabb, Alexander.(2003).Napoleon and the Transformation of Europe. NewYork: Palgrave Macmillan (Ch. 2 &Ch.3).
- Lyons, Martin. (2006).Post-Revolutionary Europe, 1815-1856, New York:Palgrave Macmillan.
- Price, Roger (1988).The Revolutions of 1848. London: Macmillan.
- David Thomson, Europe since Napoleon, 1957, Part-II Chapter 6 and 7
- Sperber, Jonathan (2005). The European Revolutions, 1848-1851. Cambridge:Cambridge University Press.
- लाल बहाि र वमाणि । यरू ोप का इर्हासः फ् ासीसं ी क्रार्से रि र्ीय र्वत युद्ध क् ।
- पाथिसारी गुप््रा (संपाि क)। यरू ोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

**Unit III:** In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century. **(Teaching time: 9 hrs. approx.)**

- Stearns, Peter N.(2013).The Industrial Revolution in World History. Boulder: Westview Press.
- Trebilcock, Clive. (2000). "Industrialization of Modern Europe 1750-1914." in T.C.W. Blanning (Ed.).The Oxford History of Modern Europe. Oxford: OxfordUniversity Press, pp. 46-75.
- Cameron, Rondo. (1985). "A New View of European Industrialization."Economic History Review 38 (1), pp. 1-23.
- Beaudoin, Steven M.(2003).The Industrial Revolution. Boston, New York:Houghton Mifflin Company (Ch.4 & Ch.5)
- Simonton, Deborah. (1998).The Routledge History of Women in Europe since1700, London and New York: Routledge, pp.134-176 (Ch.5).
- Louise Tilly and Joan Scott, Women, Work and Family, 1978 Routledge,London and New York

- Tom Kemp, Industrialisation in Nineteenth Century Europe, 1974, Routledge
- लाल बहादुरि वमालि। यरू ोप का इर्हासः फ् ासीसं िी क्रांसे रि र्ीय र्वत युद्ध कर्क।
- पाथिसारी गुप््रा (संपािक)। यरू ोप का इर्ह Nideshalaya, DU. ास। Hindi Madhyam Karyanvaya
- रि वेश वजय, मीना भारराज, वंि ना चौधरी (संपािक)। आधर ुनक यरू ोप का इर्हासः आयाम और रि शाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit IV:** At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism. **(Teaching time: 9 hrs. approx.)**

- Lang, Sean (2005).Parliamentary Reform, 1785-1928. London and New York: Routledge.
- Willis, Michael. (1999). Democracy and the State, 1830-1945.Cambridge: Cambridge University Press.
- Walton, John K.(1999).Chartism, London and New York: Routledge.
- Geary, Dick (1981).European Labour Protest 1848-1939. London: Croom Helm London
- Kolakowski, Leszec. (1978).Main Currents of Marxism. Volume I. Oxford:Clarendon Press.
- Lichthem, George. (1970). A Short History of Socialism. London: Weidenfieldand Nicolson.
- Joll, James. (1990).Europe Since1870.New York: Penguin Books, pp. 49-77
- लालबहादुरि वमालि। यरू ोप का इर्हासः फ् ासीसं िी क्रांसे रि र्ीय र्वत युद्ध कर्क।
- पाथिसारी गुप््रा (संपािक)। यरू ोप का इर्ह ास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रि वेश वजय, मीना भारराज, वंि ना चौधरी (संपािक)। आधर ास। नक यरू ोप का

इर्हासः आयाम और रि शाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit V:** Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism. **(Teaching time: 6 hrs. approx.)**

- Blanning, T.C.W. (2000). "The Commercialization and Sacralization of European Culture in the Nineteenth Century." in T.C.W. Blanning, (ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, pp. 101- 125 &126-152.
- Blanning, T.C.W. (2010). The Romantic Revolution: A History. London: George Weidenfeld & Nicholson.
- Blanning, T.C.W. (ed.) (2000). Nineteenth Century Europe, Short Oxford History of Europe, Oxford: Oxford University Press (Chapter 4)



- Schneider, Joan, (2007) The Age of Romanticism, Greenwood Guides to Historical Events 1500-1900, Greenwood Press, London
- Lees, Andrew and Lynn Hollen Lees.(2007).Cities and the Making of Modern Europe 1750-1914. Cambridge: Cambridge University Press.
- लालबहादुरि वमडि। यूपका इरुहसः फरुससंीरु सरुीरुतुतु।
- पाथिसरुी गरुु (संपरुिक)। यूपका इरुहसः आयम और रुरु शरु। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रुरुेशरुु, डीनरु डरुरुड, वीनरु डरुी (संपरुिक)। आधरुनक यूपका इरुहसः आयम और रुरु शरु। Hindi Madhyam Karyanvaya Nideshalaya, DU

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

## DISCIPLINE ELECTIVE CORE COURSE– 1 (DSE): History of the USSR: From Revolution to Disintegration (c. 1917 – 1991)

### 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 the USSR: From Revolution to Disintegration (c. 1917 –1991)	4	3	1	0	12 th Pass	NIL

### Learning Objectives

The course introduces students to the history of the USSR from the two revolutions of 1917 to the disintegration of USSR. Students study the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. Students will also trace the evolution of new institutions and ways of organizing production both in the factory and at the farm. They will also evaluate important foreign policy issues and the Soviet Union’s involvement and role in the World War II. The course studies the most dramatic years in the history of the USSR i.e., the period between 1945 to 1991. The extent of major economic and political changes between 1956 and 1991 will be examined and the period of reconstruction , stagnation and growth will be examined. The reforms of the Gorbachev era will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

### Learning outcomes

On completion of this course students shall be able to

- Explain how USSR emerged out of Imperial Russia.
- Explain the new organization of production in the fields and in the factory.
- Outline and explain key developments in the history of the USSR between 1917 and 1991.
- Examine Soviet policies for the period of the course in relation to nationalities and gender questions.
- Outline Soviet foreign policy issues.
- Analyse the factors leading to disintegration of the Soviet Union and the formation of
- Confederation of Independent States.

### SYLLABUS OF DSE

I. The Russian Revolutions of February and October 1917; Background, Causes and Outbreak.

II. Aspects of Socialist Industrialization -Ideas, Debates and Planning

- a) War Communism, NEP, Great Debate
- b) Collectivization
- c) Industrialization and Planning

III. Soviet Foreign Policy from World War II to Cold War – (1930s-64)

IV. Soviet Union from Reconstruction to Stagnation to Recovery

- a) Khrushchev
- b) Brezhnev
- c) Gorbachev

V. Question of Nationalism and Disintegration of USSR

VI. Aspects of Culture in Soviet Union

- a) Gender 1917-45
- b) Literature and Arts 1917-64
- c) Cinema and Sports 1920s-91

### **Essential Readings and Unit Wise Teaching Outcomes:**

Unit I: In this unit students will learn about the background to the Russian Revolutions of February and October 1917 its causes and outbreak.

- Acton, Edward, Vladimir Cherniaev and William Rosenberg eds. (1997). Critical Companion to the Russian Revolution, 1914-1921. London: Arnold. Pp.3 -34
- Figs, Orlando. (1996). A People's Tragedy: A History of the Russian Revolution. London: Jonathan Cape. PART TWO THE CRISIS OF AUTHORITY (1891-1917) pp. 157- 305
- Kenez, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 1 and 2, pp. 1- 40
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 1 to 4, pp 5- 139
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 1: साम्राज्यवादी रूस; अध्याय ती न- 1905 की क्रांति और उसके बाद की स्थिति 1905 - 1914, अध्याय चार- प्रथम विश्व युद्ध से लेकर बोल्शेविक क्रांति तक।

Unit II: In this unit students will learn about economic policies of the Bolsheviks and associated debate in the 1920s. The students will also learn about the issues related to processes of Collectivisation and Industrialisation in Russia.

- Fitzpatrick, Sheila. (2001). The Russian Revolution 1917-1932. New York, USA: Oxford University Press. Chapter 3: The Civil War, Chapter 4: NEP and Future of the Revolution. Pp 68- 119
- Nove, Alec. (1993). An Economic History of the USSR, 1917-1991. London: Penguin Books, (revised edition), Chapters 3 to 6, pp 39- 158
- Kenez, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 2 and 3, pp 14- 78, Chapters 7 to 9, pp 159- 272
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 5 and 6, pp 140- 191
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 2: साम्यवादी रूस; अध्याय पांच- साम्यवादी रूस के प्रारंभिक चरण, अध्याय सात- नवीन आर्थिक नीति एवं अन्य प्रयोग। खंड 2: साम्यवादी

रूस; अध्याय नौ- औद्योगिकरण एवं कृषि 1928 - 1941, अध्याय - समूहिककरण, स्तालिनकालीन उपोत्पादक तथा चौथी पर पांचवी योजनाएं।

- Lewin, Moshe. (1985). *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon.
- Allen, Robert. (2003). *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: Princeton University Press. Chapter 8, pp 153- 171
- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press. Ch. 2, pp 40-66
- Davies, R.W., Mark Harrison and S.G. Wheatcroft (Eds.). (1994). *The Economic Transformation of the Soviet Union, 1913-1945*. Cambridge: Cambridge University Press. . (Whole book relevant)

Unit III: In this unit students will learn about Soviet foreign policy issues with reference to Comintern and Nazi Soviet Pact. It also examines the role of the USSR during the second World War. This unit will also teach students about the history of the Cold War, its origins, major developments, and transitions.

- McDermott, Kevin and Jeremy Agnew. (1996). *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan. Whole book
- Roberts, Geoffrey. (2006). *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press.
- Suny, Ronald Grigor.(Ed.). (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press. Chapters 8 and 23, pp 217- 242 and 636- 661
- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press. Chapter 6, pp 132- 159
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 3: साम्यवादी रूस की विदेशनीति; अध्याय चौदह- बोलशेविक क्रांति से लेकर हिटलर के उत्कर्ष तक, अध्याय पंद्रह- अनाक्रमण समझौता, द्वितीय विश्वयुद्ध कालीन कूटनीतिज्ञता।
- Gaddis, John Lewis. (1997), *We Now Know*, Oxford University Press, pp. 1- 53 and 281- 295
- ☐ McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave pp 156- 193
- ☐ *The Cambridge History of the Cold War*, Volumes I and II, Reprint edition. Cambridge: Cambridge University Press. Chapters 1, 2, 4, 5, 7 and 9 from volume 1 and chapters 3, 4 and 7 from volume 2
- ☐ Zubok, Vladislav M, (2007), *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*, University of North Carolina Press, Chapel Hill, pp 29-162

Unit IV: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev's industrial and agricultural reforms. : This unit also deals with the era of Conservatism and reform in the Soviet political system. It begins with the period of Brezhnev. goes up to Gorbachev.

- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan. Pp 1- 29, 61- 70 and 95- 137
- Hanson, Philip. (2014). *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge. Pp 48- 97
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia Volume 3*. Cambridge: Cambridge University Press. Pp 268- 291
- Nove, Alec (1993), *An Economic History of the USSR*, Penguin, pp 331- 377
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई। - 1965 ई खंड 2: साम्यवादी रूस; अध्याय

- बारह- खुश्चेव का उत्कर्ष और कृषि सम्बन्धी सुधार, अध्याय तेरह - खुश्चेव की बीसवीं कांग्रेस, उद्योगीकरण, दाल संगठन व अन्य महत्वपूर्ण सीमा चिन्ह।
- Crump, Thomas (2013). Brezhnev and the Decline of the Soviet Union, Routledge. Pp 71- 117
- Brown, Archie. (1996). The Gorbachov Factor. Oxford: Oxford University Press, Paperback. Pp 130- 211
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia Volume 3. Cambridge: Cambridge University Press. Pp 292- 351
- Fainberg, Dina and Artemy M. Kalinovsky, ed, (Volume 19, Number 4, Fall 2017) Reconsidering Stagnation in the Brezhnev Era: Ideology and Exchange, Journal of Cold War Studies, The MIT Press introduction and pp 3- 20, 43- 76

Unit V: This unit deals with the history of dissolution of the Soviet Union around 1991 and the emergence of Confederation of Independent States. (Teaching time: 3 weeks Approx.)

- Kotz, David and Fred Weir. (2007). Russia's Path from Gorbachev to Putin, Routledge, chapters 4- 8
- Suny, Ronald Grigor. (1993). The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union. Stanford: Stanford University Press. Pp 127- 162
- Suny, Ronald Grigor. (1997). The Soviet Experiment: Russia, the USSR and the Successor States. New York: Oxford University Press.
- Keeran, Roger and Kenny, Thomas (2010), Socialism Betrayed: Behind the Collapse of the Soviet Union, Bloomington, New York, Epilogue

Unit VI: In this unit students will learn about women and aspects of culture such as literature, arts cinema and sports during the period of the Soviet system.

- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapter 17 and 18, pp 468- 522
- Suny, Ronald Grigor and Martin, Terry. (2001). A State of Nation: Empire and Nation Making in the Age of Lenin and Stalin, OUP, pp 67- 90
- Fitzpatrick, Sheila. (1999). Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s. New York: Oxford University Press. Chapter 6, pp 164- 189
- Parks, Jenifer (2017), The Olympic Games, the Soviet Sports Bureaucracy and the Cold War: Red Sport, Red Tape, Lexington Books, Introduction, chapters 3- 5
- Sarantakes, Nicholas Evan (2010), Dropping the Torch: Jimmy Carter, the Olympic Boycott and the Cold War, Cambridge University Press, Introduction, chapters 2, 5, 8 13, 14 and 15

#### **Suggested Readings:**

- Carley, M.J. (1999). 1939: The Alliance that Never Was and the Coming of World War II. Chicago: Ivan R. Dee.
- Carr, E.H. (1950-1964). A History of Soviet Russia, 7 volumes. New York: Macmillan.
- Cohen, Stephen. (1973). Bukharin and the Russian Revolution: A Political Biography, 1888- 1938. New York: Alfred Knopf.
- Conquest, Robert (1986) Harvest of Sorrow: Soviet Collectivization and the Terror Famine, Oxford University Press,
- Davies, R.W. (1980-1996). The Industrialization of Soviet Russia. Vol. 1: The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-1930. Basingstoke: Macmillan, Vols. 2,3, and 5.
- Dobrenko, Evgeny and Marina Balina ed. (2011). The Cambridge Companion to Twentieth Century Literature. Cambridge: Cambridge University Press.

- Dobrenko, Evgeny. (2007). Political Economy of Socialist Realism, New Haven: Yale University Press.
- Filtzer, Donald. (1986). Soviet Workers and Stalinist Industrialization, 1928-1941. Pluto Press.
- Gatrell, Peter. (2014). Russia's First World War: a social and economic history. New York: Routledge.
- Goldman, Wendy. (2002). Women at the Gates: gender and industry in Stalin's Russia. Cambridge: Cambridge University Press.
- Gregory, Paul. (2004). The Political Economy of Stalinism: Evidence from the Soviet Secret Archives. Cambridge: Cambridge University Press.
- Kotkin, Stephen. (1995). Magnetic Mountain: Stalinism as a Civilization. Berkeley: University of California Press.
- Lieven, Dominic.(Ed.). (2006). Cambridge History of Russia, Vol. 2: Imperial Russia, 1689-1917. Cambridge: Cambridge University Press.
- Overy, Richard. (1998). Russia's War, 1941-1945. New York: Penguin.
- Viola, Lynne.(Ed.). (2002). Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s. Ithaca: Cornell University Press.
- करुणा कौशिक (1990): साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई, हिंदी माध्यम कार्यन्वयन निदेशालय
- Brown, Archie. (2009). Seven Years That Changed the World: Perestroika in Perspective. Oxford: Oxford University Press.
- Ellman, Michael and Vladimir Kontorovich. (1998). The Destruction of the Soviet Economic System: An Insider's History. London and New York: Routledge.
- Figes, Orlando. (2014). Revolutionary Russia, 1891-1991. United Kingdom: Pelican paperback.
- Hosking, Geoffrey. (1992). History of the Soviet Union: 1917-1991. Third edition: Fontana Press.
- Brown, Archie. (2010). The Rise and Fall of Communism. London: Vintage. Leffler, Melvyn P., ed. (2010).
- Kotkin, Stephen. (2008). Armageddon Averted: The Soviet Collapse, 1970-2000. Second edition. Oxford and New York: Oxford University Press.
- Nove, Alec. (1977). The Soviet Economic System. London: Allen & Unwin. from Stalin to Khrushchev. Cambridge: Cambridge University Press.
- Service, Robert. (2015). The End of the Cold War: 1985-1991. London: Pan MacMillan

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): Gender in Indian History upto 1500

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Gender in Indian History up to 1500</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The course teaches how 'Gender' is not a 'value free' term denoting biological differences but indicates social and culturally constructed unequal relationships that need careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspect of masculinities as well as alternative sexualities, spanning temporal frames from earliest times to 1500 CE. There is an added emphasis on learning inter- disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste and patronage that enriches an understanding of historical processes.

#### Learning outcomes

On completion of this course students shall be able to

- Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis
- Examine the role and functioning of power equations within social contexts in Indian history during the ancient and medieval period, in the construction of gender identities
- Critically examine representations of gender in literature, art, focusing on ideas of love, manliness and religiosity

#### SYLLABUS OF DSE

**Unit I: Gender in Context of historical analysis:** Theories and concepts

1. Understanding Structures of Patriarchy, Patrilocality Patriliney and Matriarchy, Matrilocality and Matriliney
2. Gender: a tool of Historical Analysis

**Unit II: Aspects of Gender: Socio-Economic and Political Ramifications**

1. Types of households, property and patronage

2. Women and exercise of Power, with special reference to Rudrama-Devi and Razia Sultan
3. Questions of Sexualities including masculinities and alternative gender

**Unit III: Gendered Representations in the World of Divinity and Art**

1. Vedic-Puranic, Buddhist, Korravai-Durga, Shakta and Warkari Panths
2. Visual Representation at Mathura and Khajurao

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

**Essential/recommended readings**

**Unit -I:** The unit should familiarise students with theoretical frames of patriarchy and gender and how these concepts provide tools for historical analysis. **(Teaching time: 12 hrs. approx.)**

- Geetha, V. (2002). Gender. Calcutta: Stree.
- Kent, Susan Kingley. (2012). Gender and History. New York: PalgraveMcMillan. pp. 49-75.
- Scott, J. W. (1986). "Gender a useful Category of Historical Analysis". The American Historical Review vol.91/9, pp.1056-1075.
- Rose, Sonya, (2018). What is Gender History?. Jaipur; Rawat Publication (Indian Reprint). pp1-35.
- Walby, S. (1990). Theorizing Patriarchy. Oxford: Basil Blackwell. pp.1-24, 109-127.
- Vinita, Ruth. (2003). The self is not Gendered: Sulabha's debate with King Janaka. NWSA Journal, Summer, 2003, Vol. 15, No. 2 (Summer, 2003), pp. 76-93

**Unit II:** This section should equip students to locate fluctuating gender relations within households, court and also explore linkages between gender, power and politics. Additionally, discussion on the question of sexualities would open up vistas for a nuanced historical learning of normative and alternative sexualities as well as issues of masculinities. **(Teaching time: 18 hrs. approx.)**

- Chakravarti, U. (2006). Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of 'Ancient' India. Tulika Books: New Delhi. pp.253-274.
- Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India". Journal of Persianate Studies, vol. 4, 45-63.
- Jha, Pankaj. (2019). 'Political Ethics and the Art of Being a Man'. Pankaj Jha, A political History of Literature: Vidyapati and the Fifteenth Century. Delhi: Oxford University Press, pp.133-183.
- Roy, K. (2010). The Power of Gender and the Gender of Power, Explorations in Early Indian History, New Delhi: Oxford University Press, pp.70-87 and pp.271-289.
- Sahgal, Smita. (2017). Niyoga: Alternative Mechanism to Lineage Perpetuation in Early India; A Socio-Historical Enquiry, Delhi: ICHR and Primus Books, pp.126-175.



- Shah, Shalini.(2019).“Engendering the Material Body: A Study of Sanskrit Literature”.
- Social Scientist vol. 47,no 7-8, pp.31-52.
- Singh, Snigdha. (2022). Inscribing Identities Proclaiming Piety
- Exploring Recording Practices In Early Historic India, Delhi: Primus, pp 53- 81.
- Talbot, Cynthia. (1995). “Rudrama Devi The Female King: Gender and Political authority in medieval India”. David Shulman(Ed.), Syllables of the Sky: Studies in South Indian Civilisation. OUP: New Delhi, pp.391-428.
- Tyagi, Jaya, (2015). 'The Dynamics of Early Indian Household: Domesticity, Patronage and Propriety in Textual Traditions', in Kumkum Roy, ed. Looking Within Looking Without; Exploring Households in Subcontinent Through Time.Delhi; Primus Books pp.137-172.

**Unit III:** The focus is on studying gender representation in in the world of divinity andart.  
**(Teaching time: 15 hrs. approx.)**

- Bawa, Seema. (2021). ‘Idyllic, Intimate, Beautiful Pleasures in Visual Culture at Mathura in Locating Pleasure’, in Seema Bawa (ed.). Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures, Bloomsbury Academic India, pp. 54-93.
- Blackstone, R. K. (1998). Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas. Britain: Curzon Press. pp. 37-58.
- Desai, Devangana. (1975). Erotic Sculpture of India: A Socio-Cultural Study. New Delhi: Tata McGraw Hill, pp. 40-70.
- Mahalaksmi, R. (2011). “Inscribing the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region”, R., Mahalakshmi. The Making of the Goddess: Korravai-Durga in Tamil Traditions. New Delhi: Penguin Books India, pp. 1-39.
- Roy, Kumkum. (2002). “Goddess in the Rgveda-An Investigation” in Nilima Chitgopekar (ed.). Invoking Goddess, Gender Politics in Indian Religion. Delhi: Shakti Books, pp.11-61.
- Saxena, Monika. (2019). Women and the Puranic tradition in India. New York: Routledge, pp.96-157.
- Zelliott, Eleanor and Mokashi Puneekar, Rohini. (eds.). (2005). Untouchable Saints ..an Indian Phenomenon. Delhi: Manohar Publications.pp157-167.

**Suggested Readings:**

- Abbott, E. Justin.(1985). Bahina Bai A Translation of Her Autobiography and Verses.Delhi: Motilal Banarasidass.(Reprint).
- Ali, A. (2013). “Women in Delhi Sultanate”. The Oxford Encyclopaedia of Islamand Women, vol. 1. New York: Oxford University Press, pp.197-200.
- Bawa, Seema. (2013). Gods, Men and Women Gender and Sexuality in EarlyIndian Art. Delhi: D.K. Print World Ltd.
- Bhattacharya, N.N. (1999). “Proprietary Rights of Women in Ancient India”, Kumkum, Roy (ed.). Women in Early Indian Societies. Delhi: Manohar, pp.113- 122.
- Bhattacharya, S. (2014). “Issues of Power and Identity: Probing the absence of Maharani- A survey of the Vakataka inscription”. Indian Historical Reviewvol.41/1, pp. 19-34.
- -----(2019). “Access to Political Spaces and Bhauma-Kara Queens:

Symbols of Power and Authority in Early Medieval Odisha” in Sadananda Nayak and Sankarshan Malik ed. Reconstruction of Indian History: Society and Religion. Ghaziabad: N B Publications. pp.131-144.

- Cabezon, J. I. (ed.).(1992). Buddhism, Sexuality and Gender, Albany: State University of New York Press.
- Chakravarti, Uma. (2018). Gendering Caste through Feminist Lens. New Delhi: Sage. Revised Edition.
- Dehejia, Vidya. (2009). The Body Adorned: Dissolving Boundaries Between Sacred and Profane in India’s Art, New York: Columbia University Press, pp.1- 23.
- Jaiswal, Suvira. (2008). “Caste, Gender and Ideology in the making of India”. Social Scientist vol. 36, no. 1-2. pp. 3-39.
- Orr, Leslie, (2000). “Women’s Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism in Medieval Tamil Nadu”. Mandakranta Bose (ed.). Faces of the Feminine in Ancient Medieval and Modern India. New Delhi: Oxford University Press, pp. 124-146.
- Rangachari, Devika. (2013). Exploring Spaces for Women in Early Medieval Kashmir, NMML Occasional Papers.
- Roy, Kumkum.(1994). Emergence of Monarchy in North India, Eighth-Fourth Centuries BC: As Reflected in the Brahmanical Tradition. Delhi: Oxford University Press.
- Sahgal, Smita. (2022). “Locating Non-Normative Gender Constructions within Early Textual Traditions of India”, in Vasundhara Mahajan et al (ed.) Gender Equity: Challenges and Opportunities, Proceedings of 2nd International Conference of Sardar Vallabhbhai National Institute of Technology, Singapore:Springer Nature Singapore Pte Ltd. pp. 441-450
- ----- (2019). “Goddess Worship and Mutating Gender Relations within Hindu Pantheon: From Vedic to Puranic”. Veenus Jain and Pushpraj Singh (eds.), Women: A Journey Through The Ages, New Delhi: New Delhi Publishers, pp.23-32.
- Shah, S. (2012). The Making of Womanhood; Gender Relations in the Mahabharata. Revised Edition, Delhi: Manohar. (Also available in Hindi, Granthshilpi, 2016).
- ----- (2009). Love, Eroticism and Female Sexuality in Classical Sanskrit literature 7-13 centuries. Delhi : Manohar Publishers.
- ----- (2017). “Articulation ,Dissent and Subversion: Voices of female emancipation in Sanskrit literature”. Social Scientist vol. 45, no. 9 -10, pp. 79- 86.
- Singh, Snigdha. (2022). “Women in transition at Mathura Sanctuaries”. VeenusJain and Pushpraj Singh (eds.), Women: A Journey Through The Ages, New Delhi: New Delhi Publishers, pp.72-96.
- Tyagi, Jaya. (2014). Contestation and Compliance :Retrieving Women Agency from Puranic traditions. Delhi: OUP.
- ----- (2008). Engendering the Early Households, Brahmanical Precepts in early Grhyasutras, middle of the First millennium BCE, Delhi: Orient Longman.
- Karve, Iravati, (1992). "On the Road; A Maharashtra Pilgrimage" in Zelliott, Eleanor and Berntsen, Maxine.(eds.). The Experience Of Hinduism: Essays on Religion in Maharashtra.Delhi: Shri Satguru Publications pp 142-171.
- Zwilling, L and M. Sweet. (1996). “Like a City Ablaze’: The Third Sex and the Creation of Sexuality in Jain Religious Literature.” Journal of History of Sexuality. vol.6/3, pp. 359- 384.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE): History of Africa c. 1500 – 1960s

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>History of Africa c. 1500 – 1960s</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

This paper offers a historical overview of the African continent. It traces major long-term continuities and changes in Africa’s socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate post-independence years, and situates the specific positioning of Africa in connected histories of a globalizing world.

#### Learning outcomes

On completion of this course the student shall be able to

- Critique stereotypes on the African continent and outline major shifts in African history.
- Explain elements of change and continuity in the African political experience, political regimes and national formations, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualize the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa, as well as practices of ‘transculturation’.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

#### SYLLABUS OF DSE

**Unit I:** Historiographies on Africa: Development of historiography on Africa and abrief survey of pre-15th century cultures and civilizations.

**Unit II:** Africa and World: Trade Relations from 15th century to 19th century: Economy, society and state in Africa from the end of the 15th to 19th centuries.

**Unit III:** Colonization of Africa: Atlantic Slave trade; Africa's contribution to the development of European capitalism.

**Unit IV:** Movements against Slave Trade and Slave Autobiographies: the end of the slave trade, and the shift to 'Legitimate Commerce' and 'Informal Empire'.

**Unit V:** Race, Imperialism and Apartheid:

1. The historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid
2. The making of colonial economies in Sub-Saharan Africa, towards the end of the 19th century
3. The colonial experience of Algeria under the French, and the National Liberation Movement of Algeria

**Unit VI:** Negritude, Diaspora and Independence Movement: Various forms of protest and National Liberation Movements century to 1939; peasant and worker protests, popular culture, gender and ethnicity.

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

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

**Unit I:** This unit deals with Development of historiography on Africa and a brief survey of pre-15th century cultures and civilizations in Africa. **(Teaching time: 6 hrs. approx.)**

- Manning, P., (2013). 'African and World Historiography', Journal of African History, Vol. 54, No.3, pp. 319-30. London: Cambridge University Press.
- Mazrui, A.A., (Ed.). (1993). UNESCO General History of Africa: Africa Since 1935 Vol. VIII. London: Heinemann.
- Fanon, F. (1963). The Wretched of the Earth. New York: Grove Press.
- Rediker, M., (2007). The Slave Ship: A Human History. New York: Viking.
- Ischie, E., (1997). A History of African Societies upto 1870. London: Cambridge University press.

**Unit-II:** This unit will deal with Africa and World, trading relations from the end of the fifteenth to the nineteenth centuries. It would also examine the nature of economy, society and state in Africa. **(Teaching time: 9 hrs. approx.)**

- Rodney, W. (1972). How Europe Underdeveloped Africa. London: Bogle- L'Ouverture Publications.
- Williams, E. (1944). Capitalism and Slavery. University of North Carolina Press.
- Sparks, A. (1991). The Mind of South Africa: The Story of the Rise and Fall of Apartheid. New York: Ballantine Books.

**Unit III:** This unit examines the colonization of Africa, the history of Africa in the Atlantic world with specific reference to slaves, slave-ships, piracy and slave

rebellions. It also elaborates upon Africa's contribution to the development of European capitalism. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Austen, R. (1987). *African Economic History*. London: Heinemann.
- Reid, R. J. (2012). *A History of Modern Africa: 1800 to the Present*. Hoboken: Wiley Blackwell.

**Unit-IV:** This unit deals with the movements against slave trade leading to its end and the shift to 'Legitimate Commerce' and 'Informal Empire' from 1800 onwards. It also familiarizes students about the experience of the native Africans through the slave autobiographies. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Freund, B. (1988). *The African Worker*. Cambridge: Cambridge University Press.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Douglass, F., (1995). *Narrative of the Life of Frederick Douglass, an American Slave*. Boston: Dover Publications.

**Unit V:** This unit deals with the history of Imperialism and the historical roots and meaning of Apartheid in South Africa and the struggle against it. It also deals with the making of colonial economies in Sub-Saharan Africa towards the end of the 19th century. **(Teaching time: 9 hrs. approx.)**

- Ahmida, A.A. (Ed.). (2000). *Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics*. London: Palgrave.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Davidson, B. (1978). *Africa in Modern History: The Search for a New Society*. London: Allen Lane.
- Ross, R. (1999). *A Concise History of South Africa*. Cambridge: Cambridge University Press.
- Ruedy, J. *Modern Algeria: The Origins and Development of a Nation*. Bloomington: Indiana University Press, 2005.
- Stora, B. *Algeria, 1830-2000: A Short History*. (2001). Ithaca: Cornell University Press, 2001.
- Thompson, L. *A History of South Africa*. (2000). New Haven and London: Yale University Press.

**Unit-VI:** This unit traces the history of various forms of protest and national liberation movements' upto 1939; peasant and worker protests, popular culture, gender and ethnicity. It also examines Worker protests, peasant rebellions and National Liberation Movements in Africa. **(Teaching time: 9 hrs. approx.)**

- Crummy, D. (Ed.). (1986). *Banditry, Rebellion and Social Protest in Africa*. London: Heinemann.

- Sueur, J.L. (Ed.). *The Decolonization Reader*. Abingdon: Psychology Press, 2003.
- Freund, B. (1988). *The Making of Contemporary Africa*. London: Palgrave Macmillan.

### **Suggested Readings:**

- Jewsiewicki, B. and Newbury, D., (1985). *African Historiographies: What history for Which Africa?* London: Sage Publications.
- Memmi, A. (1991). *The Colonizer and the Colonized*. Boston: Beacon Press.
- Owen, R., and Bob Sutcliffe. (Eds.). (1972). *Studies in the Theory of Imperialism*. London: Longman Publishing Group, 1972.
- Robinson, D., and Douglas Smith. (Eds.). (1979). *Sources of the African Past: Case Studies of Five Nineteenth-Century African Societies*. London: Heinemann.
- Bennoune, M. (1988). *The Making of Contemporary Algeria: Colonial Upheavals and Post-Independence Development*. Cambridge: Cambridge University Press.
- Callinicos, L. (1995). *A People's History of South Africa: Gold and Workers 1886-1924, Volume 1*. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1987). *A People's History of South Africa: Working Life 1886- 1940, Volume 2*. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1993). *A People's History of South Africa: A Place in the City, Volume 3*. Johannesburg: Ravan Press Ltd.
- Du bois, W.E.B. (1979) *The World and Africa: An Inquiry into the part which Africa has played in World History*. New York: International Publishers.
- Rediker, M. (2014). *Outlaws of the Atlantic: Sailors, Pirates and Motley Crews in the Age of Sail*. Boston: Beacon Press.
- Inikori, J.E. (2002). *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Equiano, Olaudah., (1789). *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. London : T. Wilkins, etc.
- Asanti, Molefi K., (2019). *The History of Africa: The Quest for Eternal Harmony*. Routledge.
- Collins, Robert O. and Lyob, R. (Eds.). (2015). *The Problems in African History: The Precolonial Centuries*. Markus Wiener Publishers.

**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– 1 (DSC): History of India 1700 – 1857**

**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 1700 – 1857	4	3	1	0	12 th Pass	Should have studied History of India 1550 – 1700

**Learning Objectives**

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

**Learning outcomes**

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

**SYLLABUS OF DSC**

**Unit I:** India in the 18th century: Background, Debate

**Unit II:** Expansion and consolidation of British power:

1. Bengal, Mysore, Maratha, Punjab
2. Ideologies/Strategies of Raj

**Unit III:** Making of a colonial Economy:

1. Land Revenue Settlements
2. Commercialisation of Agriculture
3. De-Industrialisation

**Unit IV:** Social and Religious Reform Movements:

1. An overview of the reformist movements of the 19th century

## 2. Indigenous and Modern education

### Unit V: The Revolt of 1857: Causes, Nature, and Consequences

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

#### Essential/recommended readings

**Unit I.** This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- सम्पूर्ण, लाम्बी, (2013), भारत का इतिहास (1700-1857), नूतन, और एंक्लैकतवान
- बंधोपाध्याय, शेखर. (2012). प्लासी के वैश्वभारत: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, द्वितीय माध्यम काल के अन्वयन के लिये, नूतनीय, नूतनीय, नूतनीय, नूतनीय

**Unit II.** This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching Time: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). प्लासी के वैश्वभारत: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

**Unit III.** This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching Time: 12 hrs. approx.)**



- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सब्यसाची (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947)  
नूतनी, राँिकमलप्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वभाँिनक: आधुनिक भारत का इतिहास.  
Hyderabad: Orient Longman.
- शकल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, इहंँिी माध्यम  
कार व वनन्तत्तेशल, नूतनीवव्वद्व्यालर, नूतनी

**Unit IV.** This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire. **(Teaching Time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- O'Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वभाँिनक: आधुनिक भारत का इतिहास.  
Hyderabad: Orient Longman.
- शकल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, इहंँिी माध्यम  
कार व वनन्तत्तेशल, नूतनीवव्वद्व्यालर, नूतनी

**Unit-V:** This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सुर्मर् (2009). *आधुनिक भारत, नल्ल्ी, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से वर्भािनर्क: आधुनिक भारत का इर्हास*. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इर्हास, ह्ी माध्यमकार ा ान्वनत न्नशे ालर, नल्ल्ी वर्शवर्दयालर, नल्ल्ी*

### **Suggestive readings**

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late

Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.

- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) *Awadh in Revolt 1857-1858*. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770- 1900*. Delhi: Oxford University Press.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.

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

## DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1789-1870

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>History of Europe: 1789-1870</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12 th Pass</b>	<b>NIL</b>

#### Learning Objectives

This paper offers a historical overview of the development stemming from the French revolution and the subsequent period of revolutionary upheavals in Europe during the first half the nineteenth century. It traces the different trajectories of industrialization in various parts of Europe, the accompanying transformations in social life and the world of work, as well as the development of new ideologies that accompanied the formation of new social classes in the industrial era. Students will also be familiarized with the factors that fuelled the emergence of nationalism and nation-states in the given period.

#### Learning outcomes

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

- Trace the key repercussions of the French revolution and Empire-building by France.
- Distinguish the patterns of industrialization in Europe and assess the widespread impact of the industrial revolution.
- Highlight the growth of labour movements and new ideologies in the industrial era.
- Comprehend the broad varieties of nationalist aspirations that emerged in the nineteenth century, and the processes by which new nation-states were carved out in Italy and Germany.

#### SYLLABUS OF DSC

##### **Unit- 1:** The French revolution

1. Causes, phases, and legacy
2. Napoleonic reforms and their impacts: authoritarian state, stirrings of nationalism in the First French Empire

**Unit- 2: Restoration and revolutions, 1815-1848**

1. Congress of Vienna and Concert of Europe
2. Revolutions of 1830 and 1848

**Unit-3: Socio-economic transformations in the early 19th century**

1. Industrialization: patterns, changing nature of work, transformations in society, life in the industrial city
2. Social ferment: labour movements; rise of liberalism and early socialism

**Unit-4: Nations and nationalism**

1. Patterns of nationalism
2. Unification of Italy and Germany

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

**Essential/recommended readings**

**Unit-I:** At the end of this rubric students would have developed an understanding of the conditions that paved the way for a revolution in late eighteenth century France, and the subsequent transformations in French society since 1789. They will be familiarized with the larger legacy of the French revolution, as well as the impact of Napoleonic rule on monarchies and socio-economic structures outside France. **(Teaching time: 12 hrs. approx.)**

- Hunt, Jocelyn. (1998). The French Revolution. Questions and Analysis in History Series. London and New York: Routledge.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London: Routledge. [Chapter 1, 2, 3 and 4]
- Rude, George. (1964). Revolutionary Europe, 1783-1815. London and Glasgow: Collins. [chapters 4 to 9; chapter 13]
- लालबहादुर शास्त्री (संपादक)। रोप का इतिहास: फ्रांस से लेकर रूस तक।  
DU.
- पण्डित शशिभूषण (संपादक)। रोप का इतिहास। Hindi Madhyam Karyanvaya  
DU.

**Unit-II:** At the end of this rubric students would have developed an understanding of the significant developments post the Congress of Vienna (1814–1815) which settled the boundaries of post- Napoleonic Europe and restored monarchs to power. Despite the conservative reaction, political revolts broke out which culminated in cycle of revolutions in 1830 and 1848. **(Teaching time: 9 hrs. approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [Chapter 1 to 3; Chapter-5].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapter 5 & 7].

- Seaman, L.C.B. (2003). From Vienna to Versailles. London and New York:Routledge, Taylor & Francis. [Chapter-2].
- लालबहादि दुवमारा रोक का इहास: फंसासोका सेनीरक
- पाणिसरिगुण (सपािक)रNideshalaya, रोक का इहास। Hindi Madhyam Karyanvaya DU.

**Unit-III:** In this Unit the student would learn about the social and economic dimensions of the Industrial revolution. The response of labour and middle-class liberals to unfolding capitalist industrialization will be examined by tracing key forms of labour protests and the development of early socialist and liberal ideologies. **(Teaching time: 15 hrs. approx.)**

- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapters 2 and 3].
- Perry, Marvin et al (ed.).(2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21; Chapter-22: pp. 534– 541].
- Stearns, Peter.(2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapters 2 to 4].
- Lang, Sean. (1999). Parliamentary Reform, 1785–1928. London and New York: Routledge.[Chapter-3]
- लालबहादि दुवमारा रोक का इहास: फंसासोका सेनीरक
- पाणिसरिगुण (सपािक)रNideshalaya, रोक का इहास। Hindi Madhyam Karyanvaya DU.
- रोमिस्वेलार रोक 1870 से। अनवकि क: तेहमहाणि। Hindi Madhyam Karyanvaya Nideshalaya, DU.

**Unit-IV:** In this rubric the student will be expected to demonstrate an understanding of the making of modern nation-states. In this regard, the students will be exposed to a close analysis of the complex political and economic factors associated with the unification of Germany and Italy, as well as the processes by which nation-states strengthened themselves. **(Teaching time: 9 hrs.approx.)**

- Cowie, L.W. (1985). Years of Nationalism: European History, 1818-1890.Hodder & Stoughton. [Parts 3 & 4].
- Craig, Gordon. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge.1982 [Chapters 9 & 10].
- Seaman, L.C.B. (2003). From Vienna to Versailles. London and New York:Routledge, Taylor & Francis. [Chapters 10 and 11].

- लालबहादुर शास्त्री (संपादक) का उपनिषद्: फ्रांसीसी क्रांति का इतिहास
- पण्डित साहयगुप्त (संपादक) का उपनिषद्: हिन्दी Madhyam Karyanvaya Nideshalaya, DU.
- विवेकानंद के 1870 से अनवरत: तन्त्रमहाविद्यालय हिन्दी Madhyam Karyanvayan Nideshalaya, DU.

### Suggestive readings

- Edmund Burke: reflections on the French Revolution.
- Blanning, T.C.W. (ed.). (2000). The Oxford History of Modern Europe. Oxford:OUP. [Chapters 2 and 4].
- Hobsbawm, E. J. (1996). The Age of Revolution, 1789–1848. New York: Vintage Books.
- Merriman, John. (2002). A History of Modern Europe: From Renaissance to the Present. Vol. II. London and New York: W.W. Norton [Chapters 12 and 14].
- नवलक्ष्मी, मीनाक्षरिणी, विनायकधर (संपादक)। आधुनिक उपनिषद्
- स: आर म और शास्त्री। हिन्दी Madhyam Karyanvaya Nideshalaya, DU
- तन्त्रमहाविद्यालय का उपनिषद्: 1870-1914 प्रकाशन।
- ए.के. तन्त्रमहाविद्यालय का उपनिषद्: 1789 से 1945 का इतिहास प्रकाशन

**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 History as Non-Major**

**DISCIPLINE SPECIFIC CORE – HISTORY OF INDIA 1700-1857**

**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 1700 – 1857	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of India 1550 – 1700

**Learning Objectives**

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

**Learning outcomes**

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

**SYLLABUS OF DSC-1**

**Unit I:** India in the 18th century: Background, Debate

**Unit II:** Expansion and consolidation of British power:

3. Bengal, Mysore, Maratha, Punjab
4. Ideologies/Strategies of Raj

**Unit III:** Making of a colonial Economy:

4. Land Revenue Settlements
5. Commercialisation of Agriculture
6. De-Industrialisation



#### **Unit IV: Social and Religious Reform Movements:**

3. An overview of the reformist movements of the 19th century
4. Indigenous and Modern education

#### **Unit V: The Revolt of 1857: Causes, Nature, and Consequences**

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

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

**Unit I.** This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- समग्रगण, लामी, (2013), भारत का इतिहास (1700-1857), नूतनी, ओरिएण्टल ब्लैकस्वैन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शकल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कक्षा के अर्थशास्त्र के अंतर्गत, नूतनी विश्वविद्यालय, नूतनी

**Unit II.** This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching time: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- बेवर, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

**Unit III.** This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सव्यसाची (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947)  
नूतनी, रा. क. कमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.  
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, द्वितीय माध्यम  
कार. व. अ. नूतनी प्रकाशन, नूतनी, नूतनी

**Unit IV.** This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire. **(Teaching time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- O'Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.  
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, द्वितीय माध्यम  
कार. व. अ. नूतनी प्रकाशन, नूतनी, नूतनी

**Unit-V:** This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those

of struggling peasants and tribals during the Company Raj. **(Teaching time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सूर्य (2009). *आधुनिक भारत, नूतनी, रािकमलप्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासीसेवभािनक: आधुनिकभारत्काईहास*. Hyderabad: Orient Longman.
- शकल, आर.एल. (Ed). (1987). *आधुनिक भारत का ईहास, हंिी माध्यम कार व वननतानथे ातर, नूतनीववववववववववव, नूतनी*

### **Suggestive readings**

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .

- Jones, Kenneth. (2003) Socio-Religious Reform Movements in British India. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). An Intellectual History for India. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). Agricultural Production and South Asian History. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). Ideologies of the Raj. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) India in the Shadows of Empire: A Legal and Political History 1774- 1950. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) Awadh in Revolt 1857-1858. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). Forms of Knowledge in Early Modern Asia. Delhi: Manohar.
- Raj, K N. et al ed. (1985). Essays on the Commercialization of Indian Agriculture. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", Modern Asian Studies, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). The Making of Agrarian Policy in British India, 1770- 1900. Delhi: Oxford University Press.
- Stokes, Eric. (1986). The Peasant Armed: The Indian Rebellion of 1857 In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. Orientalism and the Postcolonial Predicament: Perspectives on South Asia, University of Pennsylvania Press, 1993.

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

## Pool of DSE for BA (Prog.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE ): Merchant and Mercantile Practices in India

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Merchant and Mercantile Practices in India	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

This course explores the ways in which merchants and mercantile practices have been approached, appropriated and understood in Indian history. The diverse narratives of a high degree of merchant mobility, institutional adaptation, and diversification into banking and manufacturing map out dimensions of variation reflected in a huge diversity of business practice and social organization. The endeavor is to familiarize students with merchant communities and practices distinguished by location, geographic scope, and type of commodities traded. Their regional distribution, internal and social organization, standards for behaviour, and resource opportunities varied accordingly and thus one could analysis historical evolution of merchants and mercantile communities of the IndianSubcontinent and their changing role. Here response and adaptation of the mercantile communities towards the changing socio-political environment too becomes vital to be explored.

#### Learning outcomes

Students will also learn what histories of merchants and mercantile practices can tell us about ex-change patterns across social formations. We will aim simultaneously to see merchants and mate-rial culture more generally, as playing a fundamental role inthe shaping of our past.

#### Theory and Practical/ Field work/Hands-on-learning:

Through the course students are expected to continuously interact with the mercantile sector through programmes built into the academic curriculum like field studies, internships, projects, audio-visual projects and its cluster initiatives.

## SYLLABUS OF DSE

### Unit I: Introduction: Situating merchants and mercantile practices in Indian History

1. Sources and Historiography: Inscriptions, Bahis, Khatas, Khatpatras,
2. Inception: Mechanism and means of exchange and involvement of groups (barter, coined and uncoined money)

### Unit II: Origins, Identities and Organizations of Merchant Communities:

1. Crafts and commerce in early historical India: Craft Guilds and Trading Guilds (Shreni, Puga, Nigama, Sartha) the Craftsperson as a Petty Trader: Organization, rules, and regulations;
2. Occupational specialisation and spatial distribution: Nagaram,
3. Mercantile Public Identities: Chettiars, Baniyas, Jains, Marwaris, Shikarpuris, Banjaras, Bohras, Parsis

### Unit III: Social Interface and world of the Merchants

1. Momentum of Markets, Urbanisation and engagement of merchants in exchange practices/development of Mercantile spaces- qasbas, bazaars, katras, melas and haats,
2. Merchants and mercantile practices in relation to the state and temple in Medieval India.

### Unit IV: Changing patterns of Mercantile Communities & Practices:

1. Growth of interregional specialisation and India's interaction with Global trade.
2. Merchant families, marriage alliances, family firms, and mercantile elites,
3. Money, instruments of exchange, banking and interest,
4. European Trade, Companies and Agency houses.

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit I:** This unit seeks to introduce the concept of Mercantile activities and the role of merchants through the analysis of Inscriptions, Bahis, Khatas, Khatpatras, The idea is to make student familiar with the inception of mechanism and means of exchange and involvement of groups. **(Teaching time: 9 hrs. approx.)**

- Adhya, G.L., Early Indian Economics: Studies in the Economic Life of Northern and Western India c. 200 B.c.-300 A.D; Bombay, 1966. {Chapters II ('Industry') and III ('Trade')}
- Gokhale, B G; 'The Merchant in Ancient India'; Journal of the American Oriental Society; Apr-Jun 1977; Vol. 97, no.2; pp. 125-130.
- राधिकाणचौधरी, प्राचीन भारत का आर्थिक इतिहास, पटना इन्स्टीट्यूट; 1979, विनकी प्रकाशन.
- {अध्याय 10 एवं 12.}

- Majumdar, R.C., Corporate Life in Ancient India; (third edition), Firma K. L. Mukhopadhyay, Calcutta, 1969, {Chapter I ('Corporate Activities in Economic Life')}

**Unit II:** This unit deals with origins, identities and Organizations of Merchant Communities. The unit will also trace Crafts and commerce in early historical India and look at Religious, Caste and Regional Variations in Mercantile Public Identity. **(Teaching time: 12 hrs. approx.)**

- Champakalakshmi, R., Trade, Ideology and Urbanisation: South India 300 BC to AD 1300; Oxford University Press, Delhi. 1996, {Chapter 5 ('The South Indian Guilds: Their Role in Early Medieval Trade and Urbanization')}
- Chakravarti, Ranabir; 'Monarchs, merchants and a matha in Northern Konkan (c. 900-1053 AD)'; IESHR: 27,2, 1990.
- ———; Trade and Traders in Early India; London, 2020.
- Das, Dipakranjan, Economic History of the Deccan: from the First to the Sixth century A.D.; Munshiram Manoharlal; Delhi; 1969. {Chapters XII ('Organisation of Industry and Trade') and XIV ('Banking and Allied Business')}
- Gopal, Lallanji, The Economic Life of Northern India, c. A.D. 700 – 1200; Motilal Banarsidass, Varanasi; 1965. {Chapter IV ('Guilds')}
- Subbarayalu, Y., 'Trade Guilds of South India up to Tenth Century'. Studies in People's History, 2(1), 2015, pp. 21–26.
- Jain, V K; Traders and Traders in Western India 1000-1300 AD; South Asia Books; 1990.
- Jain, Shalin, "The Urban Jain Community, Commercial Mobility and Diaspora", (Chapter 4) pp. 158-205; portions dealing with social role of Jain merchants- Shantidas Jauhari and Virji Vora, pp. 255-267 in Identity, Community and State: The Jains under the Mughals, Primus Delhi, 2017
- Karashima, N., Y. Subbarayalu and P. Shanmugam, 'Nagaram during the Cola and Pandya Period: Commerce and Towns in the Tamil Country, A.D 850- 1350'. The Indian Historical Review, Volume XXXV, No I (January 2008), pp. 1- 33.
- Kosambi, D.D., 'Indian Feudal Trade Charters', Journal of Economic and Social History of the Orient, 2(3), 1959, pp. 281-293. Reprinted in B.D. Chattopadhyaya, ed., Oxford India Kosambi.
- Markovits, Claude, "The Gate of Khorassan: the Shikarpuri network, c. 1750- 1947", The Global World of Indian Merchants, 1750-1947 Traders of Sind from Bukhara to Panama, CUP, 2000, pp. 57-109.
- Markovits, Claude (2008). Merchants, Traders, Entrepreneurs: Indian Business in the Colonial Era. Basingstoke: Palgrave Macmillan (Part III on 'Merchant Networks').
- Mehta, Makrand, Indian Merchants and Entrepreneurs in Historical Perspective, Delhi, 1991.
- Mehta, Shirin, 'The Mahajans and The Business Communities of Ahmedabad' in Dwijendra Tripathi ed., Business Communities of India, Manohar, 1984, pp. 173-184.
- Nilakanta Sastri, K.A., The Coḷas (Revised edition, 1955), {Chapter XXII ('Industry and Trade')}.
- Sircar, D.C., Studies in the Political and Administrative Systems in Ancient and Medieval India; Motilal Banarsidass; Delhi; 1974), {Chapter XIII ('Charter of Viṣṇuṣeṇa') and Appendix VI ('Traders' Privileges Guaranteed by Kings')}
- Ray, Rajat Kanta ed, 1992, Entrepreneurship and Industry in India, 1800-1947, Delhi, OUP

**Unit III:** This unit will explore the growth and expansion of mercantile world of activity and its

interface with Urbanization, exchange spaces, state and temple in Medieval India. **(Teaching Time: 12 hrs. approx.)**

- The Cambridge Economic History of India 1, 1200-1750, edited by Tapan Raychaudhuri and Irfan Habib (Chapters II, III.3-4, IV, V, VII, X-XIII)
- Ardhakathanak, Translation: Mukund Lath. (ed. Translation), Half a Tale, Ardhakathanak, Jaipur, 1989
- Irfan Habib, 'Banking in Mughal India', Contributions to Indian Economic History, ed. Tapan Raychaudhuri, Calcutta, 1960, pp. 1–20.
- ———; 'The Currency System of the Mughal Empire', Medieval India Quarterly, Vol. iv, 1961.
- ———; 'Merchant Communities in Precolonial India', The Rise of Merchant Empires, Long- Distance Trade in the Early Modern World 1350–1750, ed. James D. Tracy, Cambridge, 1990.
- Hall, Kenneth R., Trade and Statecraft in the Age of Cōlas; Abhinav Publications; New Delhi.; 1980.
- Haider, Najaf, "The Moneychangers (Sarrafis) in Mughal India", Studies in People's History, 6, 2, 2019, pp. 146-161.
- Om Prakash; 'The Indian Maritime Merchant, 1500-1800'; Journal of the Economic and Social History of the Orient, 2004, Vol. 47, No. 3, Between the Flux and Facts of Indian History: Papers in Honor of Dirk Kolff (2004), pp. 435- 457; URL: <https://www.jstor.org/stable/25165056>
- Pradhan, Sulagna; 'Three Merchant of Thirteenth Century Gujarat'; Proceedings of the Indian History Congress, 2017, Vol. 78 (2017), pp. 275-281; URL: <https://www.jstor.org/stable/10.2307/26906095>.

**Unit IV:** This unit will take up changing patterns of Mercantile Communities & Practices with Growth of interregional specialisation and Global prospective of trade, establishment of mercantile elite groups/families. The unit will also deal with the gradual and increasing involvement of European trading companies and emergence of agency houses. **(Teaching time: 12 hrs. approx.)**

- The Cambridge Economic History of India 2, 1757-1970, edited by Dharma Kumar and Meghnad Desai (Chapter IX, 'Money and Credit, 1858-1947', by A.G. Chandavarkar).
- Chaudhary, Sushil and Michel Morineau ed., Merchants, Companies and Trade: Europe and Asia in the Early Modern Era, CUP, 1999.
- Ray, Rajat Kanta, 'Asian Capital in the Age of European Domination: The Rise of the Bazaar, 800–1914', Modern Asian Studies, 29(3), pp. 449–554.
- Roy, Tirthankar, "States: A Political Theory of the Community", (Chapter 2), pp. 45-88; "Merchants: Guild as Corporation", (Chapter 3), pp. 89-129; "Artisans: Guilds for Training", (Chapter 4), pp. 130-152 in Tirthankar Roy, Company of Kinsmen: Enterprise and Community in South Asian History 1700- 1940, OUP, 2018.
- Rudner, David; 'Banker's Trust and the Culture of Banking among the Nattukottai Chettiars of Colonial South India'; Modern Asian Studies, 1989, Vol. 23, No. 3 (1989), pp. 417-458; URL: <https://www.jstor.org/stable/312703>.

#### **Suggestive readings**

- Business Practices And Monetary History, Unit 22 in Block-5 Expansion and Growth of Medieval Economy-II,



<http://egyankosh.ac.in//handle/123456789/44532>

- C.A. Bayly, Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870, New Delhi: Cambridge University Press, 1988.
- Chakravarti, Ranabir; 'Nakhudas and Nauvittakas: Ship-Owning Merchants in the West Coast of India (C. AD 1000-1500)'; Journal of the Economic and Social History of the Orient, 2000, Vol. 43, No. 1 (2000), pp. 34-64; URL: <https://www.jstor.org/stable/3632772>.
- Chatterjee, Kumkum; 'Collaboration and conflict: Bankers and early colonial rule in India: 1757-1813'; IESHR; 30,3, 1993'.
- Colonialism And Trade:1857-1947 Unit 27 in Block-6 Trade and Markets <http://egyankosh.ac.in//handle/123456789/44534>
- Goitein, S.D., 'Portrait of a Medieval India Trader: Three Letters from the Cairo Geniza, Bulletin of the School of Oriental and African Studies 50(3), 1987, pp. 449-64.'
- Habib, Irfan, 'Usury in Medieval India', Comparative Studies in Society and History 6 (1964), pp. 393-419.
- Irfan Habib, 'The System of Bills of Exchange (Hundis) in the Mughal Empire', Proceedings of the Indian History Congress, 35 Session, Muzaffarpur, 1972, pp. 290-303.
- Mahalingham, T.V. 1940 (1975), Administration and Social life under Vijayanagar - Part II Social Life (Revised edn).
- Mehta, Makrand. (1991). "Vaishnav Baniyas as Merchants, Sharafs and Brokers: The 17th Century Parekhs of Surat" in Makrand Mehta ed., Indian Merchants and Entrepreneurs in Historical Perspective with Special Reference to Shroffs of Gujarat: 17th to 19th Centuries, Delhi: Academic Foundation, pp. 65- 90.
- Merchants And Markets:1757-1857 Unit 26 in Block-6 Trade and Markets <http://egyankosh.ac.in//handle/123456789/44535>
- Mukherjee, Rila; 'The Story of Kasimbazar: Silk merchants and Commerce in Eighteenth Century India'; Review (Fern-and Braudel Center), Fall, 1994, Vol 17, No. 4, pp 499-554; URL: <https://www.jstor.org/stable/40241304>
- Pushpa Prasad, 'Credit and Mortgage Documents in the Lekhapaddhati', Puratattva, No. 18, 1987- 88, pp.94-95.
- Patra, Benudhar; 'Merchants, guild and trade in Ancient India: An Orissan Perspective'; Annals of the Bhandarkar Oriental Research Institute; Vol 89, 2008; pp.133- 168.
- Steensgaard, Niels, The Asian Trade Revolution of the Seventeenth Century: The East India Companies and the Decline of the Caravan Trade. Chicago: University of Chicago Press. 1974.
- Trade, Trading Networks and Urbanisation: North India, C.AD 300 to C. AD 1300, Unit 14 in Block-3 Early Medieval Economy and Its Continuities, <http://egyankosh.ac.in//handle/123456789/44516>
- Tripathi, Dwijendra. (1984) (ed.), Business Communities of India: A Historical Perspective, Delhi: Manohar.
  - टैम्बगा, िॉमस ए. (1978). मारवाड़ी समाि व्यवसाय से उद्योग मेें, नई दिल्ली: राधाकृष्णकलाशन.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Urbanisation and Urbanism in Indian

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Urbanisation and Urbanism in Indian History</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12 th Pass</b>	<b>NIL</b>

### Learning Objectives

This course provides a comprehensive insight into the concepts of urbanisation, urbanism and urban centres in historical context. It aims to give the students an understanding of the process of urban development and decline in different historical periods and phases emphasising on the role of various factors and impetus including technology, trade, economic institutions, state-system and religious ideologies in the urbanization of prominent cities of Indian history.

### Learning outcomes

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

- Discern the idea of urbanisation, urbanism, quintessential characteristics of an urban centre in distinct historical background and the determining factors of the emergence of urban centres in Indian history.
- Comprehend the origin and fall of early urbanism and urban centres in the light of archaeological evidence with special reference to first urbanization.
- Recognise the role of technology, economic development and state formations in the revival of urbanisation and important urban cities in ancient times.
- Identify the causes and features of urbanisation in medieval India after obtaining the knowledge of the cities in context of economic growth, political transformation and religious institutions.
- Engage with the idea of imperial ideology of the British government shaping the creation of colonial cities.
- Get acquainted with the various aspects of urbanization in the colonial period centred on trade, urban planning, transportation and polity.

### SYLLABUS OF DSE-2

**UNIT I:** Interpreting Urbanization, Urbanism, and Urban-Rural Fringe; Survey of Sources and Historiography.

**UNIT II:** The First and Second Urbanization: Origin, Development, Decline and Continuity; Case studies - Harappa, Rakhigarhi, Mathura, Sopara and Kanchipuram.

**UNIT III:** Urban efflorescence in the medieval period: State, Trade and Religion; Case studies - Thanjavur, Hampi, Puri, Agra.

**UNIT IV:** Urbanization in the colonial period with special reference to trade, urban planning, transportation and polity; Case Studies - Madras, Calcutta, Bombay, New Delhi.

Practical component (if any) - NIL

### Essential/recommended readings

**Unit-I:** This unit lays stress on the concepts of urbanisation, de-urbanisation, urbanism, and urban-rural relations in historical perspective. It further explains the subtle nuances of the various sources such as archaeological, literary and archival records while discussing the process of urbanisation, its several phases, patterns and classifications in Indian history. (Teaching Time: 6 hours approx.)

- A. K. Ramanujan, 'Towards an Anthology of City Images', in Vinay Dharwadker (ed.), *The Collected Essays of A.K. Ramanujan*, Oxford University Press, Delhi, 2012, pp. 52-72.
- B.D. Chattopadhyaya, *Studying Early India: Archaeology, Text and Historical Issues*, Permanent Black, 2003, pp. 29-38, 105-125.
- Indu Banga (ed.), *The City in Indian History*, Manohar, New Delhi, 1991, pp. 1-8, 69-80.
- R. Ramachandran, *Urbanization and Urban System in India*, Oxford University Press, Delhi, 1991.
- Shonaleeka Kaul, *Imagining the Urban*, Permanent Black, Delhi, 2010, (Introduction).

**Unit II.** This Unit shall introduce students to the evolution of urbanisation in the protohistoric period, its development and decline; the re-emergence of material culture, state-organization, belief systems and some of the important urban centres in the Indian sub-continent (Teaching Time: 12 hours approx.)

- Adhir Chakravarti, *Urban Development in Ancient India*, The Asiatic Society, Kolkata, 2006. (Chapter 1 & 2).
- B.D. Chattopadhyaya, *Studying Early India: Archaeology, Texts and Historical Issues*, Permanent Black, Delhi, 2003. pp. 105-134.
- D. K. Chakrabarti and Makkhan Lal (ed.), *History of Ancient India*, Vol. 3, Aryan Books International, New Delhi, 2014, pp. 435-500.
- Indu Banga (ed.), *The City in Indian History*, Manohar Publishers and Distributors, New Delhi, 2005, pp. 9-18.
- J.M. Kenoyer, *Ancient cities of Indus valley civilization*, Oxford University Press, Oxford, 1998.
- R. Champakalakshmi, *Trade, Ideology and Urbanization*, Oxford University Press, Delhi, 1996. (Chapter 1, 6 & 7).
- Seema Bawa (ed.), *Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures*, Bloomsbury, New Delhi, 2021, Chapter 2.
- Vasant Shinde, 'Peopling and Early Cultural Development in South Asia as Revealed by the First of its Kind Research Based on Archaeogenetic Analysis and Craniofacial Reconstruction of the Human Skeleton Data from Rakhigarhi', *Purattatva*, Vol. 50, 2020, pp. 34-53.
- Vijaya Laxmi Singh, *Mathura, the Settlement and Cultural Profile of an Early Historic City*, Sandeep Prakashan, Delhi, 2005, (Chapter 2 & 3).
- Vijaya Laxmi Singh, *The Saga of the First Urbanism in Harappan Civilization*, Sandeep Prakashan, Delhi, 2006.
- राय उदय नारायण, प्राचीन भारत में नगर तथा नगर जीवन, हिंदुस्तान एकेडेमी, इलाहाबाद, 1965.
- संजू शर्मा, ऊपरी गंगाघाटी द्वितीय नगरीकरण, लोकभारती प्रकाशन, इलाहाबाद, 2017.
- किरण कुमार थपलियाल, सिंधु सभ्यता, उत्तर प्रदेश हिंदी संस्थान, लखनऊ, 2003.

- उपिंद्र सिंह, प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास पाषाणकाल से 12वीं शताब्दी तक, पियरसन, नई दिल्ली, 2016, (अध्याय 4, 6,8).

**Unit III.** This unit elaborates the urban development and growth of cities in medieval period with regard to the establishment of new state-polity, expansion of trade and mercantile activities as well as consolidation of religious ideologies, in which the architectural structures of the cities too hold a significant place as the manifestation of power, authority and glory. In order to describe the political, economic and cultural aspect of the medieval cities, the unit focuses on the study of Thanjavur, Hampi, Agra and Puri. (Teaching Time: 4 weeks approx.)

- Aniruddha Ray, *Towns and Cities of Medieval India: A Brief Survey*, Manohar, New Delhi, 2015.
- Bhairabi Prasad Sahu, 'Trade and Traders: An Exploration into Trading Communities and their Activities in Early Medieval Odisha', *Studies in People's History*, Vol. 6, No. 2, 2019, pp. 134-145.
- James Heitzman, 'Temple Urbanism in Medieval South India', *The Journal of Asian Studies*, Vol. 46, No. 4, November 1987, pp. 791-826.
- John M. Fritz and George Michell, *Hampi Vijayanagar*, Jaico, Mumbai, 2014.
- K. K. Trivedi, *Medieval City of Agra*, Primus Books, Delhi, 2017.
- R. Champakalakshmi, *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, Oxford University Press, Delhi, 1996.
- Stephen, S. Jeyaseela, 'Thanjavur: The Making of a Medieval Metropolis' in Yogesh Sharma and Pius Malekandathil (eds), *Cities in Medieval India*, Primus Books, Delhi, 2014.
- देवी दयाल माथुर, आगरा व फतेहपुर सीकरी के ऐतिहासिक भवन, सर्वोदय प्रकाशन, दिल्ली, 1954.
- वैकट सुब्रमनियम, मुगल भारत में शहरीकरण, हरीशचंद्र वर्मा (संपादक), मध्यकालीन भारत, भाग द्वितीय, हिंदी माध्यम कार्यन्वय निदेशालय, दिल्ली विश्वविद्यालय, 2008 (19 वां संस्करण).

**Unit IV.** This unit aims to familiarise the students with the process of urbanization that was broadly influenced by the colonial policies of the British rule in India, and with the fact that urban centres were created as symbols of Imperialism. It further engages with the idea that trade and commerce, transportation, urban planning including landscapes allotted for administrative and educational purposes, as well as for cantonments, were linked to the creation of colonial cities. (Teaching Time: 4 weeks approx.)

- Amar Farooqui, 'Urban Development in a Colonial Situation: Early Nineteenth Century Bombay', *Economic and Political Weekly*, Vol. 31, No. 40, October 5, 1996, pp. 2746-2759.
- David A. Johnson, 'A British Empire for the Twentieth century: the Inauguration of New Delhi, 1931', *Urban History*, Vol. 35, No. 3, December 2008, pp. 462-484.
- Maansi Parpiani, 'Urban Planning in Bombay (1898-1928): Ambivalences, Inconsistencies and Struggles of the Colonial State', *Economic and Political Weekly*, Vol. 47, No. 28, July 2012, pp. 64-70.
- R. E. Frykenberg (ed.), *Delhi through the Ages: Selected Essays in Urban History, Culture and Society*, Oxford University Press, Delhi, 1993, pp. 223 - 286
- Narayani Gupta, *Delhi between Two Empires, 1803-1931: Society, Government, and Urban Growth*, Oxford University Press, Delhi, 1981, pp. 157-225.
- Partho Dutta, *Planning the City: Urbanisation and Reform in Calcutta, c. 1800 - c. 1940*, Tulika Books, Delhi, 2012.
- Susan M. Neild, 'Colonial Urbanism: The Development of Madras City in the Eighteenth

and Nineteenth Centuries', *Modern Asian Studies*, Volume 13, Issue 02, April 1979, pp. 217 – 246.

- निर्मला जैन, दिल्ली शहर दर शहर, राजकमल प्रकाशन, दिल्ली, 2009.

### Suggestive readings

- Ghosh (ed.) *The City in Early Historical India: An Encyclopaedia in Indian Archaeology*, Vol. I, Munshiram Manoharlal, Delhi, 1973.
- P. Shah, *Life in Medieval Orissa*, Chaukhamba, Varanasi, 1976.
- Varghese, *New Perspectives on Vijayanagara: Archaeology, Art, and Religion*, Oxford University Press, New Delhi, 2000.
- Akinori Useugi, 'Perspectives on the Iron Age/ Early Historic Archaeology in South Asia', *Purattava*, Vol. 50, 2020, pp. 138-164.
- Alexandra Mack, 'One Landscape, Many Experiences: Differing Perspectives of the Temple Districts of Vijayanagara', *Journal of Archaeological Method and Theory*, Vol. 11, No. 1, 2004, pp. 59–81.
- Aloka Parashar, 'Social Structure and Economy of Settlements in the Central Deccan (200 BC- AD 200)', in Indu Banga (ed.) *The City in Indian History*, Manohar Publications, Delhi, 1991.
- Anil Varghese, *Hampi*, Oxford University Press, New Delhi, 2002.
- Attilio Petruccioli, 'The City as an Image of the King: Some Notes on the Town-Planning of Mughal Capitals in the Sixteenth and Seventeenth Centuries', in Monica Juneja (ed.) *Architecture in Medieval India: Forms, Context, Histories*, Permanent Black, Ranikhet, 2015.
- D. Chattopadhyaya, 'Transition to the Early Historical Phase in the Deccan: A Note', in B M Pandey and B. D. Chatyopadhyaya (eds) *Archaeology and History: Vol. II (Essays in Memory of A. Ghosh)*, Agam Kala Prakashan, Delhi, 1987.
- K. Malik, *Medieval Orissa: Literature, Society and Economy*, Mayur Publications, Bhubaneswar, 1996.
- Burton Stein, 'The Economic Function of a Medieval South Indian Temple', *The Journal of Asian Studies*, Vol. 19, No. 2, February 1960, pp. 163-176.
- K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, Oxford University Press, Delhi, 1995.
- Doris Meth Srinivasan, *Mathura: The Cultural Heritage*, South Asia book, Delhi, 1984.
- Ebba Koch, 'Mughal Agra: A Riverfront Garden', in Renata Halod, Attilio Petruccioli and Andre Raymond, (eds) *The City in the Islamic World Vol. I*, Leiden, Brill, 2008.
- R. Allchin, *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge University Press, Cambridge, 1995.
- Howard Spodek, 'City Planning in India under British Rule', *Economic and Political Weekly*, Vol. 48, No. 4, January 26, 2013, pp. 53-61.
- J. Gollings, John M. Fritz and George Michell, *City of Victory, Vijayanagara: The Medieval Capital of South India*, Aperture, New York, 1991.
- J. M. Fritz, G. Michell and M. S. Nagaraja Rao, *Where Gods and Kings Meet: The Royal Center at Vijayanagara*, University of Arizona Press, Tucson, 1984.
- J. M. Kenoyer, 'The Indus Tradition: The Integration and Diversity of Indus Cities', *Purattava*, Vol. 50, 2020, pp. 19-34.
- James Heitzman, 'Ritual Polity and Economy: The Transactional Network of an Imperial Temple in Medieval South India', *Journal of the Economic and Social History of the Orient*, Vol. 34, No. 1/2, 1991, pp. 23-54.
- John M. Fritz and George Michell, (eds), *New Light on Hampi, Recent Research at*

- Vijayanagara, Marg Publications, Mumbai, 2001.
- K.K. Trivedi, 'The Emergence of Agra As a Capital and a City: A Note on Its Spatial and Historical Background During the Sixteenth and Seventeenth Centuries', *Journal of the Economic and Social History of the Orient*, Vol. 37, No. 2, 1994, pp. 147-170.
  - Krupali Krusche and Vinayak Bharne, *Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India*, Cambridge Scholars Publishing, London, 2012.
  - Meera Kosambi and John E. Brush, *Three Colonial Port Cities in India*, *Geographical Review*, Vol. 78, No. 1, January 1988, pp. 32-47.
  - Narayani Gupta, 'Military Security and Urban Development: A Case Study of Delhi 1857-1912', *Modern Asian Studies*, Vol. 5, No. 1, 1971, pp. 61-77.
  - P. K. Basant, *The City and the Country in Early India: A Study of Malawa*, Primus Books, Delhi, 2012.
  - R. Nath, *Agra and Its Monuments*, The Historical Research Documentation Programme, Agra, 1997.
  - R.S. Sharma, *Urban Decay in India*, Munshiram Manoharlal, Delhi, 1987.
  - Shane Ewen, *What is Urban History?*, Polity Press, Cambridge, 2016.
  - Sumanta Banerjee, *Memoirs of Roads: Calcutta from Colonial Urbanization to Global Modernization*, Oxford University Press, New Delhi, 2016.
  - T. V. Mahalingam, *Economic Life in the Vijayanagar Empire*, Nuri Press, Madras, 1951.
  - Murali Ranganathan (ed. & tr.), *Govind Narayan's Mumbai: An Urban Biography from 1863*, Anthem Press, London, 2008.
  - कृष्णादत्त वाजपेयी, *ब्रज का इतिहास*, अखिल भारतीय ब्रज साहित्य मंडल, मथुरा, 1955.
  - नीलकंठ शास्त्री, *दक्षिण भारत का इतिहास*, पटना, बिहार हिंदी ग्रंथ एकडेमी, 2006.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE): Prehistory and Protohistory 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		
<b>Prehistory and Protohistory of India</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12 th Pass</b>	<b>NIL</b>

#### Learning Objectives

This course aims to introduce the concepts of pre and proto history through a survey of various cultures/periods of the Indian subcontinent. The course provides an understanding of the shifts and developments in the technology and subsistence practices through the hunting-gathering, food producing, urban and Iron using societies. The cultural diversity of different geographical zones of the Indian subcontinent would be highlighted through a study of settlement patterns.

#### Learning outcomes

At the end of the course, students would:

- Have the ability to differentiate between various pre and proto historic cultures/periods.
- Understand the changes and continuity in distribution, tool technology and subsistence practices during the Palaeolithic and Mesolithic periods.
- Identify the characteristic features of Neolithic cultures in the Indian subcontinent with their regional distribution
- Recognise the various copper using cultures of India.
- Distinguish the different phases of Harappan civilization.
- Locate the development of Iron technology in different geographical zones of India.

#### SYLLABUS OF DSE

**Unit 1:** Introduction Understanding the concept, scope and terminology of Pre and Proto history

1. Sources

**Unit 2:** Prehistoric Hunter Gatherers

1. Survey of Palaeolithic cultures: Sites, Sequence, tool typology and technology, Subsistence patterns
2. Survey of Mesolithic cultures in India: distribution, tool technology and typology and artefacts
3. Survey of rock art in India

**Unit 3:** Early Farming Communities: Beginning of Food Production

1. Understanding Neolithic: Regional distribution, subsistence practices and settlement patterns

## 2. Survey of Chalcolithic cultures in Indian subcontinent

### Unit 4: Harappan Civilization: Extent, features of urbanisation and legacy (4 Weeks)

1. Early Harappan
2. Mature Harappan
3. Late Harappan

### Unit 5: Early Iron using societies: Beginning and development of iron technology (3 Weeks)

1. Survey of PGW Cultures in Indian Subcontinent with special reference to Ahichhatra and Atranjikhhera
2. Megalithic Cultures: Distribution pattern, Burial practices and types

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit 1:** In this unit the students will be introduced to the major concepts and terminologies relating to the prehistoric archaeology. They will also be introduced to the other such disciplines which are utilized in the interpretation of prehistoric objects. **(Teaching Time: 6 hrs. approx.)**

- Chakrabarti, D.K. (1999). India: An Archaeological History, Oxford University Press, pp. 1- 18.
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld.
- Misra, V.N. (1989). "Stone Age India: an Ecological Perspective", Man and Environment, Vol. 14, pp.17-64.
- मिश्रा, वी. के. (2008). भारत का प्रागैतिहास और आध्यैतहास: एक अवलोकन. नई दिल्ली: डी.के. प्रिंटवर्ल्ड.

**Unit 2:** In this unit the students will acquire comprehensive knowledge about the hunting-gathering stage of human cultural evolution in the context of Indian subcontinent. Early artistic expressions and their significance will add to their interpretive skills. **(Teaching Time: 9 hrs. approx.)**

- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld(Also available in Hindi).
- Misra, V.D. and J.N. Pal (eds). (2002). Mesolithic India. Allahabad: Department of Ancient History, Culture and Archaeology, University of Allahabad, pp. 13- 124.
- Mishra, S. (2008). "The Lower Palaeolithic: A Review of Recent Findings". Man and Environment, Vol. 33, pp. 14-29.
- Paddayya, K. (2008). India: Palaeolithic Cultures, in Encyclopaedia of Archaeology. Edited by D. M. Pearsall, pp. 768-791. New York: Elsevier.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India, New Delhi: Pearson, pp. 94-131.
- रसक, रूपद्र . (2016). प्राचीन एवम पश्चिम मध्यकालीन भारत का इतिहास पाणिपतकालसे 12वीं शताब्दी तक, नई दिल्ली, रसक सन.

**Unit 3:** This Unit will equip students with the appearance of a new way of life when humans



transited to plant and animal domestication and subsequently acquiring technical knowledge of copper smelting laying the foundation of agrarian societies in different parts of Indian subcontinent. **(Teaching Time: 9hrs. approx.)**

- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Also available in Hindi).
- Jarrige, C., Jarrige, J.-F., Meadow, R. H. & Quivron, G. (eds). (1995). Mehrgarh Field Reports 1974–1985. From Neolithic Times to Indus Civilization (Department of Culture & Tourism, Karachi, 5-511).
- Saraswat, K.S. (2005). "Archaeological Background of the Early Farming Communities in the Middle Ganga Plain", Pragdhara, Vol. 15, pp. 145-177.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (Also available in Hindi).
- Tewari, R., R.K. Srivastava, K.S. Saraswat, I.B. Singh, K.K. Singh (2006). "Early Farming at Lahuradewa" in Pragdhara, Vol. 18, Lucknow, pp. 347-373.

**Unit 4:** In this unit students will acquire comprehensive knowledge about the evolution, expansion, flourishing and transformation of the Harappan Civilization. **(Teaching Time: 12 hrs. approx.)**

- Allchin, F.R.A. and Allchin, B. (1995). The Origins of a Civilization. Delhi: Viking, pp. 10-79.
- Chakrabarti, D.K. (1999). India An Archaeological History Palaeolithic Beginnings to Early Historical Foundations, Delhi: Oxford University Press, pp. 117-148.
- Dhavalikar, M.K. (1997). Indian Protohistory. New Delhi: Books and Books, pp.110-280. Dikshit, K.N., 2011, "The decline of Harappan civilization", Ancient India, pp. 125-178.
- Possehl, G. 1999. Indus Age: The Beginnings. Delhi: Oxford and IBH, pp. . 442- 556.
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India, New Delhi: Pearson, pp. 94-131. (Also available in Hindi)
- विप्लव, क. क., और शकुल, संकटा प्रसादि). 2003). इन्डस सभ्यता (संशोधन एवम परवर्धन संतकरण) उद्देश: लखनऊ.

**Unit 5:** In this unit the focus will be given on the evolution of Iron using cultures and their significance in the history of the Indian subcontinent. **(Teaching Time: 9hrs. approx.)**

- Chakrabarti, D.K. (1992). The Early Use of Iron in India. Delhi: Oxford University Press, pp. 1-125.
- Sahu, B.P. (2006). Iron and Social Change in Early India. New Delhi: Oxford University Press, 1-140.
- Selvakumar, V. 2020, "Megalithic architecture of south India: A few observation", in SV Rajesh, Abhyayan GS, Ajit Kumar and Ehsan rahmat ilahi (eds) the Archaeology of burials: example from Indian subcontinent, Delhi: New Bhartiya Book Corporation. pp. 25-46.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (Also available in Hindi).
- Tripathi, Vibha. (2008). History of Iron Technology in India: From Beginning to Pre-modern Times. Rupa publication.

### **Suggestive readings**

- Agrawal, D.P. and Chakrabarti, D.K. (1979). *Essays in Indian Protohistory*. New Delhi: B.R. Publishing Corporation.
- Allchin, B., and Allchin, R., (1982). *The Rise of Civilization in India and Pakistan*, C.U.P. Cambridge.
- Banerjee, N. R. (1965). *The Iron Age in India*, Munshiram Manoharlal, New Delhi.
- Chakrabarti, D. K. (1988). *A History of Indian Archaeology from the beginning to 1947*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Kumar, S. (2014). *Domestication of Animals in Harappan Civilisation*, Delhi: Research India Press, pp. 1-190.
- Neumayer, E. (2010). *Rock Art of India*, Oxford and New Delhi: Oxford University Press.
- Pisipaty, S Rama Krishnan (Ed.), (2019). *Early Iron Age in South Asia*, LAP Lambert Academic Publishing.
- Possehl, G.L. (1993). *Harappan Civilization – A Recent Perspective*, Oxford and IBH New Delhi.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Twentieth Century World History: 1900 – 1945.

#### 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		
Twentieth Century World History: 1900 – 1945.	4	3	1	0	12th Pass	NIL

#### Learning Objectives

This course conveys an understanding of an interconnected world history in the twentieth century. The course focuses on, why and how the world changed in the first half of the twentieth century. It also offers specific case studies to empirically underline the holistic nature of world history. One of the aims of this course is to make UG students aware of the contemporary world of ideas they inhabit.

#### Learning outcomes

This course will enable the students to:

- Define world history, and the factors, that determined it in the twentieth century.
- Understand key concepts like Imperialism, Colonialism and the world wars which acted as catalysts of historical change throughout the world
- Comprehend the twentieth century revolutions and dictatorships in their various forms.

#### SYLLABUS OF GE

**Unit I:** The Concept and Definition of World History: An Overview  
 Modernity, Imperialism, Colonialism, Interconnectedness, Economic Crisis, Revolutions, anti-colonial struggles

**Unit II: First World War:**

1. Consequences in Europe and the world,
2. League of Nations

**Unit III: 1917 Russian Revolution:**

1. Formation of the USSR;
2. Debates on socialism and the role of the Communist International (Comintern)

**Unit IV: Fascism, Nazism and Militarism:**

1. Italy,
2. Germany
3. Japan
4. Spain

**Unit V: Second World War**

1. Causes
2. Main Events
3. Consequences

**Essential Readings**

**Unit 1:** This Unit shall introduce the students to the concept and definition of world history. **(Teaching Time: 6 hrs. approx.)**

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395. <https://www.jstor.org/stable/205420>
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Lowe, Norman (1997). *Mastering Modern World History*, Macmillan Press

**Unit II:** This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time:9 hrs. approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056- 1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.

- Lee, Stephen.J.(1982) Aspects of European History (1789-1980), New York: Routledge
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लोकप्रकाशन.
- शिरोमणि, अनुराग. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.
- जैन प्रकाश (२००७) आधुनिक विश्व इतिहास, जयपुर: जैन प्रकाशन मंत्रालय
- वर्मा, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन प्रिन्सिपलस

**Unit III:** This Unit will provide the students a broad outline of the history of the USSR upto the 1917 Revolution and thereafter. It shall familiarize them with the functioning of the Comintern. **(Teaching Time: 9 hrs. approx.)**

- Nove, Alec. (1992). An Economic History of the USSR 1917-1991. London:Penguin.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes- आर्ये का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: सवा प्रकाशन
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Mahajan, Sneha. (2009) Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लोकप्रकाशन.
- शिरोमणि, अनुराग. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.
- वर्मा, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन प्रिन्सिपलस जैन प्रकाश (२००७) आधुनिक विश्व इतिहास,
- जयपुर: जन प्रकाशन मंत्रालय

**Unit IV:** This unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 12 hrs. approx.)**

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
  - Hobsbawm, E.J. (2009). The Age Of Extremes- आर्ये का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: सवा प्रकाशन.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). European Dictatorships 1918-1945. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cencgage Learning.
- Henig, R. (2005). The Origins of the Second World War 1933-1941. Lancaster

Pamphlets Series. Second edition. London, New York: Routledge.

- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Sarao, KTS (2017), Modern History of Japan, Surjeet Publications
- Graham, Helen (2002) The Spanish Civil War: A Very Short Introduction, Cambridge: Cambridge University Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- शिंशपांडे, अनुरुध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःखे: बबलरुआयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.
- वमि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन निदेशालय

**Unit V:** The Unit shall connect the discussion on fascism to the Second World War. (Teaching Time: 9 hrs. approx.)

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes-असुरे का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादि प्रकाशन.
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge.
- Gluckstin, Donny (2012). A Peoples History of Second World War, Pluto Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास लक्ष्मी प्रकाशन. हास: एक झलक (भाग-२). दिल्ली :
- शिंशपांडे, अनुरुध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःखे: बबलरुआयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

#### Suggestive readings

- Atkin, N. and M. Biddis. (2009). Themes in Modern European History, 1890–1945. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). The War of the World: Twentieth-Century Conflict and the Descent of the West. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). Themes in Modern European History Since 1945. London, New York: Routledge (Ch.1 and Ch.2).

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

## GENERIC ELECTIVES (GE-2): Women in Indian History

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Women in Indian History	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

### Learning outcomes

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

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

### SYLLABUS OF GE

#### Unit I: Exploring Aspects of History of women in India

1. Understanding Gender
2. Patriarchy, Patrilocality, Patriliney, and Matriarchy, Matrilocality and Matriliney

#### Unit II: Women in Ancient India

1. Evolution of Patriarchy in Early India
2. Women and work: voices from Sangam Corpus

#### Unit III: Women in Medieval India

1. Politics of the Harem and Public Sphere
2. Women Queens and Bhaktas: Case Studies of Queen Kittur Chennamma and Mira Bai

#### Unit IV: Women in Modern India

1. Debates on Women Education: Women Participation in Indian National Movement

## 2. Partition, Refugee Women and Rehabilitation.

### Practical component (if any) - NIL

#### Essential/recommended readings

**Unit I.** The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 6 hrs. approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

**Unit II.** The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 15 hrs. approx.)**

- Instead put Uma Chakravarti.(2009). *Of Meta Narratives and Master Paradigms: Sexuality and the Reification of Women in Early India*. CWDS Occasional Paper.and State". *Economic and Political Weekly*. Vol. 28 no.14, pp. 579- 85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India".

**Unit III.** The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics.**(Teaching Time: 12 hrs. approx.)**

- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 and 176-213.
- Mukta, Parita (1994). *Upholding the Common Life: The Community of Mirabai*. Delhi: Oxford University Press. pp. 19-45

**Unit IV.** The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 12 hrs. approx.)**

- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, [Introduction].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kalifor Women, pp. 3-29.

#### Suggestive readings - NIL

- Shah, Shalini. (2012). "Patriarchy and Property", in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in *Beyond the Woman Question,Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).
- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200– 1800*.Oxon: Routledge.



- Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Sharma, Sunil. (2009). "From 'Ā'esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.
- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues. 5th Annual Conference, Nalanda*.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Thoughts in Indian History

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Thoughts in Indian History	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

Thoughts and ideas, especially about history, across time and cultures have always been a fascination dimension of history, not long ago, even serving as entry-points for their understanding. Imageries about cosmology, human physiology, life and death, amongst several others, have helped mankind conceptualise everything around them – from real to fantasised experiences – in past. In historical times, with the accompanying complexities of human, social and institutional lives, these thoughts got more systematized and sophisticated in their articulation in historical records. Cosmological imageries underpinned astrological insights or vice-versa, soil irrigation facilitated medical models of human physiology, food chain and interdependence offered insights into social ordering and so forth.

### Learning outcomes

The paper ‘Thought in Indian History’ attempts to cull and analyse several such thoughts and ide-as that are germane to the Indian social, political and spiritual life across time in history. Notions about state, sovereignty, kingship, wellness, gender, social order, ‘ahimsa’, freedom and justice – as conceived and elaborated in a select set of historical works across the ancient, medieval and modern Indian history – constitute the reference coordinates to analyse and make sense of various trajectories of Indian past, including their spill-over to the contemporary times.

### SYLLABUS OF GE-3

Arthashastra of Kautilya  
Nitisara  
Rajatarangini of Kalhana  
Ziauddin Barani: Fatwa-i Jahandari  
Mahatma Gandhi  
B. R. Ambedkar

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

### Essential/recommended readings

#### Arthashastra

#### Essential Readings:

- **Arthashastra** Of Kautilya & The Chanakya Sutra With Hindi Commentary, 1984 Vachaspati Gairola (Chaukhambha)
- Rangarajan, L.N. (1992), Kautilya: The Arthashastra, Penguin Classics
- Thomas Trautmann (2012), Arthashastra: The Science of Wealth, Penguin.

- Olivelle, Patrick (2013) King, Governance and Law in Ancient India: Kautilya's Arthashastra, Oxford: Oxford University Press.

*Suggested Readings:*

- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, Chapter 9 , Kautilya and the Ancient Indian State
- R.P. Kangle, The Kautiliya Arthashastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthashastra, Part II: An English Translation
- Olivelle, Patrick (1 January 2004). "Manu and the Arthasāstra, A Study in Śāstric Intertextuality". Journal of Indian Philosophy Journal of Indian Philosophy. 32 (2–3):281– 291.

### **Nitisara**

*Essential Readings:*

- Mitra, Rajendralal (ed.), (1982) The Nitisara or the Element of Polity by
- Kamandaki, revised with English translation by Sisir Kumar Mitra, Calcutta: The Asiatic Society.
- A.N.D. Haksar, 'A Post-Kautilyan View of Diplomacy: The Nitisara of Kamandaki', in Pradeep Kumar Gautam, Saurabh Mishra and Arvind Gupta (eds), Indigenous Historical Knowledge: Kautilya and His Vocabulary, Vol. I, New Delhi: IDSA/PentagonPress, 2015
- Mukerji, K. P. "Fundamental Categories of Indian Political Theory." The Indian Journal of Political Science 11, no. 2 (1950): 1-12.

*Suggested Readings:*

- Gonda, J. "Ancient Indian Kingship from the Religious Point of View." Numen 3, no. 1(1956):36–71.
- Upinder Singh, 'Politics, Violence and War in Kamandaka's Nitisara', The Indian Economic and Social History Review, Vol. 47, No. 1, 2010, pp. 29–62

### **Ziauddin Barani: Fatwa-i Jahandari**

*Translation:*

- Fatawa-i Jahandari, trans.by Afsar Khan in Mohammed Habib et al., The Political Theory of the Delhi Sultanate (Allahabad n.d.), Reprint, 2020. Also available in hindi ,हबीब , मोहम्मद (2000).तिल्ली सल्तनत का रािनीततक तसद्धांत: तिर्ाउद्दीन बरनी की फतवा- ए -िहॉिारी के अनुवािसतहत, तिल्ली , ग्रंथतशल्पी।

*Essential Readings:*

- Habib, Irfan. (1981). ' Barani's Theory of the History of the Delhi Sultanate ', Indian Historical Review, vol.7, pp.99-115. Also avaiable in Hindi, हबीब , इरफान. (2003). 'िे हली सल्तनत के इततहास पर बरनी का तसद्धांत ', इरफान हबीब (सं ). मध्यकालीन भारत , अंक -8 , नर्ी तिल्ली , रािकिमल प्रकाशन , पृ. सं. 64 -82 .
- Alam, Muzaffar. (2004). The Languages of Political Islam in India: c. 1200-1800, Delhi: Permanent Black, section on Zia Barani, pp.31-43.
- Hardy, Peter. (1978). ' Unity and Variety in Indo-Islamic and Perso-Islamic Civilization: Some Ethical and Political Ideas of Diya'al-Din Barani of Delhi, of al-Ghazali and of Nasir al – Din Tusi Compared', Iran, 16, pp.127-36.
- Ray, Himanshu and Alam, Muzaffar. (2017) 'Zia Barani: Good Sultan and Ideal Polity'. In Roy, Himanshu and Singh, Mahendra Prasad, eds, Indian Political Thought: Themes and Thinker, (2nd Edition). Noida: Pearson, 2017 (Paperback).

## Rajatarangini

### *Translation:*

- Rajatarangini: The Saga of the Kings of Kashmir by Ranjit Sitaram Pandit, (English Translation) The Indian Press, Allahabad, 1935. (South Asia Books; Reprint edition, 1990) (Sahitya Academy, Government of India, New Delhi).
- Rajatarangini with Hindi Commentary by Ramtej Shastri Pandey, Chaukhamba Sanskrit Pratishthan, 2015.

### *Essential Readings:*

- Thapar, Romila. 'Historical Ideas of Kalhan as Expressed in the Rajatarangini', in Mohibul Hasan (ed.) *Historians of Medieval India*, Delhi, 1968.
- Kaul, Shonaleeka, 'Seeing the Past: Text and Questions of History in Kalhana's Rajatarangini', *History and Theory*, Vol. 53, Issue 2, 2014, pp.194-211.
- Rangachari, Devika, 'Kalhana's Rajatarangini: A gender Perspective ' *The Medieval History Journal*, 5(1), 2002, pp. 37-75.
- Roy, Kumkum, 'The Making of a Mandala: Fuzzy Frontiers of Kalhana's Kashmir' in idem., ed., *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, OUP, 2010.

### *Suggested Readings:*

- Hardy, Peter, 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India , Pakistan and Ceylon* , edited by C.H. Philips, 1962, pp.115-127.
- Zutshi, Chitralkha, ed., *Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination*, OUP, 2014
- Bronner, Yigal, 'From Conqueror to Connoisseur: Kalhana's Account of Jayapida and the Fashioning of Kashmir as a Kingdom of Learning' , *The Indian Economic and Social History Review*, 2013.

## Mahatma Gandhi

### *Translation/Primary reading:*

- Anthony J. Parel, ed., *Hind Swaraj and Other Writings*, Cambridge University Press (second edition), 2009

### *Essential Readings:*

- Raghavan N. Iyer, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, New York, 1973.
- Bhikhu Parekh, *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, SAGE Publications Pvt. Ltd; New Delhi, 1989.

## B. R. Ambedkar

### *Primary reading:*

- B.R. Ambedkar, *Who were the Shudras?*, Thacker & CO. LTD, Bombay, 1946. (Also published as E -book by General Press, 9 November, 2020.)

### *Essential Readings:*

- Valerian Rodrigues, *The essential writings of B. R. Ambedkar*, Oxford University Press, New Delhi, 2002.
- Dhananjay Keer, *Dr. Babasaheb Ambedkar: Life & Mission*, Popular Prakashan, (5th Reprint Edition), 2019.

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

## SEMESTER – VI

### DEPARTMENT OF HISTORY

#### Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – VII: 1600 – 1750s

#### 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 – VII: 1600 – 1750s	4	3	1	0	Class XII	Should have studies of History of India I – VI

#### Learning Objectives

The course draws students into a discussion of the multiple historiographical narratives available for the history of India in the period between the early seventeenth and the mid-eighteenth centuries. It intends to familiarise them with challenges that the Mughal Empire faced in the process of territorial expansion and regional contestations. Students also get to explore state sponsored art and architecture as a visual expression of authority. They would also be introduced to the nature of the pre-colonial agrarian society as well as Indian participation in the international trade. In addition, the course aims to introduce students to contrasting religious ideologies of the times and their effect on the contemporary political dispensation.

#### Learning outcomes

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

- Critically evaluate the gamut of non-Persian contemporaneous literature available in the form of personal accounts and vernacular tradition.
- Describe the major social, economic, political and cultural developments of the times
- Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.
- Discern the larger motives behind the Imperial patronage of art and architecture

- Understand the complexities of medieval Indian rural society and appreciate the resilience of the mercantile communities in furthering the maritime trade of India with long term economic implications.

## **SYLLABUS OF DSC-1**

### **Unit I. Sources**

1. Sanskrit Sources
2. Travelogues- Bernier and Manucci
3. Vernacular Literary Traditions- Mangal Kavya

### **Unit II. Political Developments and State Formation**

1. Rajput State Formation and Negotiations
2. Mughal State- Changes and Crises
3. Maratha State under Shivaji and Peshwas

### **Unit III. Religious Ideas and Visual Culture**

1. Religious ideas of Dara Shikoh; Aurangzeb's policy towards Jizya, Temples and Music
2. Articulation of Imperial Ideology: Mughals and Nayakas
3. Art- Allegory and Symbolism in the Paintings of Rajput and Mughal Paintings
4. Architecture- Shahjahanabad

### **Unit IV. Economy and Society**

1. Rural Society- Village Community; Role of Zamindars
2. Merchant Communities
3. Pattern of India's Oceanic Trade and its impact on the Indian Economy

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

### **Essential/recommended readings**

**Unit I:** Introduces students to the historical source materials of the seventeenth and the eighteenth centuries other than the official chronicles. Through reading non-official, courtly and vernacular, public and personal accounts students shall be urged to think through histories, genres, and sources and rethink the above categories. The unit thus, contemplates a critical historiography. (Teaching Time: 9 hours Approx.)

- Truschke, Audrey (2016), Culture of Encounters: Sanskrit at the Mughal Court, New Delhi: Penguin Allen Lane, (Introduction, Chapters 5 and 6)
- Tambiah, S.J. (1988). "What did Bernier Actually say? Profiling the Mughal Empire",
- Contribution to Indian Sociology, vol.31 no.2, pp. 361-86.
- Ray, A. (2005). "Francoise Bernier's Idea of India" in I.Habib, (Ed.). India: Studies in the History of an Idea, New Delhi: Munshiram Manoharlal

- Subrahmanyam, Sanjay. (2008). "Further thoughts on an Enigma: The tortuous life of Niccolao Manucci 1638-c.1720" in *Journal of the Economic and Social History of the Orient*, Vol. 45. No. 1, pp. 35-76.
- Curley, David L. (2008), *Poetry and History. Bengali Mangal-Kabya and Social Change in Pre-Colonial Bengal*, New Delhi: Chronicle Books (Chaps. 1 and 5).
- Chatterjee, Kumkum (2013), "Goddess Encounters: Mughals, Monsters and the Goddess in Bengal" in *Modern Asian Studies*, Vol. 47, Issue-5, pp. 1435-87

**Unit II:** Foregrounds issues in the formation and maintenance of political power and its challenges in the Mughal, Rajput and Maratha states. It analyses events of alliances and contestations to sketch an image of state formations in pre-colonial India. (Teaching Time: 15 hours Approx.)

- Alam, Muzaffar. (2013), *Crisis of the Empire in Mughal North India*, Delhi: Oxford University Press. (Introduction)
- Richards, J. F. (2007). *The Mughal Empire: The New Cambridge History of India*, Volume 5, Cambridge: Cambridge University Press
- Richard Eaton (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Introduction, Chapters 6 and 7)
- Moin, Afzar. (2012), *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press. (Introduction, Chapter 5)
- Lefèvre, Corinne (2007), "Recovering a Missing Voice from Mughal India: The Imperial discourse of Jahangir (1605-27) in his Memoirs", in *Journal of Economic and Social History of the Orient*, Vol. 50, No. 4, pp. 452-89.
- Chandra, Satish (1993). *Mughal Religious Policies, Rajputs and the Deccan*, New Delhi: Oxford University Press. (Chapters 1,2 and 4)
- Bhargava, Meena (Ed.,) (2014). *The decline of the Mughal Empire*, Delhi: OUP (Introduction, Chapters 2 and 3)
- Sharma, G D. (1997). *Rajput Polity: A Study of Politics and Administration of the State of Marwar*, Delhi: Manohar
- Ziegler, Norman P. (2010). "Evolution of the Rathor State of Marwar: Horses, Structural Change and Warfare" in Meena Bhargava (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century*, Vol. II, Delhi: Orient Black Swan
- Ziegler, Norman. P. (1998). "Some notes on Rajput Loyalties during the Mughal Period" in J. F. Richards (Ed.) *Kingship and Authority in Southeast Asia*. Delhi: Oxford University Press.
- Hallissey, Robert C. (1977). *The Rajput Rebellion against Aurangzeb: A Study of the Mughal Empire in Seventeenth-Century India*, Columbia: University of Missouri Press.
- Sreenivasan, Ramya (2004). "Honoring the family: Narratives & Politics of Kingship in Pre-colonial Rajasthan, in Chatterjee, Indrani, ed., *Unfamiliar Relations: Family and History in South Asia*. New Brunswick, NJ: Rutgers University Press.
- Sreenivasan, Ramya (2014). "Rethinking Kingship and Authority in South Asia: Amber (Rajasthan), Ca. 1560-1615." *Journal of the Economic and Social History of the Orient* 57, no. 4, pp 549–86

- Gordon, Stewart. (1998). *The Marathas, 1600-1818*, Cambridge: Cambridge University Press.
- Chandra, Satish. (1982). *Medieval India: Society, the Jagirdari Crisis and the Village*. Delhi: Macmillan (Chapters 8,9 and 10)
- Wink, Andre (1986), *Land and Sovereignty in India: Agrarian Society and Politics under Eighteenth Century Maratha Swarajya*, Cambridge: Cambridge University Press.

**Unit III:** Contends with state and doctrinal attitudes towards religious belief and practice and their relation to state policy. In addition, the unit also highlights nuances of the visual culture (art and architecture) as a mechanism to promote imperial ideology. (Teaching Time: 12 hours Approx.)

- Faruqi, Munis (2014). "Dara Shukoh, Vedanta and Imperial Succession", in Vasudha Dalmia and MunisFaruqi, (Eds.). "Religious Interaction in Mughal India. Delhi: Oxford University Press, pp.30-64.
- Gandhi, Supriya (2020), *The Emperor Who Never Was. Dara Shukoh in Mughal India*, Harvard University Press. (Introduction, Chapters 6 and 7)
- Chandra, Satish. (1993). *Mughal Religious Policies, the Rajputs and the Deccan*. Delhi: Vikas Publishing House. (Chapter 9 and 11)
- Husain, Azizuddin S M (2000), 'Jizya- Its Reimposition During the Reign of Aurangzeb',
- *Indian Historical Review*, Vol 27, Issue 2, pp 87-121
- Brown Katherine B. (2007). "Did Aurangzeb Ban Music? Questions for the Historiography of his Reign" *Modern Asian Studies*, Vol. 41, No. 1, pp. 77-120.
- Eaton, Richard M. (2003). *Essays in Islam & Indian History 711-1750*, Delhi: OUP. (Introduction and Chapter 4).
- Asher, Catherine (1995). *Architecture of Mughal India, The Cambridge History of India: Vol. 1 Part 4*. Cambridge: Cambridge University Press.
- Koch, Ebba. (2001). *Mughal art and Imperial Ideology: Collected Essays*, Delhi: Oxford University Press.
- Koch, Ebba. (2013). *Mughal Architecture: An outline of its History and Development (1526- 1858)*. Delhi: Primus.
- Blake, Stephen. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*.
- Cambridge: Cambridge University Press.
- Moin, Afzar. (2012), *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press (Chapter 6)
- Beach, M.C. (1992), *Mughal and Rajput Painting*, *New Cambridge History of India Vol.1. Part 3*. Cambridge: Cambridge University Press.
- Desai, Vishakha N (1990), 'Painting and Politics in Seventeenth-Century North India: Mewar, Bikaner and the Mughal Court', *Art Journal*, Vol 49, No 4, pp 370-378

**Unit IV:** Acquaints students with core elements of the economy and society in pre-Modern India. Alongside dealing with the complex rural society involving peasants and



Zamindars, this unit also highlights the often ignored mercantile communities and their role in facilitating India's overseas trade during the seventeenth and eighteenth centuries. Besides it deals with the activities of the European trading companies in the Indian Ocean trade network and its impact on the Indian economy. (Teaching Time: 9 Hours Approx.)

- Kulkarni, A R, (1991), The Indian Village with special Reference to Medieval Deccan (Maratha Country), General Presidential Address, PIHC, Vol 52, pp 1-43
- Habib, Irfan (1999), The Agrarian System of Mughal India (1556-1707), OUP, New Delhi (Chapter 4)
- Habib, Irfan (1996). "Peasant Differentiation and the Structure of Village Community: 16th and 17th Century Evidence From Northern India" in V K Thakur and A Anshuman (Eds.) Peasants in Indian History, Patna
- Chandra, Satish (1982), Medieval India: Society, The Jagirdari Crisis and The Village, New Delhi, Macmillan India Limited. (Chapters 3,4 and 6)
- S Nurl Hasan, (2008), Religion, State and Society in Medieval India: Edited and Introduced by Satish Chandra, OUP, New Delhi (Chapters 12 and 21)
- Chaudhuri, K. N.(1982), "European Trade with India" in Tapan Raychaudhuri and Irfan Habib (eds.) The Cambridge Economic History of India, Vol. 1 (c.1200-c. 1750). Delhi: Orient Longman
- Das Gupta, Ashin and M N Pearson (eds) (1987), India and the Indian Ocean 1500-1800, Calcutta, OUP
- Pearson, Michael N (1988), 'Brokers in Western Indian Port Cities: their role in servicing Foreign Merchants', Modern Asian Studies, Vol 22, No 3, pp 455-472
- Das Gupta, Ashin (2001), The World of the Indian Ocean Merchant, 1500-1800, OUP
- Gupta, Ashin Das (1998), "Trade and Politics in 18th Century India" in Alam, Muzaffar and Subrahmanayam, Sanjay. (ed.) The Mughal State. Delhi: Oxford University Press
- Om Prakash, J. (1998). European Commercial Enterprise in Pre-colonial India. The Cambridge History of India II.5, Cambridge: Cambridge University Press
- Chaudhuri, Sushil. (2017). Trade, Politics and Society: The Indian Milieu in the Early Modern Era, London: Routledge, (Chapter 1)

### **Suggestive readings**

- Faruqui, Munis D (2012), The Princes of the Mughal Empire, 1504-1719, New York, Cambridge University Press. (Introduction, Chapters 4,5 and 6)
- Alam, Muzaffar and S Subrahmanyam (2014). Writing the Mughal World: Studies in Political Culture, Delhi: Permanent Black
- Habib, Irfan. (1995). Essays in Indian History: Towards a Marxist Perspective, Delhi: Tulika.
- Taft Frances H. (1994). "Honour and Alliance: Reconsidering Mughal-Rajput Marriages" in Karine Schomer, Joan L. Erdman, Deryck O. Lodrick and Lloyd I. Rudolph, (Eds.). The Idea of Rajasthan, Delhi: Manohar, Vol. 1, pp. 217-41.

- Dalmia Vasudha & Faruqi, Munis, (ed.) (2014). *Religious Interactions in Mughal India*, Delhi: Oxford University Press, (Chap. 1-2)
- Koch, Ebba. (2001). "The Hierarchical Principles of Shah Jahani Painting" in Ebba Koch,
- *Mughal Art and Imperial Ideology*. Delhi: Oxford University Press.
- Richards, J. F. (1998). "Formulation of Imperial Authority under Akbar and Jahangir" in Muzaffar Alam and Sanjay Subrahmanyam ed. *The Mughal State*, Delhi: Oxford University Press
- Mukhia, Harbans. (2009). *The Mughals of India*, Delhi: Blackwell Publishing.
- Alavi, Seema. (ed.) (2002). *The eighteenth century in India*. Delhi: Oxford University Press
- Alam Muzaffar and Sanjay Subrahmanyam (1998). *The Mughal state 1526 – 1750*, Delhi: Oxford University Press
- Chenoy, ShamaMitra (1998), *Shahjahanabad*, Delhi: Munshiram Manoharlal
- Dutta, Rajat (2003) "Commercialization, Tribute and the transition from Late Mughal to early Colonial in India" *The Medieval History Journal* , Vol:6 , No 2, pp.259-91.
- Ehlers, Eckart and Krafft, Thomas (2003), *Shahjahanabad / Old Delhi. Tradition and Colonial Change*, Delhi: Manohar
- Jha, Mridula (2017). "Mingling of the Oceans: A Journey through the Works of Dara Shikuh", in RaziuddinAquil& David L. Curley, (Ed..) *Literary and Religious Interactions in Medieval and Early Modern India*, New Delhi: Routledge, pp. 62-93.
- Mukherjee, Anisha Shekhar (2003). *The Red Fort of Shahjahanabad*, New Delhi: Oxford University Press
- Tillotson, G.H.R (1990), *Mughal India*, New Delhi: Penguin Books. (Chapter on Shahjahanabad and Red Fort)
- Bahuguna, R P (2017), 'Religious Festivals as Political Rituals: Kingship and Legitimation in Late Pre-Colonial Rajasthan' in Suraj Bhan Bhardwaj, R P Bahuguna and Mayank Kumar (eds) *Revisiting the History of Medieval Rajasthan. Essays for Professor Dilbagh Singh*, Delhi, Primus Books
- Sreenivasan, Ramya. (2014). "Faith and Allegiance in the Mughal Era: Perspectives from Rajasthan" in Vasudha Dalmia and Munis D. Faruqi (Ed.). *Religious Interactions in Mughal India*, Delhi: Oxford University Press, pp. 159-191.
- Talbot, Cynthia and Asher, Catherine B. (2006). *India Before Europe*, Cambridge; Cambridge University Press.
- Kinra Rajeev. (2009). "Infantilizing Baba Dara: The Cultural Memory of Dara", in *Journal of Persianate Studies*, Vol. 2, pp. 165-93

#### Readings in Hindi Medium:

- Chandra, Satish (2018). *Madhyakalin Bharat (Part II), Sultanat se Mughal Ka ITak*, NewDelhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). *Madhyakalin Bharat*, (Vols. 1-8, relevant articles), New

Delhi:Rajkamal Prakashan

- Habib, Irfan. (2017). *Madhyakalin Bharat ka Arthikitihas: Ek Sarvekshan*, New Delhi:Rajkamal Prakashan
- Verma H C. (Ed.) (2017). *Madhyakalin Bharat (Vol. II) 1540-1761*, Hindi MadhyamKaryanvan Nideshalaya, Delhi University

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

## DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of India – VIII: c. 1857 – 1950

### 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		
History of India – VIII: c. 1857 – 1950	4	3	1	0	Class XII	Should have studies of History of India I – VI

### Learning Objectives

This paper introduces students to broad aspects of formation of identities and the manner in which these identities unfolded themselves during the course of the Indian freedom struggle. It provides an overview of socio-economic and political trends in colonial India from the latter half of the 19th century. The paper critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state. The aim is to develop interdisciplinary analytical skills at the undergraduate level.

### Learning outcomes

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

- Identify how community, caste, and national identity developed in the late 19th, and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to partition and independence.
- Discuss the key debates on the making of the Indian Constitution, and need for socio- economic restructuring after independence

### SYLLABUS OF DSC- 2

#### Unit 1: Colonial Economy

1. Economic critique of colonial rule with special reference to Drain of Wealth
2. Rise of modern industry and capitalist class

#### Unit 2: Early Nationalism

1. Emergence of Indian National Congress (INC)

2. 'Moderates' and 'Extremists' Nationalist
3. Swadeshi and early Revolutionary Movements

**Unit 3:** Emergence and social base of Gandhian Nationalism

1. Foundations of Gandhian Nationalism
2. Gandhi and National Movements
  - a. Champaran, Kheda, Ahmedabad,
  - b. Rowlatt, Khilafat and Non-Cooperation Movements
  - c. Civil Disobedience Movement
  - d. Quit India Movement

**Unit 4:** Alternative trends in National Movement

1. Ambedkar and the Dalit Movement, Dravidian movements
2. Hindustan Socialist Republican Association (HSRA) and Revolutionary Movements
3. Gadhar, Singh Sabha and the Akali Movement
4. Peasants, Workers and Tribal movements; Emergence of the Left
5. Subhas Chandra Bose and Indian National Army; Royal Indian Navy Mutiny

**Unit 5:** Towards Independence and after

1. Independence and Partition
2. The Making of the Constitution

**Unit 6:** Formation of Identities

1. Caste
2. Community
3. Nation

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

**Essential/recommended readings**

**Unit I:** This unit studies aspects of the colonial economy and its critique particularly with reference to the phenomenon of 'Drain of Wealth. It develops an understanding of the emergence of modern industry and capitalist class in colonial India. **(Teaching Time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905. New Delhi: People's Publishing House (Introduction).
- Bagchi, Amiya Kumar. (2002). "The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies", Economic and Political Weekly, Vol. 37 (23), pp. 2229 - 2238.
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press, pp. 3-25

- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage (Introduction).
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press, pp.1-69.

**Unit II:** After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance. (Teaching **Time: 6 hours Approx.**)

- McLane, J.R. (1977). Indian Nationalism and the Early Congress. Princeton: Princeton University Press, pp.3-21; 89-178
- Tripathi, Amal. (1967). The Extremist Challenge. India between 1890 and 1910. Bombay, Calcutta, Madras, New Delhi: Orient Longmans, Chapters 1-5
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India's Struggle for Independence. Delhi: Penguin Books, chapters 4 to 10.
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press, pp.30 - 48
- Sarkar, Sumit. (1973). Swadeshi Movement in Bengal, 1903 – 08. New Delhi, People's Publishing House. (also in Hindi: स्वदेशी आन्दोलन (1903-1908), Chapter 1 and 2.
- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan. chapters III & IV.

**Unit III:** This unit deals with Gandhian mass nationalism and Gandhi's methods of mass mobilization cutting across different social groups in the national movement. (Teaching **Time: 9 hours Approx.**)

- Mohandas Karamchand Gandhi 'Hind Swaraj'
- Hardiman, David. (2005). Gandhi in his time and ours. Delhi: Orient Blackswan, pp.1-81; 109-184.
- Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press, pp. 55-155.
- Pouchepadass, Jacques. (1974). "Local leaders and the intelligentsia in the Champaran satyagraha (1917): a study in peasant mobilization", Contributions to Indian Sociology, Vol. 8 (1), Jan 1, pp. 67-87
- Kumar, Ravinder. (1971). Essays on Gandhian Politics, Rowlatt Satyagraha 1919. Oxford: Clarendon Press, pp. 1-30
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India's Struggle for Independence. Delhi: Penguin Books.
- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan.
- Minault, Gail. (1982). The Khilafat Movement: Religious Symbolism and Political Mobilisation in India. Delhi: Oxford University Press (Introduction, Chapters II, III, IV).

- Amin, Shahid. (1996). *Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992*. Delhi: Penguin. Re- print, 2006, pp. 9-19, 45-56, 69-93.
- Sarkar, Sumit. (1983). *Popular Movements and Middle Class Leadership in Late Colonial India*. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
- Pandey, Gyanendra. (1988). *The Indian Nation in 1942*. Calcutta: K.P. Bagchi and Company (Chapters 1,2,3, 4, 8).

**Unit IV:** It enables students to understand the way in which the national movement gave a new meaning to social and political movements and to diverse range of struggles. **(Teaching Time: 12 hours Approx.)**

- Zelliott, Eleanor. (1996). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar Publications, pp. 53 - 177
- Grewal, J.S. (1990) *The New Cambridge history*. II.3. *The Sikhs of the Punjab*, Chapter 8, pp.157-180
- Habib, S.Irfan. (2007). *To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Com- rades*, New Delhi: Three Essays Collective, pp. 29 - 141
- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, “Many Voices of a Nation”).
- Nagaraj, D.R. (2011). *Flaming Feet*, Delhi, Seagull Books. (Chapter 1).
- Sarkar, Sumit. (1983). *Popular Movements and Middle Class Leadership in Late Colonial India*. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
- Habib, Irfan. (1998). “The Left and the National Movement”, *Social Scientist*, Vol. 26 (5/6), May-June, pp. 3-33.
- Chandra, Bipan. (1983) *The Indian Left: Critical Appraisal*. New Delhi: Vikas.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). *India’s Struggle for Independence*. Delhi: Penguin Books.
- Dhanagare, D.N. (1991). in *Peasant Movements India 1920-1950*.
- Amin, Shahid. (1988). “Agrarian Bases of Nationalist Agitation in India: An Historiographical Survey,” in D.A. Low (Ed.), *The Indian National Congress: Centenary Highlights*, New Delhi: OUP, pp. 54-97.
- Pandey, Gyan. (1982). ‘Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919- 1922’ in Ranajit Guha ed. *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 143 – 197.
- Arnold, David. (1982). ‘Rebellious Hillmen: the Gudem-Rampa Risings, 1839-1924’, in Ranajit Guha (Ed.), *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 88 – 142
- Mohapatra, Prabhu P. (2005). ‘Regulated Informality: Legal Construction of Labour Relations in Colonial India, 1814-1926’, in Sabyasachi Bhattacharya and Jan Lucassen (Ed.), *Workers in the Informal Sector: Studies in Labour History, 1800-2000*. Delhi: Macmillan India Ltd.

- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 153-155, 198-203, 239-243, 266-278, 339-342.

**Unit V:** This unit will enable students to analyse the complex developments leading to communal violence, independence and partition. Students will be introduced to the key debates on the making of the constitution of India. **(Teaching Time: 6 hours Approx.)**

- Pandey, Gyanendra. (1992). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press (Chapters 1, 2&7).
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har-Anand Publications.
- Peter Hardy, *The Muslims of British India*, Cambridge University Press, Cambridge, 1972
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers, pp. 1-45
- Chatterjee, Joya. (1995). *Bengal Divided: Hindu Communalism and Partition 1932 - 1947*. Cambridge, Cambridge University Press (Introduction and Chapters 3,5 & 6)
- Jalal, Ayesha. (1985). *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge, Cambridge University Press (Introduction, Chapters 1, 2& 5).
- Lelyveld, David. (2005). 'The Colonial Context of Muslim Separatism: from Sayyid Ahmad Bareilvi to Sayyid Ahmad Khan,' in Mushirul Hasan and AsimRoy (Ed.). *Living Together Separately: Cultural India in History and Politics*. Delhi, Oxford University Press.
- Metcalf, Barbara D. (2017). 'Maulana Ahmad Madani and the Jami'at 'Ulama-i-Hind: Against Pakistan, against the Muslim League' in Qasmi, Ali Usman,(Ed.), *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 1-34 and pp. 220-254.
- Arbab, Safoora. (2017). 'Nonviolence, Pukhtunwali and Decolonization: Abdul Ghaffar Khan and the Khuda'ikhidmatgar Politics of Friendship', in Qasmi, Ali Usman. ed., *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 220-254.
- Brown, Judith. (1984). *Modern India. The Origins of an Asian Democracy*. Oxford: Oxford University Press, pp. 307 - 350
- Mukherjee, Rudrangshu. (2015). *Nehru and Bose: Parallel Lives*. Delhi, Penguin.
- Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, Sage Publications, New Delhi
- Menon, V.P. (2014). *Integration of the Indian States*. New Delhi: Orient Blackswan. Chapter III,IV,V
- Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939-1945,"
- Past & Present, Vol. 176, pp. 187-221.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee. (2000). *India Since Independence*. New Delhi: Penguin books, chapters 3, 4 and 5



- Granville, Austin. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford: Clarendon Press.
- Chaube, S.K. (2009). *The Making and Working of the Indian Constitution*, Delhi, National Book Trust.

**Unit VI: Caste, Community and Nation:** The unit seeks to identify the developments in post-1857 India in terms of the shaping of caste, religious/community and national identities in the late 19th and early 20th centuries and the role of reform and debates in this. **(Teaching Time: 6 hours Approx.)**

- Dirks, Nicholas B, (1997), "The invention of caste: civil society in colonial India" in. H L Seneviratne (Ed.), *Identity, Consciousness and the Past; Forging of Caste and Community in India and Sri Lanka*. Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar. (Eds.). (2013). *Caste in Modern India*, Vols. 1 & 2. Delhi: Permanent Black (Vol. I-Chapters 2 & 3, pp. 24-87; Vol. 2-Chapter 8, pp. 200-233).
- O'Hanlon, Rosalind. (2002). *Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India*. Ranikhet: Permanent Black, pp. 3-11
- Bandyopadhyay, Sekhar. (1997). *Caste, Protest and Identity in Colonial India: the Namasudras of Bengal, 1872-1947*. London: Curzon Press.
- Jalal, Ayesha. (2000). *Self and Sovereignty: Individual and Community in South Asian Islam since 1850*. London: Routledge.
- Rai, Santosh Kumar. (2021). *Weaving Hierarchies: Handloom Weavers in Early Twentieth Century United Provinces*. Delhi: Primus Books.
- Hatcher, Brian A. (2020). *Hinduism Before Reform*. Massachusetts: Harvard University Press.
- Anderson, Benedict. (1994) "Imagined Communities" in J. Hutchinson and A.D. Smith (Eds.) *Nationalism* Oxford: Oxford University Press, pp. 225-231
- Hardgrove, Anne. (2004). *Community and Public Culture: the Marwaris in Calcutta*. New York: Oxford University Press, chapter 1.
- Prakash, Gyan. (2002) 'Civil society, community, and the nation in Colonial India' *Etnografica*, Vol. 6 (1), pp.27-40.
- Jones, Kenneth. (1994). *Socio-Religious Reform Movements in British India*. New Delhi: Cambridge University Press, pp.73-101.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity, in the Sikh Tradition*. Chicago: University of Chicago Press, Chapter 4,5,6
- Hardgrave, R.L. (1968). "The Breast-Cloth Controversy: Caste consciousness and Social Change in Southern Travancore", *Indian Economic and Social History Review* (IESHR), June 1, Vol. 5 (2), pp. 171-87.

**Suggestive readings** (if any)

- Bagchi, Amiya Kumar. (2002.) *Capital and Labour Redefined: India and the Third World*. New Delhi: Tulika.

- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition
- Banerjee-Dube, I. (2015). *A History of Modern India*. Delhi: Cambridge University Press.
- Banerji, A.K. (1982). *Aspects of Indo-British Economic Relations 1858 – 1898*. Bombay: Oxford University Press.
- Basra, Amrit Kaur. (2015). *Communal Riots in the Punjab, 1923 – 28*. Delhi: Shree Kala Prakashan.
- Bhargava, Rajeev (ed). (2008). *Politics and Ethics of the Indian Constitution*. New Delhi, Oxford University Press.
- Brown, Judith. (1977). *Gandhi and Civil Disobedience. The Mahatma in Indian Politics 1928-34*. Cambridge: Cambridge University Press.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). *India's Struggle for Independence*. Delhi: Penguin Books.
- Chatterjee, Partha. (1986). *Nationalist Thought and the Colonial World. A Derivative Discourse?*. Delhi: Oxford University Press.
- Deshpande, Anirudh. (2009). "Sailors and the Crowd: Popular Protest in Karachi, 1946", in Sekhar Bandyopadhyay, *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp.336 -- 358.
- Dutta, Vishwa Nath. (2000). *Gandhi and Bhagat Singh*. New Delhi: Rupa and Company.
- Gandhi, Rajmohan. (2017). *Modern South India: A History from the 17th Century to our Times*, Delhi, Aleph Press
- Gilmartin, David. (1988). *Empire and Islam: Punjab and the Making of Pakistan*. California: University of California.
- Guha, Amalendu. (2019). *Freedom Struggle & Electoral Politics in Assam From Planter Raj to Swara*.
- Delhi, Tulika Books (Chapters 5 & 6).
- Guha, Ramachandra. (2018). *Gandhi: The Years That Changed the World: 1914-1948*. New Delhi: Penguin.
- Guha, Ranajit. (2000). *A Subaltern Studies Reader, 1986-1995*. Delhi: Oxford University.
- Gupta, Amit (1997). "Defying Death: Nationalist Revolutionism in India, 1897-1938",
- *Social Scientist*, Vol. 25 (9/10), pp. 3-27.
- O'Hanlon Rosalind (2017). *Caste and its Histories in Colonial India: A Reappraisal*,
- *Modern Asian Studies* 51, 2 pp. 432–461
- Hasan, Mushirul and Asim Roy (Eds.). (2005). *Living Together Separately: Cultural India in History and Politics*. New Delhi: Oxford University Press.
- Hasan, Mushirul ed. (1993). *India's Partition: Process, Strategy and Mobilization*. (Themes in Indian History. Oxford India Readings. Delhi: Oxford University Press.

- Hasan, Mushirul, Gupta, Narayani. (1993). *India's Colonial Encounter. Essays in Memory of Eric Stokes*. Delhi: Manohar, pp. 183-199; 325-362.
- Kumar, Dharma. (1983) *The Cambridge Economic History of India*. Vol. 2: c. 1757-1970. Delhi: Orient Longman in association with Cambridge University Press.
- Kumar, Ravinder. (1969). 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India' *Modern Asian Studies*, Vol. 3, Issue. 4, pp. 357-376.
- Metcalfe, Barbara. (2014). *Islamic Revival in British India: Deoband, 1860-1900*. Princeton: Princeton University Press
- Mishra, Yuthika. (2004). "The Indian National Movement and Women's Issues: 1850- 1950", in *The Encyclopaedia of Women's Studies*, Vol. I. Women's Movements, ed. Subhadra Channa, New Delhi: Cosmo Publications.
- Mukhopadhyay, Amitabh. (1995). *Militant Nationalism in India: 1876 – 1947*. Calcutta: Institute of Historical Studies.
- Naik, J.V. (2001). "Forerunners of Dadabhai Naoroji's Drain Theory", *Economic and Political Weekly*, Vol. 36 (46), pp. 4428-32.
- Pandey, Gyanendra. (2001). *Remembering Partition: Violence, Nationalism and History of India*. Cambridge: Cambridge University Press
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. Second edition. New Delhi: Anthem Press (Introduction and Chapter 4).
- Parekh, Bhikhu. (2001). *Gandhi a Very Short Introduction*. Oxford: Oxford University Press, e-book.
- Pati, Biswamoy. (Ed.). (2000). *Issues in Modern Indian History: For Sumit Sarkar*. Mumbai: Popular Prakshan (Chapter 8).
- Robinson, Francis. (1994). *Separatism Amongst Indian Muslims: The Politics of the United Provinces' Muslims, 1860-1923*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*. New Delhi: Oxford University Press.
- Sarkar, Sumit. (2014). *Modern Times: 1880s-1950s, Environment, Economy and Culture*. Ranikhet: Permanent Black.
- Sarkar, Sumit. (1998). *Writing Social History*. Delhi: Oxford University Press.
- Singh, Kumar Suresh. (2002). *Birsa Munda and His Movement, 1872 – 1901: A Study of a Millenarian Movement in Chotanagpur*. Chotanagpur: Seagull Books.
- Tomlinson, B.R. (1979). *The Political Economy of the Raj: 1914-1947, The Economics of Decolonisation in India*. London: Macmillan Press.
- Panikkar, K.N. (Ed.). (1980). *National and Left Movements in India*. Delhi: Vikas.
- Sen, Amartya. (1981). *Poverty and Famines. An Essay on Entitlement and Deprivation*. Oxford: Oxford University Press, pp. 52 – 85
- Srimanjari. (1998). 'Denial, Dissent and Hunger: Wartime Bengal, 1942-44', in B. Pati ed.,
- *Turbulent Times: India 1940-44*. Mumbai: PPH, 1998, pp. 39-66

- Suhrud, Tridip. (2011). The Cambridge Companion to Gandhi. Cambridge: CUP, pp. 71- 92.  
**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-3): History of Modern Europe – 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		
History of Modern Europe – II	4	3	1	0	Class XII	Should have studies of History of India I – VI

### Learning Objectives

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

### Learning outcomes

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

- Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere and arts.

### SYLLABUS OF DSC-3

#### Unit I: Nations and Nationalism in the nineteenth century

1. Theories of Nationalism

2. Nationalist aspirations in Germany, Italy and the Austro-Hungarian Empire / Ottoman Empire
3. State and Politics in post-unification Germany / Italy

**Unit II: The First World War and Revolutions**

1. Theories of Imperialism
2. Causes and Impact of the War: Historiographical debates
3. Revolutions: Russia 1905 and 1917

**Unit III: Europe Between the World Wars**

1. Fascism: Historiographical debates
2. Nature of the State in Fascist Italy / Nazi Germany
3. Origins of the Second World War

**Unit IV: Cultural Transformation of Europe (1850-1939)**

*Choose any two sub themes for study (1) or (2) or (3)*

- Trends in Painting, Architecture and National Art Galleries
- [Emerging Forms of Expression: Photography, Radio and Cinema
- Institutions of Knowledge: Exhibitions, Museums / Archives and History as a discipline

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

**Essential/recommended readings**

**Unit I:** At the end of this rubric the student will be expected to comprehend the important theories on nationalism, which are crucial for recognising the nature of different nationalist aspirations that emerged in nineteenth century Europe. The student would also be able to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. Students will be able to trace these complexities into the politics of state formation post unification. **(Teaching time: 12 hours Approx.)**

- Beals, Derek and Eugenio F. Biagini. (2002). The Risorgimento and the Unification of Italy. London and New York: Routledge (Chapters 5 to 9)
- Blackbourn, David. (2002). History of Germany 1780-1918: The Long Nineteenth Century. Oxford: Oxford University Press. (Chapters 5-9)
- Waller, Bruce (ed.) (1990) Themes in Modern European History 1830-90, London: Routledge. (Chapters 5 & 8)
- Eley, Geoff. (1986). From Unification to Nazism: Reinterpreting the German Past. London and New York: Routledge. (PLEASE INDICATE CHAPTERS...I DO NOT HAVE THIS BOOK)
- Hutchinson, John and Anthony Smith (eds.). (1994). Nationalism. Oxford: Oxford University Press. (Chapters 9 to 12, 14, 16, 25 & 27)
- Mazower, Mark. (2002). The Balkans: A Short History, The Modern Library: New York

- Waller, Bruce (ed.), (1990) Themes in Modern European History 1830-90, Routledge: London
- Riall, Lucy. (1994). The Italian Risorgimento: State, Society and National Unification. London and New York: Routledge. (Chapters 5 & 6)
- Sarnoff, Daniella. (2017). "Nationalism: Triumphs and Challenges in the Long Nineteenth Century and Beyond. In Revisiting Modern European History: 1789–1945, edited by Vandana Joshi. Pearson.
- लाल बहादुरि वमाि। यरूपू का इर्तहास: फ्ासीसं ी क्कार्त से र्ितीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपािक)। यरू ोप का इर्तहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्िवेश र्वजय, मीना भारिज, वंिना चौधरी (संपािक)। आधरु नक यरू ोप का इर्तहास: आयाम और र्िशिएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit-II:** At the end of this rubric the student will be familiar with the key theories on imperialism which are important for understanding the outbreak of the World Wars and the complex post-War scenarios. The student will also be familiarized with a range of historiographical issues reflected in historical analyses of the First World War. The student will also learn of how revolutionary possibilities emerged during the First World War. In this regard, the economic, social and political issues that led to the fall of the Tsarist regime in Russia and emergence of a socialist state by October 1917 will be explained. **(Teaching time: 12 hours Approx.)**

- Brewer, Anthony. (2001). Marxist Theories of Imperialism. A Critical Survey. London and New York: Routledge. (Chapters 4, 5, 6 & 7)
- Fitzpatrick, Sheila. (1994). The Russian Revolution. Oxford: Oxford University Press. (Chapters 1 & 2)
- Gleason, Abbot (Ed.). (2009). A Companion to Russian History. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)
- Henig, Ruth. (2003). The Origins of the First World War. London and New York: Routledge.
- Jones, Heather. (2013). "Historiographical Review As The Centenary Approaches: The Regeneration Of First World War Historiography." In The Historical Journal Vol. 56 (3): 857-78.
- Kiernan, V.G. (1974). "The Marxist Theory of Imperialism and its Historical Formation." In Marxism and Imperialism. London: Edward Arnold.
- Martel, Gordon (ed). (2006). A Companion to Europe 1900-1945. (Chapter 15, 16, 17 & 18). Malden, Oxford, Victoria: Blackwell Publishing.
- Porter, A. (1994). European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. (Chapters 2,4 & 5)
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861-1917. London and New York: Routledge.

- लाल बहादुरि वमाि। यरू ोप का इर्तहास: फ्ासीसंी क्रार्त से र्ितीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपािक)। यरू ोप का इर्तहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्िवेश र्वजय, मीना भारिज, वंिना चौधरी (संपािक)। आधर्ु नक यरू ोप का इर्तहास: आयाम और र्िशिएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit- III:** The student will be expected to develop an understanding of European politics of the inter-war period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the students' understanding of the emergence of right wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany, eventually leading to the outbreak of the Second World War. **(Teaching time: 12 hours Approx.)**

- Thurlow, Richard. (1999). Fascism. Cambridge: Cambridge University Press. (Chapters 1- 4)
- McDonough, Frank. (1999). Hitler and Nazi Germany. Cambridge: Cambridge University Press.
- Passamore, K. (2002). Fascism: A Very Short Introduction. Oxford: Oxford University Press. (Chapters 1 to 5; Chapters 8 to 10)
- Kershaw, Ian. (1985). The Nazi Dictatorship: Problems and perspectives of Interpretation. London: Edward Arnold. (Chapters 1 and 2)
- McDonough, Frank . (1997). The Origins of the First and the Second World War. Cambridge: Cambridge University Press. (Chapters 4, 6, 7, 11, 13, 15, 17, 24, 26 & 29)
- लाल बहादुरि वमाि। यरू ोप का इर्तहास: फ्ासीसंी क्रार्त से र्ितीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपािक)। यरू ोप का इर्तहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्िवेश र्वजय, मीना भारिज, वंिना चौधरी (संपािक)। आधर्ु नक यरू ोप का इर्तहास: आयाम और र्िशिएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit-IV:** At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in late nineteenth and early twentieth century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview. **(Teaching time: 9 hours Approx.)**  
Winders, James A. (2001). European Culture Since 1848. New York: Palgrave



- Whitehead, Christopher, (2005) *The Public Art Museum in Nineteenth Century Britain: The Development of the National gallery*, Routledge: London. (Chapters 1,5 and 7)
- Aronsson, Peter and Elgenius, Gabriella, (2015), *National Museums and Nation Building in Europe 1750-2010: Mobilisation and legitimacy, continuity and change*, Routledge: London (Chapters 1, 3, 6 and 7)
- Vincent, David. (2000).*The Rise of Mass Literacy: Reading and Writing in Modern Europe*. New Jersey: Wiley.
- Brettell, Richard. (1999). *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press
- Colquhoun, Alan. (2002). *Modern Architecture*. Oxford: Oxford University Press, pp. 13- 35 & 87-109.
- Clarke, Graham. (1997). *The Photograph*. Oxford University Press, Oxford, 1997 (p. 11- 54)
- Thompson, Kenneth. (1976). *August Comte: the Foundation of Sociology*. New Jersey: Wiley.
- Kuper, Adam. (1975). *Anthropology and Anthropologists*. London: Penguin Books.
- Eriksen, T.H. and F.S. Nielsen. (2013). *A History of Anthropology*. London: Pluto Press.

### **Suggested Readings:**

- Bayly, C. A. (2004). *The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, pp.199-242.
- Berger, Stefan (Ed.). (2004). *A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing.
- Berger, Stefan. (Ed.). (2004) *.A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, pp. 178-192
- Gooch, John. (2001). *The Unification of Italy*. London: Routledge.
- Gorman, Michael. (1989). *The Unification of Germany*. Cambridge: Cambridge University Press (Introduction).
- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- Hobsbawm, E.J. (1990). *Nations and Nationalism: Programme, Myth, Reality*. Cambridge: Cambridge University Press.
- Hopkins, A.G. (2000). "Overseas Expansion, Imperialism, and Europe" in T.C.W. Blanning, (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: OUP, pp. 210-24.
- Hunt, Lynn, Tomas R. Martin, Barbara H, Rosenwein, Bonnie G. Smith. (2010). *The Making of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St. Marti.
- Joll, James. (1999). *Europe since 1870*. London: Penguin Books, pp. 78-112

- Kohn, David. (1985). The Darwinian Heritage. Princeton: Princeton University Press.
- McMaster, Neil. (2001). Racism in Europe. UK: Macmillan Education.
- Merriman, John. (2002). A History of Modern Europe: From the Renaissance to the Present. London. New York: W.W. Norton.
- Merriman, John. (2002). A History of Modern Europe: From the Renaissance to the Present. London, New York: W.W. Norton. pp. 1056-1111
- Merriman, John. Open Yale Course Lectures [audio].
- Perry, Marvin and George W. Bock. (1993). An Intellectual History of Modern Europe. Princeton: Houghton Mifflin Company.
- Perry, Marvin et.al. (2008). Western Civilization: Ideas, Politics and Society, Vol.2. Boston and New York: Houghton Mifflin Harcourt Publishing Company
- Perry, Marvin et.al. (2008). Western Civilization: Ideas, Politics and Society, Vol. 2. Boston and New York: Houghton Mifflin Harcourt Publishing Company, pp. 708-745
- Rapport, Michael. (2005). Nineteenth Century Europe. Hampshire: Palgrave Macmillan
- Rapport, Michael. (2005). Nineteenth Century Europe. New York: Palgrave Macmillan.
- Said, Edward. (1978). Orientalism; Western Conception of the Orient. New York: Pantheon Books.
- Sheehan, James J. (2000). "Culture", in T.C.W. Blanning (Ed.) The Nineteenth Century: Europe 1789-1914. Oxford: Oxford University Press.
- Simonton, Deborah. (1998). A History of European Women's Work: 1700 to the Present. London and New York: Routledge.
- Teich, Mikulas and Roy Porter. (Eds.). (1993). The National Question in Europe in Historical Context. Cambridge: Cambridge University Press, pp. 181 - 194
- Thompson, David. (1990). Europe Since Napoleon. London: Penguin Books.
- Todd, Allan. (2002). The European Dictatorships: Hitler, Stalin, Mussolini. Cambridge: Cambridge University Press.
- Wade, Rex A. (2000). The Russian Revolution, 1917. Cambridge: Cambridge University Press.
- Wagner, Kim A., and Roque, Ricardo, (2012) Engaging Colonial Knowledge: Reading European Archives in World History, Palgrave Macmillan: London.
- Waller, Bruce (ed.). (2002). Themes in Modern European History 1830-1890. London and N.Y.: Routledge. (Chapter: Germany: Independence and Unification with Power, pp. 99- 122.)
- स्नेह महाजन। यूरोप का इतिहास: 1870-1914 | प्रगति प्रकाशन |
- ए.के. मिल्। आधुनिक यूरोप का इतिहास: 1789 से 1945 तक | सार्हत्य भवन प्रकाशन
- एररक हॉब्सबॉम, साम्राज्य का युग: १८७५ - १९१४, अनुवाकिक प्रकाश िीक्षित, संवाि प्रकाशन, मेरठ, २००९

- एररक हॉब्सबॉम, अर्तरेकों का युग: १९१४-१९९१ , अनुवाकिक प्रकाश िीक्षित, संवाि प्रकाशन, मेरठ, २००९
- आधरु नक यूरोप का इर्तहास: आयाम एवं र्िशारं, (संपारित) िवेश वजय, मीना भारिज एवं वंिना चौधरी, हन्िी माध्यम कायािन्वय निशालय, र्लिली विर्वधालय, 2010 ।
- यूरोप का इर्तहास, भाग 1 एवं भाग 2, प्रकाशन संस्थान, 1998।
- आधरु नक वि का इर्तहास, लाल बहारि वमाि, हिी माध्यम कायािन्वय निशालय र्लिली विर्वधालय, 2013।
- सांस्कृ त्तक इर्तहास एक तुलनात्मक सवेक्षण, िवेश वजय, हन्िी माध्यम कायािन्वय निशालय र्लिली विर्वधालय, 2009।
- प्रारंभक आधरु नक यरू ोप में सांस्कृ त्तक पररवतिन, संपारित िवेश वजय, हन्िी माध्यम कायािन्वय निशालय र्लिली विर्वधालय, 2006।
- यरू ोप का इर्तहास, पाथि सारर्थ गुप्ता, हन्िी माध्यम कायािन्वय निशालय र्लिली विर्वधालय
- यरू ोप 1870 से जेम्स जॉल, स्नेह महाजन (अनुवाकिक) हन्िी माध्यम कायािन्वय निशालय र्लिली विर्वधालय
- बीसवीं शताब्िी का वि इर्तहास : एक झलक भाग 1 स्नेह महाजन हन्िी माध्यम कायािन्वय निशालय र्लिली विर्वधालय
- वि इर्तहास 1500 1950 , जैन एवं माथुर, जैन प्रकाशन मंर्रि, 2016
- मास्टररंग मॉडनि वल्डि हंसी आधुनक वि इर्तहास नॉमिन लो, (अनुवाकिक) अरुणा गुप्ता एवं डिंु खन्ना, िेव पब्लिशसि, 2020।

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Gender in Indian History, c.1500-1950

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Gender in Indian History, c.1500-1950	4	3	1	0	Class XII	

### Learning Objectives

The module will delineate gendered constructs in Early Modern and Modern India. It contextualizes the participation and contribution of women in courtly culture and domestic spaces. While examining questions and debates on law, education, social differentiation and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of family and norms of manhood. The course also tries to give students a critical overview of the tangled paradigms that labels women as victims and agents, and objects and subjects.

### Learning outcomes

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

- Critically assess popularly held notions about women in Islamic empires.
- Examine critical issues of gender and power in the context of Early Modern and Modern Indian history.
- Examine the issues around the 'women's question' in the modern period of Indian history.
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state.

### SYLLABUS OF DSE – 1

**Unit I:** Women in Early Modern India: 1500 to 1750's

Rethinking Courtly and Domestic Spaces: Power, Household and Family

Constructing Gender Identities: Behaviour and Practices

**Unit II:** Women, Colonialism and Modernity: 1750's to 1950's

The Women's Question: Social Reform, Law and Education

Women, Work and Social Differentiation

Gender and Print Culture

**Unit III:** Partition and Women: Family, Community and State

## Practical component (if any) - NIL

### Essential/recommended readings

#### Unit I: Women in Early Modern India: 1500 to 1750's

The learning outcome of this unit is to question gender stereotypes about women in Early Modern India. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms helped create sensibilities in Early Modern India. (Teaching time: 18 hours)

- Joshi, Varsha, *Polygamy and Purdah: Women and Society among Rajputs*. Jaipur: Rawat Publications, 1995.
- Lal, Ruby, *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization, 2005, pp. 1-49, 212-226.
- O'Hanlon, Rosalind, "Kingdom, Household and Body: History, Gender and Imperial Service under Akbar", *Modern Asian Studies*, 2007, vol. 41/5, pp. 889-923.
- Peirce, Leslie, *Women and Sovereignty in the Ottoman Empire*. New York: Oxford University of Press, 1993. (Preface, Introduction, Chapter 1, pp vi-27 Conclusion, pp 267-285).
- Sarkar, Nilanjan, "Forbidden Privileges and History-Writing in Medieval India". *The Medieval History Journal*, 2013, 16 (1), pp. 21-62.
- Sreenivasan, Ramya, "Honouring the Family: Narratives and Politics of Kinship in Pre-Colonial Rajasthan" in Indrani Chatterjee, ed., *Unfamiliar Relations: Family and History in South Asia*. Delhi: Permanent Black, 2004, pp. 46-72.

#### Unit II: Women, Colonialism and Modernity: 1750's to 1950's

This segment enquires into questions of law and education in terms of the women's question. It explores the linkages of gender with various social identities. It further investigates gender histories of print and popular culture. (Teaching time: 21 hours)

- Anandi, S. "Women's Question in the Dravidian Movement c. 1925-1948", *Social Scientist*, 1991, vol. 19/5, pp. 24-41.
- Carroll, Lucy, "Law, Custom and Statutory Social Reform: The Widows' Remarriage Act of 1856" in Tanika Sarkar & Sumit Sarkar, ed., *Women and Social Reform movement in Modern India*, Ranikhet: Permanent Black, 2007, pp. 113-144.
- Forbes, Geraldine, *Women in Modern India*, Cambridge: Cambridge University Press, 1998, pp. 32-63.
- Gupta, Charu, "Introduction", in *Gendering Colonial India*, ed., Charu Gupta, New Delhi: Orient Blackswan, 2012, pp.1-36.
- Orsini, Francesca, *The Hindi Public Sphere, 1920-1940*, Delhi: Oxford University Press, 2002. (Chapter 4, pp.241-308).
- Warriar, Shobhana, "Women and Workplace", Shakti Kak and Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*. New Delhi: Nehru Memorial Museum and Library, 2005, pp. 231-265.

#### Unit III: Partition and Women: State, Community and Family

This section explores and reflects on the relationship between women and partition, and the role of state, community and family. (Teaching time: 9 hours)

- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin, 2003. (Chapter 4, pp.109-71).
- Menon, Ritu, *Borders and Boundaries: Women in India's Partition*. New Brunswick:

Rutgers University Press, 1998, pp.3-29.

**Suggestive readings** (if any)

- Anooshahr, Ali, "The King Who Would Be Man: The Gender Roles of the Warrior King in Early Mughal History". *Journal of the Royal Asiatic Society Third Series*, 2008, vol. 18/3, pp. 327-340.
- Faruqi, Munis D., *Princes of the Mughal Empire*. New York: Cambridge University Press, 2012. (Chapter 3 – The Princely Household)
- Flavia, Agnes, *Law and Gender Inequality: The Politics of Women's rights in India*, New Delhi: Oxford University Press, 2001. (Chapter 4, 5 & 6, pp. 41-90).
- Gupta, Charu, *Streetva se Hindutva Tak*, Delhi: Rajkamal Prakashan, 2012. (Chapters 4, 7, 10 & 11).
- Gupta, Charu, ed., *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Delhi: Orient Blackswan, 2012.
- Hambly, Gavin R.G., (ed). *Women in Medieval Islamic Empires*. New York: St. Martin's Press, 1998. (Introduction, Chapters 10, 16, 19, 20).
- Kumar, Radha, *The History of Doing. An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1960*, New Delhi: Kali for Women, 1993, pp. 7-26. (Available in Hindi)
- O'Hanlon, Rosalind, "Manliness and Imperial Service in Mughal North India", *Journal of the Economic and Social History of the Orient*, 1999, vol. 42/1, pp. 47-93.
- Malhotra, Anshu, "The Pativrata and Domestic Ideologies in Early Twentieth Century Punjab", Shakti Kak & Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*, New Delhi: Nehru Memorial Museum and Library, 2005, pp.1-27.
- Mishra, Yuthika, *Hindu Woman and Legislative Reforms: A Discourse on Marriage*, Delhi: Indu Prakashan, 2016.
- Mukhia, Harbans, *Bhartiya Mughal*, Oxford: Blackwell, 2004. (Chapter 3).
- Nair, Janaki, *Women and Law in Colonial India: A Social History*, New Delhi: Kali for Women, 1996. (Chapters 3 & 6).
- Petievich, Carla, "Gender Politics and the Urdu Ghazal", *Indian Economic and Social History Review*, 2001, vol.38, (3), pp. 223-248.
- Ruggles, D. Fairchild, (ed). *Women, Patronage and Self-Representation in Islamic Societies*, New York: State University of New York Press, 2000. (Introduction & Chapter 6).
- Sangari, Kumkum and Sudesh Vaid, *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women, 1989.
- Singh, Dilbagh. "Regulating the Domestic: Notes in the Pre-colonial States and the Family", *Studies in History*, 2003, vol.19/1, pp. 69-86.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE : Fundamentals of Historical Methodology

**NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	Class 12th Pass	Nil

### Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

### Learning Outcomes

Having finished the course, the students would have learnt:

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

## SYLLABUS OF DSE

### Unit I: Distinctiveness of historical inquiry

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

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

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

### Unit III: Sources and interpretation

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

### Unit IV: Conducting historical research

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

### Practical component (if any) - NIL

### Essential/recommended readings:

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

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



- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

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

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

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

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

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

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

#### **Suggested Readings:**

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”).
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.

- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” – the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

**DISCIPLINE SPECIFIC CORE COURSE (DSE-3) – : Select Themes in the History of Education in India**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Select Themes in the History of Education in India	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

This course will provide students with a critical understanding of different historical traditions of education in India from ancient to colonial periods and their socio-political aspects. It is a thematic course, which seeks to focus on various aspects of formal and informal systems of education in India from the earliest times to the modern period. The course takes up some aspects of the rich and varied epistemological traditions, practices and pedagogies that emerged, evolved, adopted or adapted in the Indian subcontinent.

**Learning outcomes**

- The course will enhance learners’ comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India;
- It will allow them to understand the diverse manner in which production and reproduction of knowledge took place through formal and informal socio-cultural networks.
- It will make them aware about the rich educational legacy of India and enable them to make a critical appraisal of the same.
- The course will create a greater understanding of the linkage between education and power, the role of the state, the elite and different social categories in deciding what construes as ‘knowledge’, its transmission, the strategies of inclusion and exclusion in knowledge dissemination in different regions and in varied chronological frameworks.
- It will provide them historical insights to engage with the issues of contemporary education.

**SYLLABUS OF DSE-3**

**Unit 1.** Knowledge Traditions, Pedagogy and Centres of Learning in Ancient India.

**Unit 2.** Educational Institutions and Knowledge Formation in India from 11th to 18th century.

**Unit 3.** History of Education during Colonial Period.

**Unit 4.** Educational Discourse of Freedom Struggle.

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

### **Essential/recommended readings**

**Unit 1.** This unit will trace the emergence of diverse knowledge traditions and the methods adopted for their transmission and dissemination. Students will be introduced to the key epistemological concepts and the philosophical traditions, and how what was construed as knowledge and education was constantly being debated, contested and modified. The unit will explore the varied pedagogic practices prevalent in ancient India - from the early Vedic śākhās to centres of learnings like Taxila and Nalanda; along with others. This unit will also familiarise the students with diverse knowledge systems from the Vedic and post-Vedic corpus, Buddhist and Jain scriptures, Carvaka and Tantric philosophy, early numerical systems, along with practices and traditions of healing, such as Ayurveda and Yoga. Knowledge traditions, concepts and educational practices will be critically interpreted in the context of their linkages with socio-political and religious structures of power and social stratifications and the question of their accessibility to caste, gender and other marginalised categories. (eleven hours)

#### **Essential Readings:**

- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Lowe, Roy, Yasuhara, Yoshihito. (2016), *The Origins of Higher Learning: Knowledge Networks and the Early Development of Universities*, Routledge. Chapter Two 'From the Indus to the Ganges, Spread of Higher Learning in India'.
- Scharfe, Hartmut. (2002), *Education in Ancient India*. Brill, Lieden.
- Shrimali, Krishna Mohan. (2011), "Knowledge Transmission: Processes, Contents and Apparatus in Early India," *Social Scientist*, Vol. 39, No. 5/6: 3–22.
- Witzel. M. (1987), *On the Localisation of Vedic Texts and Schools, India and the Ancient World: History, Trade and Culture before A.D. 650*. P.H.L. Eggermont Jubilee Volume, edited by G. Pollet, *Orientalia Lovaniensia Analecta 25*, Leuven, pp. 173-213.

**Unit 2.** This unit engages with different kinds of institutional, communitarian and individual arrangements of learning and structures of patronage that existed in India from 11th to 18th century. It explores how these arrangements promoted the development of different knowledge traditions in different trans-local linguistic idioms, such as Sanskrit, Arabic and Persian alongside with a wide range of literature and genres within regional languages and translation projects in different fields like Philosophy, Philology, Aesthetics, Astrology, Law,

Mathematics, Physical Sciences, Medicine, Music, Hermeneutics, Grammar, Lexicography and Doxography. It will also deal with the questions of what were the forces of educational expansion as well as control over it, and what does this history of education tell us about social relations in the period under study. (eleven hours)

### **Essential Readings:**

- Alam, Muzaffar. (2003), 'The Culture and Politics of Persian in Pre-colonial Hindustan,' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003, pp. 131-198.
- Ali, Daud. (2006), 'The culture of court' (Chapter 2, pp. 69-96) and 'The education of Disposition', (Chapter 5 pp. 183-201) in his *Courtly Culture and Political Life in Early Medieval India*. Delhi: Cambridge University Press.
- Bor, Joep. Françoise 'Nalini'delvoye, Jane Harvey and Emmie Te Nijenhuis (eds.). (2010), *Hindustani Music: Thirteenth to Twentieth Centuries*. New Delhi: Manohar Publishers.
- George, Gheverghese Joseph. (2009), *A Passage to Infinity: Medieval Indian Mathematics from Kerala and its Impact*, Delhi: SAGE Publications India Pvt Ltd, (Chapter-7, pp. 142-156 and 8, 156-178).
- Ghosh, Suresh Chandra. (2001), *History of Education in Medieval India, 1192 A.D.-1757 A.D.* India Originals.
- Hussain, SM Azizuddin (ed.). (2005), *Madrassa Education in India: Eleventh to Twenty First Century*. New Delhi: Kanishka Publishers.
- Jafri, Saiyid Zaheer Husain. (2021), 'Education and the Transmission of Knowledge in India's Medieval Past: Contents, Processes and implications' in Cristiano Casalini, Edward Choi and Ayenachew A. Woldegiyorgis (Eds.), *Education beyond Europe: Models and Traditions before Modernities*. Brill, pp. 129-151.
- Makdisi, Goerge. (1981), *The Rise of Colleges, Institutions of Learning in Islam*, Edinburg University Press, Edinburg. Chapters 1, 2, and 3.
- Nizami, K.A. (1996), 'Development of the Muslim Educational System in Medieval India', in *Islamic Culture*, October.
- Pollock, Sheldon (ed.). (2011), *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet 1500-1800*, Manohar, Delhi.
- Ray, Krishnalal. (1984), *Education in Medieval India*, Delhi: B.R. Publishing, (Chapter 4, pp. 34-57 and 5 pp-57-66).
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India.'" *Proceedings of the Indian History Congress*, 68, pp. 389-97. <http://www.jstor.org/stable/44147851>.
- Robinson, Francis. (2001), 'Perso-Islamic Culture in India from the 17th to the Early 20th Century', pp. 9-40 (chapter 1); and 'Atamans, Safavids, Moghuls: Shared Knowledge and Connective Systems', pp. 211-251 (chapter 8), in his *The*

'Ulama of Farangi Mahal and Islamic Culture in South Asia. Permanent Black, Delhi.

- Venkatasubramanian, T. K. (2010), Music as History in Tamilnadu. New Delhi: Primus Books. (Chapters 4, 5 and 8, pp. 45-75 and 100-107).

**Unit 3.** This unit deals with the emergence of colonial education and marginalization of indigenous education from 18th century onwards. How the two systems, indigenous and the colonial, impacted each other during this period. How this transition was shaped by the interventions of the colonial state, Christian missionaries, dominant castes and classes and the social reformers?? It will engage with how the nature of education during this period was shaped by the colonial state and dominant sections of Indian society, and what were the implications of this alliance in general and particularly for marginalised sections. It will also explore how the colonial education transformed language hierarchies and knowledge traditions in India. (twelve hours)

**Essential Readings:**

- Acharya, Poromesh. (2000), Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi.
- Allender, Tim. (2016), Learning Femininity in Colonial India, 1820–1932, Manchester: Manchester University Press.
- Babu, Senthil. (2022), Mathematics and Society: Numbers and Measures in Early Modern South India. Oxford University Press.
- Bhattacharya, Sabyasachi. (ed.) (2002), Education and the Dis-privileged: Nineteenth and Twentieth Century India, Orient Longman Private Limited, New Delhi.
- Chavan, Dilip. (2013), Language politics under colonialism: Caste, class and language pedagogy in western India. Cambridge Scholars Publishing.
- Crook, Nigel (ed.). (1996), The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics, Delhi, Oxford University Press.
- Dharampal (ed.), (1983) The Beautiful Tree: Indigenous Education in the Eighteenth Century, New Delhi, Biblia Impex, (Specially Introduction)
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (ed.). (2021), Education and Inequality: Historical and Contemporary Trajectories, Orient Blackswan, Hyderabad.
- Kumar, Arun. (2019), 'The "Untouchable School": American Missionaries, Hindu Social Reformers and the Educational Dreams of Labouring Dalits in Colonial North India', South Asia: Journal of South Asian Studies, 42(5): 823-844.
- Paik, Shailaja. (2014), Dalit Women's Education in Modern India, New York: Routledge.
- Rao, Parimala V. (2020), Beyond Macaulay: Education in India, 1780-1860, New York, Routledge.
- Sarangapani, Padma M. and Rekha Pappu. (2021), Handbook of Education Systems in South Asia, Spinger Nature, Singapore. (Volume 1).

- Tschurennev, Jana. (2019), *Empire, civil society, and the beginnings of colonial education in India*, Delhi: Cambridge University Press.

**Unit 4.** This unit explores the alternative demands that were articulated within the educational discourse of the freedom struggle. It also engages with the fate of the national education movement as may be seen in the examples of Swadeshi and Nai Talim; along with the struggle for compulsory elementary education in colonial India. (eleven hours)

**Essential Readings:**

- Bhattacharya, Sabyasachi (ed.). (1998), *The Contested Terrain: Perspectives on Education in India*, Orient Longman, New Delhi.
- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. (eds). (2003), *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors.
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8).
- Rao, Parimala V. (2013), 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947' in Parimala V. Rao. (ed.), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi, pp. 151-175
- Sadgopal, Anil. (2017), 'Macaulay Banam Phule, Gandhi-Ambedkar ka Muktidai Shaikshik Vimarsh' in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi (eds.), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, Vani Prakashan, New Delhi, pp. 82-95.
- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

**Suggestive readings**

- Acharya, Poromesh. (1997), "Educational Ideals of Tagore and Gandhi: A Comparative Study" *Economic & Political Weekly*, 32, pp 601-06.
- Alavi, Seema. (2007), 'Indo-Muslim Medicine: Unani in Pre-Modern India', in *her Islam and Healing: Loss and Recovery of and Indo-Muslim Medical Tradition 1600-1900*. New Delhi: Permanent Black, pp. 18-43.
- Altekar, A. S. (1944). *Education in Ancient India*. Benares: Nand Kishore & Bros.
- Bandyopadhyay, D. (2002), 'Madrasa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
- Bhattacharya, Sabyasachi (ed.), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi, 2001. (Introduction)
- Bronkhorst, Johannes. (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin. (2009). *The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary*, North Point Press, New York.
- Charney, Michael W. (2011), 'Literary Culture on the Burma–Manipur Frontier in the Eighteenth and Nineteenth Centuries'. *The Medieval History Journal*, (14) 2, pp 159-181.



- Chatterji, Basudev. (ed.) (1999), "Towards Freedom (1938 Watershed)", Oxford University Press for ICHR, (Vol. I. chapter 8.)
- Constable, Philip. (2000), "Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India", IESHR, Vol. 37, No. 4, pp. 383-422.
- Deshpande, Madhav. (2020), "Language and Testimony in Classical Indian Philosophy", in Edward N. Zalta (ed.), The Stanford Encyclopedia of Philosophy.
- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', American Historical Review, Vol. 91, No. 1, February, pp. 37-65.
- Gandhi, Mahatma. (1938), Educational Reconstruction, Hindustani Talimi Sangh, Wardha.
- George L. Hart (1975), The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts, Issue 21 of Center for South and Southeast Asia Studies, UC Berkeley Publications of the Center for South and Southeast Asia studies.
- Ghosh, S. C. (2007), History of Education in India, Rawat Publications.
- Gupta, Vikas. (2017) "Macaulay se Pare", in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, eds., Macaulay, Elphinstone Aur Bhartiya Shiksha, New Delhi: Vani Prakashan
- Gupta, Vikas. (2018), "Bhaurao Patil's Educational Work and Social Integration", Inclusive, Vol. 1, Issue 12.
- Gupta, Vikas. (2022) 'Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah', Social Scientist, Vol. 50, Nos. 9-10 (September-October), pp. 21-41.
- Habib, Irfan. Technology in Medieval India: C. 650-1750. India: Tulika Books, 2013.
- Habib, S Irfan and Raina Dhruv (Ed. (2007), Social History of Science in Colonial India. India: Oxford University Press.
- Hardy, Peter. (1972), Muslims of British India, Cambridge: Cambridge University Press.
- Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi.
- Jafar, S.M. (1936), Education in Muslim India, S. Muhammad Sadiq Khan, Peshawar.
- Jafri, Saiyid Zaheer Husain. (2012). 'Education and transmission of knowledge in medieval India', Intellectual Discourse, 20 (1), 79-102.
- Jafri, Saiyid Zaheer Husain. (2020), 'Making of the Indo-Islamic Intellectual Tradition in the Upper Gangetic Valley: Migrations, Settlements, Adaptations and 'Crises'', The Historian, Vol 18 (Summer): 16-39.
- Kamal, MM. (1998), The Epistemology of the Carvaka Philosophy, Journal of Indian and Buddhist Studies, 46(2), pp. 13-16.
- Kumar, Krishna. (2009), "Listening to Gandhi" in his What is Worth Teaching?, Orient Longman, (Third Edition), Ch. 9, pp. 111-128.

- Kumar, Krishna. (2014), *Politics of Education in Colonial India*, New Delhi, Routledge.
- Kumar, Krishna. and Oesterheld, Joachem. (eds.). (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz).
- Lahiri, Latika. (1986), *Chinese Monks in India: Biography of Eminent Monks Who Went to the Western World in Search of the Law During the Great T'ang Dynasty*. Motilal Banarsidass, Delhi.
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two volumes), Gyan Publishing House, Delhi.
- Mondal, Ajit. (2017), "Free and Compulsory Primary Education in India under the British Raj" SAGE Open, SAGE Publications.
- Naik, J.P. & Nurullah, Syed. (2004) *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
- Naik, J.P. (1941), "Compulsory Primary Education in Baroda State: Retrospect and Prospect", (First published in the *Progress of Education*, Poona, and thereafter published in book form).
- Nambissan, Geetha B. (1996), "Equity in Education? Schooling of Dalit Children in India" *Economic & Political Weekly*, Vol. 31, pp. 1011-24.
- Oesterheld, Joachim. (2009), "National Education as a Community Issue: The Muslim Response to the Wardha Scheme" in Krishna Kumar and Joachem Oesterheld (eds.), *Education and Social Change in South Asia*, Orient Longman, New Delhi, pp. 166-195.
- Hartung, Jan-Peter and Reifeld, Helmut (Ed.). (2006), *Islamic Education, Diversity and National Identity*, Sage.
- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Rao, Parimala V. (ed.). (2014), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi.
- Salgado, Nirmala, S. (1996), "Ways of Knowing and Transmitting Religious Knowledge: Case Studies of Theravada Buddhist Nun", *Journal of the International Association of Buddhist Studies*, Volume 19, Number 1, pp. 61-80.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, Vol. 16, No. 1.
- Shetty, Parinita. (2008), 'Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore', *Indian Economic Social History Review*, Vol. 45, pp. 509-51.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.
- Sikand, Y. (2005), *Bastions of the Believers: Madrasas and Islamic Education in India*. New Delhi: Penguin.
- Soni, Jayandra (2000), "Basic Jaina Epistemology", *Philosophy East and West*, Vol. 50, Issue 3, pp. 367–377.

- Suman, Amit K. (2020), "Colonial State and Indigenous Islamic Learning: A Case Study of Calcutta Madrasa", *Paedagogica Historica: International Journal of the History of Education*, Routledge: Taylor & Francis, pp. 1-18.
- Suman, Amit K. (2014), "Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage", *Social Scientist*, Vol.42, No.3-4, March-April.
- Suman, Amit K. (2018), "The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency", in the *Indian Historical Review*, Vol. 45, Issue 2, SAGE Publications, pp. 1-16.
- Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence", *SAGE Open*, Sage Publications.
- Wujastyk, Dominik. (2003) *The Roots of Ayurveda* (Penguin Classics). Penguin. Introduction p.1-38.
- Zelliott, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (Ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-4): History of Latin America c. 1500 – 1960s**

**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 Latin America c. 1500 – 1960s	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

### Learning outcomes

On completion of this course the student shall be able to

- Critique stereotypes on Latin America and outline major shifts in Latin American history.
- Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on Latin America.
- Explain social protest and anti-colonial resistance in Latin America, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

### SYLLABUS OF DSE-4

**Unit I:** Historiography

**Unit II:** Colonization of Central and South America by Iberian powers and Movements for In-dependence:

1. Driving forces for conquest; Impacts of colonization – key agrarian transformation; the question of labour and slavery; transatlantic commerce

and the modern world system; institutions of state; the advent of Christianity and evangelization.

2. Movements for independence in the early 19th century

**Unit III:** Developments in the new Latin American Nations (1830s-1930s): Case studies of Mexico, Argentina, and Brazil

1. Class and state formation, industrialization, export economies, immigration
2. Popular culture

**Unit IV:** Political and socio-cultural developments, 1930s to the 1960s

1. Authoritarianism, populism, revolutions
2. Politics of literature, music and sports

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

### **Essential/recommended readings**

**Unit-I:** This Unit provides an introduction into what constitutes as Latin America and the importance of the engaging with the modern history of the region. The Unit also familiarizes the students with the historiography of Latin America. **(Teaching time: 9 hours Approx.)**

- Bethell, L., ed. (1997). Cambridge History of Latin America: Colonial Latin America, Vol. II. Cambridge: Cambridge University Press.
- Bethell, L., ed. (2002). Cambridge History of Latin America: From Independence to c. 1870, Vol. III. Cambridge: Cambridge University Press.

**Unit II:** This Unit provides an overview of the colonization of Central and South America by Spain and Portugal from 1490s onwards. It will also examine the nature of important transformations ushered in by the colonial encounter, as well as the early independence struggles against the Spanish and Portuguese. **(Teaching time: 9 hours Approx.)**

- Chasteen, J. (2006). Born in Blood and Fire: A Concise History of Latin America. New York: W.W. Norton and Company.
- Frank, A.G. (1967). Capitalism and Underdevelopment in Latin America. New York: Monthly Review Press.
- Galeano, E. (2010). Century of the Wind: Memories of Fire, Volume III. New York: Nation Books
- Burns, E.B. (1992). Latin America Conflict and Creation: A Historical Reader. New York: Pearson.
- Skidmore, T. and Peter H. Smith. (2010). Modern Latin America. New York: Oxford University Press.
- Williamson, E. (2010). The Penguin History of Latin America. London: Penguin Books.

**Unit-III:** This Unit address history of class and state formation, industrialization, immigration, and popular culture from 1830s to the 1930s with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 9 hours Approx.)**

- Bothell, L., ed. (1985). Mexico Since Independence. Cambridge: Cambridge University Press.
- Galeano, E. (2010). Faces and Masks: Memories of Fire, Volume II. New York: Nation Books.
- Galeano, E. (2010). Genesis: Memories of Fire Volume I. New York: Nation Books.
- Levine, R.M., and John Crocitti, (Eds.). (2002). The Brazil Reader: History, Culture, Politics. Durham: Duke University Press.
- Nouzeilles, G., and Graciela Montaldo. (Eds.). (2002). The Argentine Reader: History, Culture, Politics. Durham: Duke University Press.

**Unit-IV:** This Unit deals with emergence of authoritarianism, reactions against it as manifested in populism and subsequent revolutions. It will also examine the politics of literature, music and sports; 1930s to the 1960s. **(Teaching time: 9 hrs Approx.)**

- Galeano, E. (1997). Open Veins of Latin America: Five Centuries of the Pillage of a Continent. New York: Monthly Review Press.
- Gott, R. (2005). Cuba A New History. New Haven: Yale University Press.
- Wright, T. (2001). Latin America in the Era of the Cuban Revolution. Connecticut: Praeger

#### **Suggested Readings:**

- Bellos, A. Futebal. (2003). The Brazilian Way of Life. London: Bloomsbury.
- Chavez, L., 9ed). (2005). Capitalism, God and Good Cigar. Durham: Duke University Press.
- Craske, N. (1999). Women and Politics in Latin America. New Brunswick: Rutgers University Press.
- Hanke, L., and Jane M. Rausch. (Eds.). (1999). Latin American History from Independence to the Present. Princeton: Markus Wiener.
- Karush, M.B., and O. Chamosa, (Eds.). (2010). The New Cultural History of Peronism. Durham: Duke University Press.
- Levine, R.M. (1998). Father of the Poor: Vargas and His Era. Cambridge: Cambridge University Press.
- Marichal, C. etal. (2006). From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000. Durham: Duke University Press.
- Marquez, G.G. (1996). Autumn of the Patriarch. London: Penguin.

**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 1858 – 1947

#### 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 1858 – 1947	4	3	1	0	Class XII	Should have History of India I – VI

#### Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

#### Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

#### SYLLABUS OF DSC-1

**Unit I:** Social issues and Reform Movements:

1. Revivalist / Reformist Movements of the 19<sup>th</sup> century
2. Phule, Ambedkar and the Caste question
3. Women
4. Peasants, Tribal and the Caste movements
5. Arya Samaj

**Unit II: Economy under the colonial state:**

1. Drain of Wealth
2. Modern Industries and Industrialization
3. Indian capitalist class

**Unit III: Nationalist Politics:**

1. Rise and Growth of Nationalism
2. Foundation of Indian National Congress
3. 'Moderates' and 'Extremists' Nationalists
4. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

**Unit IV: Other currents in Nationalism:**

1. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
2. Subhas Chandra Bose and INA
3. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
4. Nationalist politics in southern India

**Unit V: Towards Freedom:**

1. Overview of the growth of communal politics
2. Freedom and Partition

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

**Essential/recommended readings**

**Unit I:** The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.



- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

**Unit II:** This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, .
- भट्टाचार्ा, सब्यसाची (2008). आधुतनक भारत का आतथाक इततहास, (1850-1947) तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

**Unit III:** After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).

- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय राष्ट्रियता में गरमपंथ की चुनौती, नई दिल्ली, ग्रंथ तशल्पी प्रकाशन ,
- हालिर, मोतहत कु मार , भारतीय नविगरण और पुनरुत्थानवािी चेतना, नई दिल्ली, ग्रंथ तशल्पी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिोलन की झाँतकराँ, दिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय राष्ट्र वािी सामातिक पृष्ठभूतम, सेि प्रकाशन, नई दिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई दिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ाान्वर्न तनिशालर्, दिल्ली तवश्वतवद्यालर्, दिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

**Unit IV:** This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. ( Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.

- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', *Social Scientist*, Vol. 39, No.7/8, July-August 2011.
- Blackburn, Stuart. (2001) *Print, Folklore and Nationalism in Colonial South India*. Delhi, Permanent Black.
- सरकार, सुतमत (2009). *आधुतनक भारत, तिल्ली, रािकिमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभांिन तक: आधुतनक भारत का इततहास*. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed). (1987). *आधुतनक भारत का इततहास, तहंिी माध्यम कार्ांन्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली*

**Unit V:** This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). *आधुतनक भारत, तिल्ली, रािकिमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभांिन तक: आधुतनक भारत का इततहास*. Hyderabad: Orient Longman.

### **Suggestive readings**

- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader*. New Delhi: Oxford University Press.
- Brown, Judith. (1972). *Gandhi's Rise to Power*, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). *Nationalism and Colonialism in Modern India*, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers.

- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. ·
- Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. ·
- Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
- Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
- Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
- Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
- Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
- चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

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

## DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1870 – 1945

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>History of Europe: 1870 – 1945</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

### Learning Objectives

This paper offers a historical overview of the consolidation of capitalist industrialization in the late nineteenth century, and its impact in terms of facilitating the age of ‘new imperialism’. Among the key case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It details the formation of defensive alliances and power blocs, as well as contentious international issues that led up to First World War. The paper proceeds to discuss the crucial aspects of the post-War Peace Settlement, and the emergence of ultra-nationalist regimes prior to the Second World War. The course of the Second World War and important developments stemming from it are also highlighted in the paper.

### Learning outcomes

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

- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Distinguish the varied impacts of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe between the World Wars.
- Delineate the reasons for the outbreak of the Second World War, and the course of the War.
- Analyse the key, immediate repercussions of the Second World War

### SYLLABUS OF DSC-2

**Unit-I:** The European economy in the late 19th century

1. Second Industrial Revolution, new business practices, new consumption patterns
2. The economic down turn of 1873; growth of finance capital

**Unit II: European politics, 1870-1918**

1. Political developments in the Russian Empire (1905 revolution; February and October revolutions of 1917)
2. The 'Eastern question' and Balkan nationalism; scramble for African colonies; imperialist rivalries; power blocks and alliances
3. The First World War 1914-1918

**Unit III: Europe between the World Wars**

1. The Post-War Peace Settlement (treaties, League of Nations and International Labour Organization); Comintern on national liberation struggles and fascism; economic crisis-the Great Depression of 1929
2. Growth of Fascism (Italy) and Nazism (Germany)
3. Spanish Civil War

**Unit IV: Catastrophe of WWII**

1. World War II: Causes, civilian resistance to allied victory
2. Repercussions of WWII: UNO; origins of the Cold War

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

**Essential/recommended readings**

**Unit-1:** In this Unit, the students will discuss the industrial, technological, and commercial innovations that characterized the latter half of the nineteenth century, and which backed the ambitions of the emerging nation-states in Europe. An overview will be provided of the growth the capitalism in its imperialist phase. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-18: pp.701-706]
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapter-9].
- लालबहादुरिुरवमा।रूरोपकाइततहासः फ्ांसीसीक्रांततसेतितीर्तवश्वरुद्धतक।
- पाथासारथीगुप्ता (संपािक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- तिवेशतविर, मीनाभारिि, वंिनाचौधरी(संपािक)।आधुतनकरूरोपकाइततहासः आर्ामऔरतिशाएं।Hindi Madhyam Karyanvayan Nideshalaya, DU

**Unit-2:** At the end of this rubric the student will be to trace the nature of imperialist rivalries and identify the intense competition that informed repeated conflagrations on certain international affairs / regions. Students will be familiarized with historical analyses of the First World War, as well as the revolutionary possibilities which emerged in the Russian empire during the First World War. **(Teaching time: 12 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [relevant chapter on the 'Eastern Question' and Balkan nationalism].
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 13, 15 & 16, 18 & 19].
- Waller, Bruce (ed.). Themes in Modern European history 1830–90. London and NY: Routledge. 1990. [Chapters 2,3 & 4]
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861–1917. Lancaster Pamphlet. Third Edition.
- लालबहादुर शास्त्री। यूरोप का इतिहास: फ्रांसीसी क्रांतिसँग तीसरी तलवर्ष तक। पाठ्यासारथीगुप्ता
- (संपादित)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- लेम्सोल। यूरोप 1870 से। अनुवादित: स्नेहमहानि। Hindi Madhyam Karyanvayan Nideshalaya, DU.

**Unit-3:** In this Unit, the students will examine the emergence of key international institutions within the context of the Peace Settlement and post-War order First World War. Within the backdrop of fast changing European society and economic downturn of 1929, the students will be familiarized with the emergence of ultra-nationalist movements in Europe, in particular the growth of fascism in Italy and Germany. The Unit will also proceed to provide an overview of the Spanish Civil War which represented a showdown between the fascist and the Left forces before the outbreak of the Second World War. **(Teaching time: 15 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. (1998, 2000). Hitler and Nazi Germany. Questions and Analysis in History. London and New York: Routledge.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 20 to 23, 26 & 27].
- Forrest, Andrew. The Spanish Civil War. Questions and Analysis in History. London and New York: Routledge.
- Maul, David. The International Labour Organization: 100 Years of Global Policy. De Gruyter and ILO. 2019 ["Antecedents" & Chapter-1: The Washington

Conference, An International Organization in the Making, The Invention of Tripartism, Standard-setting in the 1920s]

- लालबहादुर शास्त्री द्वारा लिखित 'यूरोप का इतिहास: फ्रांसीसी क्रांत से तृतीय विश्व युद्ध तक'।
- पाठासारथी गुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- मिस्सोल। यूरोप 1870 से। अनुवादक: स्नेहमहालिन। Hindi Madhyam Karyanvayan Nideshalaya, DU.

**Unit-4:** In this Unit, the students will examine the factors that facilitated the outbreak of the Second World War. It will also explore the War's overall trajectory in terms of the role of civilian resistance to military occupation and fascism. The students will be able to delineate the important developments in terms of the formation of the United Nations and the start of the Cold War. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-21, Chapter-22: 870-880].
- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Henig, Ruth. Origins of the First World War. London and NY: Routledge. 2003.
- Redfern, Neil. (2017). "The Comintern and Imperialism: A Balance Sheet," Journal of Labour and Society, 20(1): 42-60
- लालबहादुर शास्त्री द्वारा लिखित 'यूरोप का इतिहास: फ्रांसीसी क्रांत से तृतीय विश्व युद्ध तक'।
- पाठासारथी गुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- मिस्सोल। यूरोप 1870 से। अनुवादक: स्नेहमहालिन। Hindi Madhyam Karyanvayan Nideshalaya, DU.

#### **Suggestive readings**

- Hayes, Paul (ed.). Themes in Modern European History 1890–1945. London and NY: Routledge and Taylor & Francis. 1992. [Chapters 5 & 6].
- Hobsbawm, E.J. Nation and Nationalism Cambridge: CUP. 1970
- Merriman, John. History of Modern Europe. Vol. II. Third edition. New York and London:
- W.W. Norton & Company. [Chapter-19]
- Porter, Andrew. European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. 1994.
- Thompson, David. (1957, 1966). Europe since Napoleon. Penguin.
- तिवेश तविर, मीना भारिणि, वंशिना चौधरी (संपादक)। आधुनिक यूरोप का इतिहास: आराम और तिशाएं। Hindi Madhyam Karyanvayan Nideshalaya, DU
- स्नेहमहालिन। यूरोप का इतिहास: 1870-1914। प्रगतत प्रकाशन।



- ए.के. तमत्तल।आधुतनक रूरोप का इततहासः 1789 से 1945 तक।सातहत्यभवनप्रकाशन

**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 History as Non-Major Credit distribution, Eligibility and Pre-requisites of the Course

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

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 1858 – 1947	4	3	1	0	Class XII	History of India V

### Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

### Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

### SYLLABUS OF DSC-1

**Unit I: Social issues and Reform Movements:**

6. Revivalist / Reformist Movements of the 19<sup>th</sup> century
7. Phule, Ambedkar and the Caste question
8. Women
9. Peasants, Tribal and the Caste movements
10. Arya Samaj

**Unit II: Economy under the colonial state:**

4. Drain of Wealth
5. Modern Industries and Industrialization
6. Indian capitalist class

**Unit III: Nationalist Politics:**

5. Rise and Growth of Nationalism
6. Foundation of Indian National Congress
7. 'Moderates' and 'Extremists' Nationalists
8. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

**Unit IV: Other currents in Nationalism:**

5. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
6. Subhas Chandra Bose and INA
7. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
8. Nationalist politics in southern India

**Unit V: Towards Freedom:**

3. Overview of the growth of communal politics
4. Freedom and Partition

**Practical component (if any) - NIL****Essential/recommended readings**

**Unit I:** The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुनक भारत का इततहास. Hyderabad: Orient Longman.

- शुक्ल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कार्यान्वयन तनिशालर, तिल्ली तवश्वतवद्यालर, तिल्ली

**Unit II:** This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, • भट्टाचार्या, सब्यसाची (2008). आधुनिक भारत का आतथाक इतिहास, (1850-1947) तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांनि तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

**Unit III:** After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.

- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय रािनीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीय नविगरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकराँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय राष्ट्र वािकी सामातिक पृष्ठभूतम, सेि प्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

**Unit IV:** This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. ( Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.
- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', Social Scientist, Vol. 39, No.7/8, July-August2011.
- Blackburn, Stuart. (2001) Print, Folklore and Nationalism in Colonial South India. Delhi, Permanent Black.
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन

- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ाान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

**Unit V:** This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). The Construction of Communalism in Colonial North India. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). Communalism in Modern India. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), Perspectives of Modern Indian History. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

### Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). National Movement in India: A Reader. New Delhi: Oxford University Press.
- Brown, Judith. (1972). Gandhi's Rise to Power, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). Nationalism and Colonialism in Modern India, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). The Rise and Growth of Economic Nationalism in India. New Delhi: Anamika Publishers.
- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. ·
- Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. ·

Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.

- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
- Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
- Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
- Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
- Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
- चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

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

## Pool of DSE for Multidisciplinary Studies

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Art, Society and Culture in India c. 300 BCE to 1000 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		
Art, Society and Culture in India c. 300 BCE to 1000 CE	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

This paper deals with the three most important and interconnected broad facets of history i.e art, society and culture from early historical to early medieval periods. Their trajectory of development, dynamic and ever evolving nature is highlighted clearly through this study. A regional representational approach has been adopted in order to provide a comprehensive approach to the paper.

#### Learning outcomes

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

- Grasp various dimensions of visual medium of art, architecture, sculpture and paintings, as a primary source of history, which will enable them to develop a deep understanding of the theme.
- Comprehend the different perspectives that explain the emergence and crystallization of various social structures – varna, jati, untouchability and also gender relations.
- Understand that the society displayed flexibility in terms of assimilation, mobility, providing corresponding spaces to new entrants.
- Grasp the essentials of the major religious traditions of the given time period.
- Develop an understanding about the cultural florescence as reflected in rich literature produced in Sanskrit and vernacular languages.

#### SYLLABUS OF DSE-1

##### UNIT I:

1. Mauryan period: architecture, sculpture, terracotta; sources of inspiration



2. Post Mauryan period: features of Stupa architecture and relief sculptures: case study of Sanchi or Amravati – narrative art; patronage of art, terracottas; Mathura, Gandhara and Amravati schools of art
3. Rock architecture of western ghats
4. Gupta period: temples, rock cut caves and sculpture, Paintings
5. Post – Gupta period: Pratiharas, Pallava and Chalukya architecture

#### UNIT II:

1. Social stratification and changes within: class; varna; jati; varnasamkara, untouchability; gender relations; marriage and property relations

#### Unit III:

2. Religious doctrines and practices: renunciatory tradition with special reference to Buddhism, Jainism
3. Theistic trends: Puranic Hinduism – Visnuism, Sivaism and Saktism; Murugan cult of south India; the Mahayana schools; the emergence of Tantra
4. Literary and technical works in Sanskrit, Prakrit and Tamil

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

#### Essential/recommended readings

**UNIT I:** This unit will introduce the students to the significant features of art in the period of their study. **(Teaching Time: 15 hours approx.)**

- Agarwal, V.S. (1965) Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan. (Chapters 4-8)
- अग्रवाल.वी. एस. (2015) भारतीय कला: प्रारंभक काल से तीसरी शती ईस्वी तक. वाराणसी: पृथ्वी प्रकाशन.(अध्याय 7-14)
- Brown, Percy. Indian Architecture. Buddhist and Hindu Periods. Bombay: D.B. Taraporevala Sons & Co. Private Ltd. (Chapters 2-16)
- Harle, J.C. (1986). The Art and Architecture of Indian Subcontinent, Penguin Books (Chapters 1-9, 20)
- Huntington, Susan. (1985) Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, New York, Tokyo. (Chapters 4-15)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7-10)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूर्वामध्यकालीन भारत का इतिहास: पाषाणकाल से 12वीं शताब्दी तक. नई दिल्ली. तर्पर्सन.(अध्याय 7-10)

**UNIT II:** This unit will provide an overview of the social structures, relations and changes taking place within them. **(Teaching Time: 15 hours approx.)**

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapters 4-7)

- चक्रवती. रणबीर. (2012) भारतीईततहास. आतिकाल. नईतिल्ली. ओररएं टलब्लैकस्वेन. (अध्यार्4-7)
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction)
- Sharma, R.S. (2007) Material Culture and Social Formations in Ancient India, Delhi: Macmillan. (Chapters 6,7)
- शमा. आर . एस. (2008) प्राचीन भारत में भौतक संस्कृ तत एवं सामातिक संरचनाएँ .रािकिमलप्रकाशन. (अध्यार्6और7)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन. (अध्यार्6-10)

**Unit III:** This unit imparts to the student an understanding to the teachings, beliefs and practices of various ancient Indian religions as well as the rich literature produced in their period of study. **(Teaching Time: 15 hours approx.)**

- 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. (Chapters 7, 9)
- बाशम. ए.एल.(2020) अि भुतभारत। तशवलाल अगरवाल एं ड कं पनी (अध्यार्7-9)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन. (अध्यार्6-10)
- Zvelebil, Kamil V. (1991). Tamil Traditions on Subrahmanya-Murugan. Madras (Chennai): Institute of Asian Studies.

#### **Suggested Readings:**

- Bhattacharji, Sukumari. (1970). The Indian Theogony: A Comparative study of Indian Mythology From the Vedas to the Puranas. Cambridge University Press.
- Partha,Mitter. (2001) Oxford History of Art, Indian Art, Oxford University Press.
- Ray, Niharranjan. (1975) Maurya and Post-Maurya Art: a study in social and formal contrasts. New Delhi: ICHR, New Delhi.
- Sastri, K.A. Nilakanta. (1963). Development of Religion in South India. Bombay: Orient Longmans.
- Shrimali, K.M. (2015) Essays in Indian Art, Religion and Society. Delhi: Indian History Conference.
- श्रीमली, के.एम. (2017). प्राचीनभारतीर्धमोंका इततहास. तिल्ली: ग्रंथ तशलपी.
- Zvelebil, Kamil V. (1973).The Smile of Murugan, Leiden.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-2): Basics of Historical Research Methodology

**NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	12 <sup>th</sup> Pass	NIL

### Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

### Learning Outcomes

Having finished the course, the students would have learnt:

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

### SYLLABUS OF DSE

**Unit I:** Distinctiveness of historical inquiry

3. The nature of history

4. The scope of historical research

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

5. Facts and inference
6. Explanation and historical research
7. Objectivity and history writing
8. History writing and relations of power

**Unit III: Sources and interpretation**

4. Types of historical sources: their use and limitations
5. Analytical frames in historical research
6. Varieties of approaches to sources and methods

**Unit IV: Conducting historical research**

3. Selecting a topic and preliminary work
4. Protocols of academic writing and avoiding plagiarism

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

**Essential/recommended readings:**

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

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

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

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

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

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

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

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

### **Suggested Readings:**

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

- the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
  - Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-3): Travel in History: Trade, Politics 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		
Travel in History: Trade, Politics and Society	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

This paper shall provide an overview of the history of travel. It will acquaint students with the various genres, contexts and cultural literary traditions in which these travels were undertaken and written about. The course focusses on the transformative nature of travel especially the impact of industrialisation. The course will show the student how new technologies impacted the movement of people and their ability to record their experiences. Through a critical historical and literary study of a select list of travelogues, the course would introduce the students to the varied interests of travellers and their descriptions of local societies, economic practices and socio-cultural traditions. It will engage students with a series of problematics and issues arising from writings on cross cultural engagements and social stereotyping associated with European colonialism. This course will equip students to critically read travelogues and commentaries on travels.

### Learning outcomes

After completing the course students will be able to:

- Describe and historically analyse various aspects of travel experience and writing.
- Analyse the the varied and changing engagements of travellers in time.
- Develop the skills to analyse travelogues and critically evaluate cross cultural literature.
- Critically engage with the Eurocentric emphasis in travel narratives.
- Critically examine questions of colonialism, technology, race, language, gender and religion in travel narratives.

### SYLLABUS OF DSE-3

#### Unit I: Writing Travel:

1. Writing Travel: Genre, Time and Place



## 2. Travel in History: Religion, Society and Economy

### Unit II: Travel in the Modern Era

1. Industrialisation and a new travel culture: Railways and Photography
2. The Nineteenth and Twentieth centuries

### Unit III: Travel, Texts and History (choose any 3 travellers, select at least 1 from each category)

Travel in the Pre-Modern World: [I] Huen tsang [ii] Marco Polo [iii] Christopher Columbus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak

B. Travel in the Modern World: [I] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit I:** This unit aims to familiarise the students with travel writing. They will read about the varied contexts in which travellers come to record their experiences. Students will be familiarised with how travelogues have been used to enabling cross cultural engagements, and in establishing certain cultural and social stereotypes. They shall learn to read travelogues as distinct texts that introduce the readers to layered visions of diverse communi-ties and practices. (**Teaching Time: 15 hours approx.**)

- Das, Nandini and Youngs, Tim (Eds.) The Cambridge History of Travel Writing, Cambridge University Press, Cambridge, 2019
- Gosch, Stephens S., and Stearns, Peter N., Premodern Travel in World History, Routledge, 2008 p.134-160
- Greenblatt, Stephen, Marvellous Possessions: The Wonder of the New World, University of Chicago Press, Chicago, 1991
- Kamps, Ivo and Singh, Jyotsna G. (eds.) Travel Knowledge: European “Discoveries” in the Early Modern Peri-od, Palgrave, New York, 2001
- Moroz, Grzegorz and Szztachelska, Jolanta (eds.) Metamorphoses of Travel Writing: Across theories, Genres, Centuries and Literary traditions, Cambridge Scholars Publishing, Newcastle, 2010
- Muzaffar Alam and Sanjay Subrahmanyam, Indo Persian Travels in the Age of Discoveries 1400-1800, Cam-bridge University Press, Cambridge, 2007
- Petting, Alasdair and Youngs, Tim (eds.) The Routledge Research Companion to Travel Writing, Routledge, London, 2020

**Unit II:** In this unit, students shall study about transformations in travel and travel writing. They shall read about the experience of travel through in a period shaped by Colonialism and the industrial revolution. The stu-dents will read about how the introduction of railways and new machines like the camera transformed the nature of

travel. They will engage with these transformations alongside questions of race, gender, and culture in travel narratives. They will engage with how geography, culture, language, social practices, economic activity and religion have been conceptualised by different actors. **(Teaching Time: 15 hours approx.)**

- Edwards, Justin D. And Graulund, Rune (eds.) *Postcolonial Travel Writing: Critical Explorations*, Palgrave Macmillan, New York, 2011
- Gharipour, Mohammad and Ozlu Nilay (eds.) *The City in the Muslim World: Depictions by Western Travel Writers*, Routledge, London, 2015
- Gupta, Jayati, *Travel Culture. Travel Writing and Bengali Women, 1870-1940*, Routledge, London, 2021
- Henes, Mary and Murray, Brian.H., *Travel Writing, Visual Culture and Form 1760-1900*, Palgrave Macmillan, Singapore, 2016
- Nayar, Pramod K., *Indian Travel Writing in. The Age of Empire 1830-1940*, Bloomsbury, Delhi, 2020
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, Routledge, London, 1992. p. 111-200
- Schivelbusch, Wolfgang, *The Railway Journey: The Industrialisation of Time and Space in the Nineteenth Century*, University of California Press, Oakland, 2014. p.83-193
- Sohrabi, Naghme, *Taken for Wonder: Nineteenth-Century Travel Accounts from Iran to Europe*, Oxford University Press, New York, 2012
- Youngs, Tim (ed.) *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*, Anthem Press, London, 2006
- Zilcosky, John (ed), *Writing Travel: The Poetics and Politics of the Modern Journey*, University of Toronto Press, Toronto, 2008. P.3-56

**Unit III:** In this unit the student will choose travelogues as case studies. The student will select 3 travelogues from a list of 12. S/he will focus on these three and use the insights discussed in the earlier units to critically analyse these texts. The learners shall be encouraged to explore in greater detail specific themes that interest them, such as gender, religion, race, social practices, technology, architecture, ecology & nature, economic exchanges, etc. **(Teaching Time: 15 hours approx.)**

- Travel in the Pre Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Columbus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak
- Polo, Marco, *Travels*, (Trans.Nigel Cliff), Penguin Classics, 2019
- Si-Yu-Ki, *Buddhist Records of the Western World: Translated from the Chinese of Hiren Tsiang (AD 629)* (trans. Samuel Beal), Oriental Books Reprint Corporation, Delhi,1969
- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, 2008 p.134-160
- Devahuti, D., *The Unknown Hsuan Tsang*, Oxford University Press, Delhi, 2006
- Columbus, Christopher, *The Four Voyages of Christopher Columbus: Being his own log book, letters and dis-patches with connecting narratives*, (trans. J Cohen), Oxford, Oxford University Press, 1969

- Varthema, Ludovico Di, *The Itinerary of Ludovico Di Varthema of Bologna*, (trans.) John Winter Jones, Asian Educational Services, New Delhi 1997
- Joan-Pau Rubies, *Travel and Ethnology in the Renaissance: South India through European Eyes, 1250-1625*, Cambridge University Press, 2000. p. 1-84, 164-250
- Linschoten, Jan Huygen van, *The Voyage of Jan Huygen van Linschoten to the East Indies: From the Old English translation of 1598*, vol I and II, Hakluyt Society, London, 1885
- Kohli, Surinder Singh, *Travels of Guru Nanak*, Punjab University Publication Bureau, 1978

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

- Das, Durgabati, *The Westward Traveller* (ed & trans by Somdatta Mandal), Orient Blackswan, January 2010
- Paremmakkal, Cathanar Thomman, *Varthamanappusthakam*, An account of the history of the Malabar Church between the years 1773 and 1786 with special emphasis on the events connected with the journey from Malabar to Rome via Lisbon and back undertaken by Malpan Mar Joseph Cariattil and Cathanar
- Thomas Paremmakkal, (trans. Placid J. Podipara, CMI), *Orientalia Christiana Analecta* 190, Pont. Institutum Orientalium Studiorum, Roma, 1971
- Sankrtyayana, Rahul, *Volga to Ganga: A Picture in Nineteen Stories of the Historical, Economic and Political Evolution of the Human Society from 6000 B.C. to 1922 A.D.* (trans.. Victor Gordon Kiernan), Punjab Book Centre, 2015
- Irumbayam, George, *Books of Yesteryears - I : 'Varthamanapusthakam' : The first ever travelogues in Indian languages*, Indian Literature, July-August, 1987, Vol 30, No 4 (120) July-August 1987, pp. 81-85
- Caine, W.S., *Picturesque India: A Handbook for European Travellers*, George Routledge and Sons, London 1891
- Manfredi, Carla, *Robert Louis Stevenson's Pacific Impressions: Photography and Travel Writing, 1888-1894*, Palgrave macmillan, Switzerland, 2018.
- Stevenson, R.L. *In the South Seas: The Marquesas, Paumotus and Gilbert Islands*, Deadtree Publishing, London, 2013
- Subramanian, Samanth, *Following Fish: Travels around the Indian Coast*, Penguin, Delhi, 2010

### **Suggestive readings**

- Banerjee, Rita, *India in Early Modern English Travel Writing: Protestantism, Enlightenment, and Toleration*, Brill, Leiden, 2021.
- Brock, Aske Laursen, Meersbergen, Guido Van and Smith, Edmond, *Trading Companies and Travel Knowledge in the Early Modern World*, Hakluyt Society Studies in history of Travel, Routledge 2022
- Clarke, Robert, *The Cambridge Companion to Postcolonial Travel Writing*, Cambridge University Press, Cambridge, 2018
- Elsner, Jas and Rubies, Joan-Pau, *Voyages and Visions: Towards a Cultural History of Travel*, Reaction Books, 1999.

- Grewal, Inderpal, Home and Harem: Nation, Gender, Empire and the Cultures of Travel, Duke University Press, Durham, 1996
- Mueller, Christian and Salonia, Matteo (eds.) Travel Writings on Asia: Curiosity, Identities and Knowledge Across the East, c. 1200 to the Present, Palgrave Macmillan, Singapore, 2022
- Peterson, Jennifer Lynn, Education in the School of Dreams: Travelogues and Early Nonfiction Film, Duke University Press, Durham, 2013
- Taylor, Tom, Modern Travel in World History, London, Routledge, 2022
- Rodenas, Adriana Mendez, Transatlantic Travels in Nineteenth century Latin America: European Women Pilgrims, Bucknell University Press, Lewisburg, 2014

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Media and Cinema

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Media and Cinema	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The course will apprise the students with the elementary outlines of the history of media in India, from its beginnings to contemporary times. The different forms of media – Print, Audio-Visual and Electronic – the modes and methods will be discussed, and the potent ways in which technology and larger socio-political and economic trends intersected will be highlighted.

#### Learning outcomes

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

- Delineate the historical context within which the beginnings of each media platform can be understood.
- Analyze the state's attempts to control and organize media output through laws and policies.
- Explain the conjunctures of technological breakthroughs, advances and larger socio- economic and political matrices.
- Better appreciate the trends in media production, and its efforts in engaging with current ideological and socio-political issues.

#### SYLLABUS OF GE-1

##### Unit I: Forms and Contexts - 9 Hours

1. Introduction – Types of media to be studied and their unique Indian context and adaptations

2. Significance and impact of media in history

#### **Unit II: Press/Print media - 9 Hours**

1. Press censorship in British India; Vernacular Press Act
2. Role of the Indian press in the freedom movement; views of Leaders,
3. Press in India after independence

#### **Unit III: Radio Transmission - 9 Hours**

1. Radio Transmission in Colonial India – Foundation, Inter-war years; AIR Programming, Expansion and broadening of listenership base
2. Establishment and Expansion of Akashvani after 1947 – The Keskar years; Classical vs. Popular; Radio Ceylon and Vividh Bharati
3. Government Policies and Bandwidth matters since the 1970s – end of License Raj; FM Radio Wave; Community Radio; Podcasts

#### **Unit IV: The Cinematic Turn - 9 Hours**

1. Cinema during Colonial Period - Silent Era, Genres, Censorship
2. Post-Independence Cinema till 1980s- Nation Building, Mainstream Cinema and Parallel Cinema
3. Era of Liberalization, Globalization and Privatization- Changes in Production, Distribution and Exhibition, Experimental Cinema

#### **Unit V: Studying Television and Digital Media - 9 Hours**

1. Television in India-The Doordarshan era- Entertainment, Infotainment
2. Rise of the Satellite TV – Soap Operas and 24x7 News, Changes and Effects
3. Digital Media - Effects of Digital Media - Privacy and Surveillance, Misinformation and Disinformation

#### **Essential Readings**

- Krishna Murthy, Nadig (1966): *lit&& Journalism - Origin Growth and Development of Indian Journalism from Ashoka to Nehru*, Prasaranga, University of Mysore.
- Devika Sethi: *War over Words : Censorship in India, 1930-1960*, Cambridge University Press (2019)
- AS Iyengar: *Role of Press and Indian Freedom Struggle*, APH Publishing Corporation (2001)
- *Dismembering media diversity: A tryst with two press commissions* by Vibodh Parthasarathi  
<https://journals.sagepub.com/doi/abs/10.1177/0163443721994552>
- भारत की समाचार पत्र क्रांति, रॉबिन जेफ्री
- Sarkar, S. 2015. *Modern Times: India 1880s to 1950s: Environment, Economy, Culture*.
- New Delhi: Orient Blackswan
- Khanna, A. 2019. *Words. Sounds. Images: A History of Media and Entertainment in India*. New Delhi: Harper Collins

- Chatterjee, K, 2020. Media and Nation Building in Twentieth-Century India: Life and Times of Ramananda Chatterjee. New Delhi: Routledge
- Malik, K.K. Mixed Signals: Radio Broadcasting Policy in India
- Bandopadhyay, P.K. 2015. The Genesis and Growth of Broadcasting in India: From Lionel Fielden to The Present Day
- Gupta, P.S. 2001. "Radio and the Raj." Power, Politics and the People: Studies in British Imperialism and Indian Nationalism. New Delhi: Permanent Black, pp 447-80.
- Lelyveld, D. 1995. "Upon the Subdominant: Administering Music on All India Radio." Social Text, Vol. 39, pp 111-27
- Pinkerton, A. 2008. "Radio and the Raj: Broadcasting in British India, 1920-1940." Journal of the Royal Asiatic Society, Vol. 18, No. 2, pp 167-91.
- Rangoonwala, Firoze, Bhartiya Chalchitra Ka Itihas, Rajpal & Sons, Delhi, 1975
- Kaul, Gautam, Cinema and the Indian Freedom Struggle, Sterling Publishers Pvt. Ltd., Delhi, 1999
- Sharma, Manoj, National Movement and Currents of Social Reform in Hindi Cinema: 1931-1947, Proceedings of Indian History Congress, Vol. 66, (2005-2006), pp.492-498, JSTOR
- Vasudev, Aruna, New Indian Cinema, Delhi, MacMillan, 1986
- Thoravel, Yves, The Cinemas of India, Macmillan, Delhi, 20
- Rini Bhattacharya Mehta & Rajeshwari V. Pandharipande ed, Bollywood and Globalisation; Indian Popular cinema: Nation and Diaspora, Anthem press, London, 2010
- Ghose, B. Doordarshan Days. Penguin/Viking, (2005)
- डॉ. परमवीर सिंह , भारतीय टेलीवज़न का इतिहास। एडुक्रीएशन पब्लिशिंग, (२०१७)

### Suggestive readings

- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee, K N Pannikar, Sucheta Mahajan: India's Struggle For Independence 1857-1947 (1987), Penguin Books. Chapter 8. The Fight To Secure Press Freedom.
- बर्षन चंद्र, मि ल र्ण संघषि।ा मखजी, आर्ित्य मुखजी, के एन पन्नीकर, सुचेता महाजन: भारत का स्वतंत्रता संघषि, अध्याय आठ- प्रेस की आज़ािी केरामशरण जोशी, मीर्डया और बाजारवाि
- Kripalani, C. 2018. "All India Radio's Glory Days and Its Search for Autonomy" in Economic and Political Weekly, Vol. 53, No. 37, pp 42-50.
- Jhingan, S. 2011. "Re-embodying the Classical: The Bombay Film Song in the 1950s" in Bioscope, Vol 2, No. 2, pp 157-79
- Short, K. R. M. ed., Feature Film as History, Croom Helm Ltd., London, 1981
- Saari, Anil Hindi Cinema: An Insider's View, OUP Delhi, 2009
- Sinha, Mala and Chauhan, Vishal (2013). Deconstructing Lajja as a Marker of Indian Womanhood. Psychology and Developing Societies. 25 (1): pp.133-163. Available at: <https://doi.org/10.1177/0971333613477314>
- Lectures on Cinema - <https://www.youtube.com/user/cecedusat>

- Butler, Bred and Mirza, Karen, The Cinema of Prayoga: Indian Experimental Film and Video 1913-2006, published in 2006
- Conrad, P. (2016). Television: The medium and its manners. Routledge
- डॉ.तयाम कतयप एवं मकु े श कु मार (२००८) टेलर्वज़न की कहानी। नई र्िल्ली: राजकमल प्रकाशन

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



## GENERIC ELECTIVES (GE-2): Gender in Modern World

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Gender in Modern World	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The course seeks to introduce students to the location of gender in the historical pasts of the modern world. It focusses on different regions and locations, and analyses complexities of historical issues involving women's representation, mass movement and gendered mobilization.

### Learning outcomes

After the completion of the course the students would be able to

- Understanding larger histories of patriarchy and feminism
- Analyse gender realities in international contexts
- Discuss issues of gender in world history in comparative frames
- Delineate women's movements across different regions of the world

### SYLLABUS OF GE-2

**Unit I:** Historicizing Gender: Patriarchy, Matriarchy and Feminism

**Unit II:** Gender in the French Revolution: Women's participation; iconography

**Unit III:** Liberal Democratic Women's movements: Case Studies- Britain/ USA/South Africa

**Unit IV:** Women in the Socialist, Communist & Other Political Mobilization-Russian Revolution/ Chinese Revolution/ West Asia

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

### Essential/recommended readings

**Unit I.** The unit aims to make students conversant with the conceptual issues around Gender with a special focus on patriarchy and feminism. **(Teaching Time: 9 hours approx.)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History*, Vol. 1, no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapters 1 and 10).
- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- Smith, Bonnie G. (Ed.). (2008). *Encyclopedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.
- Millet, Kate. (2000). *Sexual Politics*. Urbana and Chicago: University of Illinois Press. pp. 23-58.

**Unit II.** The focus in the unit is on the significant role played by women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 9 hours approx.)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in
- Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

**Unit III.** The unit elucidates the trajectory of women's movement across different countries in 19th and 20th century such as Britain/ USA/South Africa. It bears testimony to developing women's consciousness in the realm of suffrage movement, rights, and law. **(Teaching Time: 12 hours approx.)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American*
- *Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press. (Introduction)
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press. Chapter 4, pp. 70-95.
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press. (Introduction)
- Lodge, Tom. (1983). *Black Politics in South Africa since 1945*. New York: Longman Group Limited. Chapter-6, pp. 139-152.

**Unit IV.** The focal point in the unit is to analyze the question of Gender in the Russian Revolution or the Chinese revolution or West Asia. Questions of women's agency, participation and mobilization will be discussed. **(Teaching Time: 12 hours approx.)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming*

Visible: Women in European History. New York: Monthly Review Press, pp. 370-399.

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press. Chapter 3 & 7, pp. 71-95 & 174-200.
- Mernissi, F. (1987). *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington: Indiana University Press. Chapter 1 & 2, pp. 56-116.
- Moghadam, V. M. (2003). "Islamist Movements and Women's Responses". In Valentine Modghadam, *Modernizing Women: Gender and Social Change in the Middle East*. London: Lynn Rienner, pp. 151-92.

#### **Suggestive readings -**

- Bose, R.B. (1995). "Feminism, Women and the French Revolution". *Historical Reflections/Reflexions Historiques*. Vol. 21, No. 1. pp. 187-205. Berghahn Books.
- Landes, Joan, B. *Women and the Public Sphere in the Age of the French Revolution*.
- Morgan, Sue. (2006). "Introduction: Writing Feminist History: Theoretical Debates and Critical Practices". In Sue Morgan. (eds.). *The Feminist History Reader*. Routledge, pp. 1- 47.
- Scott, Joan W. (1986). "Gender: A Useful Category of Historical Analysis". *The American Historical Review*, vol, 91. No. 5, pp. 1053-75.
- Melzer, Sara E. and Leslie W. Rabine. (1992). "Introduction". In Sara E. Melzer and Leslie
- W. Rabine. (eds.) *Rebel Daughters: Women and the French Revolution*. New York: Oxford University Press, pp. 3-11.
- Tilghman, Carolyn. (2011). "Staging Suffrage: Women, Politics and The Edwardian Theatre". *Comparative Drama*, vol. 45, no. 4, pp. 339-60.

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

## GENERIC ELECTIVES (GE-3): History of Textiles

### 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 of Textiles	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

This course explores the ways in which textiles has been approached, appropriated and understood in Indian history and beyond. The patterns in which textiles have been situated in history, how they are made, what they are made of, where they are made, what use or function they serve, what they codify for different communities, rituals and events, their historical and economic significance, etc. will be our main focus. The multiple narratives embedded in textiles, especially the hand woven and handcrafted textiles, which go back millennia and which, through centuries, have linked India to the rest of the world will enable the students to dialogue with a great culture of textiles.

### Learning outcomes

Students will also learn what textile can tell us about trade and commerce, empire, gender, sexuality, class, race, industry, revolution, nation-building, identity politics and globalization. We will aim simultaneously to see textile and material culture more generally, as playing a fundamental role in the shaping of our past.

### Theory and Practical/ Field work/Hands-on-learning

Through the course students are expected to continuously interact with the textile sector through programmes built into the academic curriculum like field studies, internships, design projects, audio-visual projects and its cluster initiatives.

### SYLLABUS OF GE-3

#### Unit 1: Textiles (Past to Present)

1. Sources and Historiography
2. Textiles in ancient India.
3. Textiles in Medieval India.
4. Textiles in Modern India.
5. Textiles in Contemporary India.

**Unit 2:** Theories of evolution of Textiles and Regional perspectives.

1. Local skills, Craftsmen (Case study of Weavers, Iron Smith and Carpenters) and Knowledge systems of Textiles.
2. Textiles of North, East, South, West and North-East.
3. Traditional and tribal costumes of India – North, East, South, West and North-East. d) Effect of textile culture and colours for different ceremonies and occasions.

**Unit 3:** Material Culture of Textiles: Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours, products and gender (Case study of Female Weavers).

1. Woven Textiles: Benaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir, Bhagalpuri Silk and Kachipuram Silk.
2. Embroidered Textiles: Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries.
3. Painted and Printed textiles: Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujarat.
4. Dyed textiles: Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas / Sambalpuri of Orissa and Telia Rumal of Andhra Pradesh

**Unit 4:** Making of Modern Textiles, Responses and Resistance.

1. Introduction of Powerloom and Weavers.
2. Khadi, Gandhi and Indian Nationalism.
3. Conservation and Preservation of Textiles
4. Textiles and Globalization.

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

**Essential/recommended readings**

**Unit I:** The Unit will give an overview to the paper through sources, historiography and past history and present conditions of the textile. (Teaching Time: 9 hours approx.)

- Harris J, 5000 years of Textiles, British Museum, London, 1993.
- Prasannan Parthasarathi and Giorgio Riello, eds, The Spinning World: A Global History of Cotton Textiles, 1200-1850 (Oxford, 2009).
- Ray, Tirthankar., Cloth and Commerce: Textile in Colonial India, Sage Publications, Delhi, 1996

**Unit II:** The Unit discusses the Local skills, Knowledge systems, Textiles and Traditional and tribal costumes of India – North, East, South, West and North-East., Effect of textile culture and colours for different ceremonies and occasions. (Teaching Time: 12 hours approx.)

- Braj Bhushan, Jamila, The Crafts of Weavers, the Costumes and Textiles of India, D.E. Tarapore
- Valla Sons and Co. Pvt. Ltd., Bombay, 1958.

- Chattopadhyaya, Kamaladevi, *Handicrafts of India*, Wiley Eastern Limited, New Delhi, 1995. Coomarswamy, Ananda K., *The Arts and Crafts of India and Ceylon*, London, UK: T.N. Foulis, 1913
- Emma Tarlo, *Clothing Matters: Dress and Identity in India*, Chicago, University of Chicago Press, 1996.
- Rai, Santosh Kumar, "Pleasures of Fashion and sorrows of Production—the Handloom industry in united Provinces, india, 1860s–1940" in Seema Bawa, ed., *Locating Pleasure in Indian History*.
- *Prescribed and Proscribed Desires in Visual and Literary Cultures*, New Delhi: Bloomsbury, 2021, pp.243-265.

**Unit III:** The Unit will help students understand the study of Textile Crafts of India such as woven, embroidered, dyed textiles from various parts of India and production centers, techniques as well. The students will also become aware of the gender issues associated with the textiles. (Teaching Time: 12 hours approx.)

- Dhamija, Jasleen, *The Survey of Embroidery Traditions in Textiles and Embroideries of India*, Mark Publications, Bombay, 1965.
- Diana Crane, *Fashion and Its Social Agendas*, Chicago, University of Chicago Press, 2000.
- Chattopadhyaya, Kamaladevi, *Indian Embroidery*, Wiley Eastern, New Delhi, 1977. Jayakar. Pupul, *Textiles and embroideries of India*, Bombay, Marg Publications, 1956. Maheshwari, A.K., & Sivaprakasam, P., *Status of Women Weavers in Handloom Sector*, 2002
- Rai, Santosh Kumar, "Weaving Hierarchies: Production Networks of the Handloom Industry in Colonial Eastern Uttar Pradesh", in *Studies in History*, August 2012, vol. 28, no.2, Sage Publications, Los Angeles/London, ISSN:0257-6430, eISSN:0973-080X, pp.203-230.
- Sudan, Amrik Singh., *Marketing of Handloom Products in J&K*, Anmol Publishing Pvt. Ltd., New Delhi, 1977.
- Verma, R., & Verma, J. (2014). Historical Transition from Cultural Entrepreneurs to Commercial Entrepreneurs: A Case Study of Handloom Weavers of North East India. *Journal of Business Management and Information Systems*, 1(1), 131-140. Retrieved from <https://qtanalytics.in/journals/index.php/JBMIS/article/view/125>.

**Unit IV:** This Unit emphasizes introduction of powerlooms, Gandhi's contribution, Khadi, preservation and globalizing process. (Teaching Time: 12 hours approx.)

- Hussain, Majid, N.S. Olaniya, *Indian Textiles in the 20th century: Crisis in transformation*, Marg Publications, 2000.
- Kanakalatha, M and Syamsundari, B., *Traditional Industry in the New Market Economy: The Cotton Handlooms of Andhra Pradesh*, Sage Publications, Delhi, 2011.
- Riello, Giorgio and Tirthankar Ray, *How India Clothed the World, The World of South Asian*

- Textiles 1500-1850, Brill, 2009.
- Rai, Santosh Kumar, 'Colonial Knowledge Economy: Handloom Weavers in Early Twentieth- Century United Provinces, India', International Review of Social History, Cambridge University Press, March 2022, pp.1-31.
- Verma, R., Panda, S., & Bansal, V. (2015). Dwindling Handloom, Sinking Weavers in Western
- Uttar Pradesh: A Case Study of Pilkhuwa, Amroha and Muradnagar. Journal of Business
- Management and Information Systems, 2(1), 10-20.  
<https://doi.org/10.48001/jbmis.2015.0201002>.

### **Suggested Reading:**

- Bernard S. Cohn, 'Cloth, Clothes and Colonialism: India in the Nineteenth Century', in Cloth and Human Experience, ed. A. Weiner and J. Schneider, Washington: Smithsonian Books, 1989, pp. 106–62.
- Brouwer, Jan . (1995) The Makers of the World: Caste, Craft and Mind of South Indian Artisans.
- Delhi: OUP. h tC.A. Bayly, 'The Origins of Swadeshi (Home Industry): Cloth and Indian Society, 1700–1930', in Origin of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India, ed. C.A. Bayly, Delhi: Oxford University Press, 1998, pp. 172–209.
- Das, Shukla, Fabric Art- Heritage of India, Abhinav Publications, New Delhi, 1992.
- Dhamija, Jasleen. (1981) 'Women and handicrafts: myth and reality', Seeds, 4:1-16.
- Dhamija, Jasleen. (Eds.), Sacred Textiles of India. Mumbai: Marg Publications, 2014.
- Jayakar, Pupul and Irwin John. (1956) Textiles and Ornaments of India : A Collection of Designs, New York, UK.
- McGowan, Abigail. (2009) Crafting the Nation in Colonial India. New York, USA: Palgrave Macmillan.
- Nita Kumar, The Artisans of Banaras: Popular Culture and Identity, 1880–1986, Princeton: Princeton University Press, 1988.
- Ramaswamy, Vijaya, Textiles and Weavers in Medieval South India. Delhi, Oxford University Press, 1985.
- Varadraj, Lotika.(1983) Traditions of Textile Printing in Kutch, Ajrakh and Related Techniques.
- Ahmedabad.India: New Order Book Company, 1983.

### **Selected Websites and Films:**

- <http://www.paramparikkarigar.com/artandcraft.html>
- <http://www.paramparikkarigar.com/artandcraft.html>
- <http://collections.vam.ac.uk/item/O77243/textile-unknown/>
- <http://collections.vam.ac.uk/item/O68430/textile-unknown/>

- <http://thedreamstress.com/2014/07/brocade-and-jacquard-whats-the-difference-or-the-history-of-the-jacquard-loom-and-all-the-weaves-it-cancreate/>
- Anjuman (1986), Film on Lucknow 'chikan' embroidery workers directed by Muzaffar Ali.
- The True Cost, (2015), documentary film that focuses on fast fashion, directed by Andrew Morgan.

**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

(B.A. Honours in Geography in three years)

### SEMESTER-IV

#### DISCIPLINE SPECIFIC CORE COURSE – OCEANOGRAPHY (DSC 10)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
OCEANOGRAPHY	4	3	1	0	Class 12th	NIL

#### **Learning Objectives:**

The Learning Objectives of this course are as follows:

- To enable the learner to understand the basics of oceanography.
- To enable the learner to explain the configuration of the ocean bottom
- To enable the learner to discuss ocean water and its unique ecosystem
- To equip the learner to appreciate and elaborate the problems and policies for sustainable oceans
- 

#### **Learning Outcomes:**

The Learning Outcomes of this course are as follows:

- The students would be able to comprehend and establish the relationship between human action and global ocean conditions. They would be able to explain the ocean as a regulator of global climate.
- Illustrate the dynamic ocean bottom topography and appreciate the circulation of cold and warm Ocean currents.
- Discuss the salinity and temperature distribution of ocean water on a three-dimensional spatial perspective.
- Elaborate the marine ecosystems as well as explain the problems and address the policies to resolve them.

## **Course Outline:**

### **UNIT 1: Introduction to Oceanography: (8 hrs)**

- Significance of Oceanography, Human actions and the Oceans, Challenges to Sustainability of Marine Ecosystems, Role of Sea surface Temperature (SST) as Global Climate Regulator

### **UNIT 2: Geomorphological Oceanography: (8 hrs)**

- Ocean Bottom Topography – Relief of Ocean Floor with Global examples

### **UNIT 3: Physical and Chemical Oceanography: (9 hrs)**

- Properties of Ocean Water: Salinity and Temperature (Horizontal and Vertical Distribution); Oceanic currents

### **UNIT 4: Biological Oceanography: (10 hrs)**

- Marine Ecosystems: Coral Reef, Mangrove, Open and Deep Sea

### **UNIT 5: Sustainability of Oceans- Problems and Policies: (10 hrs)**

- Marine Challenges and Management, Marine Policy: Integrated Coastal Zone Management (ICZM) with reference to India and SDG 14; Life Below Water

## **Readings**

- Basu S.K. (2003). Hand Book of Oceanography. Global Vision, Delhi.
- Davis, R. J.A. (1996). Oceanography: An Introduction to the Marine Environment. Brown Co, Iowa.
- Garrison, T. (2016). Oceanography: An Invitation to Marine Science. 9th ed, Cengage Learning, Boston.
- Lal. D.S. (2003) Oceanography. Sharada Pustak Bhavan, Allahabad.
- Pinet, P.R. (2014). Invitation to Oceanography. 7th ed, Jones and Barlett Publishers, Burlington.
- Sharma, R. C. and Vatal, M. (2018) Oceanography for Geographers. Surjeet Publications, Delhi.
- Singh, S. (2015). Oceanography. Pravalika Publication, Allahabad,
- Sverdrup K. A. and Armstrong, E. V. (2008). An Introduction to the World Ocean. McGraw Hill, Boston.

## **Readings (Hindi)**

- Gautam, A. (2005) Jalwayu Evam Samudra Vigyan. Rastogi Publication, Meeruth.
- Kulshrestha, K.P. (2004). Samudra Vigyan. Kitab Ghar, Kanpur.
- Singh, S. (2015). Samudra Vigyan. Pravalika Publication, Allahabad.
- Tiwari, R. K. (2016). Bhautik Bhugol. Rajsthan Hindi Granth Academy, Jaipur.

## DISCIPLINE SPECIFIC CORE COURSE – ECONOMIC GEOGRAPHY (DSC 11)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
ECONOMIC GEOGRAPHY	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- To evolve an understanding about the significance of space and time as attributes of human economic activities.
- To comprehend the role of geographical factors in determining the transformation of human economic activities.
- To develop an understanding of historical progression of trends and transformation of Primary, Secondary and Tertiary economic activities.

### Learning Outcomes:

- To enable the learner to appreciate the role of geographical parameters in determining various economic activities and to understand the scope of economic geography, differentiating it from classification of economic activities.
- To enable the learner to assess and analyse the role of space and location in pursuit of economic activities.
- To enable the learner to develop the capability of analyzing transformation of economic activities with reference to space, time and diffusion of technology.

### Course Outline

#### UNIT 1: Introduction: (10 hrs)

- Nature, scope and concepts and Approaches to Economic Geography; Classification of Economic activities.

#### UNIT 2: Locational Factors of Economic Activities: (9 hrs)

- Factors affecting location of economic activities in agriculture industry and services; Weber's Theory of Industrial Location.

#### UNIT 3: Transitions and emerging trends in primary and secondary economic activities: (9 hrs)

- contemporary agriculture, Agro based Industry; SEZ and Technology Parks.; Pharmaceutical Industry

#### UNIT 4: Progressions in Tertiary Activities: (9 hrs)

- Case study approach to Knowledge based industries; IT enabled Services industry; Wellness industry

#### UNIT 5: Globalization of Economic activities: (8 hrs)

- globalization, liberalization, Ecommerce, gig economy (selected case studies)

#### Readings

- Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
- Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
- Roy, Prithwish, 2014, Economic Geography, New Central Book Agency.
- Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
- Wheeler J. O., 1998: Economic Geography, Wiley..
- Maurya, S. D., 2018, Economic Geography, Pravalika Publication, Allahabad.
- Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
- Singh, S. and Saroha, J., 2021, Human and Economic Geography, Pearson.
- MacKinnon, D, and Cumbers A., 2007, An Introduction to Economic Geography: Globalization, Uneven Development and Place, Harlow: Pearson Education.
- Matoria, C. and Joshi, R., 2019, Aarthik Bhugol (Economic Geography), Sahitya Bhawan Publication, Agra. (Hindi Edition).

### DISCIPLINE SPECIFIC CORE COURSE – FUNDAMENTALS OF GIS (PRACTICAL) (DSC 12)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
FUNDAMENTALS OF GIS (PRACTICAL)	4	2	0	2	Class 12th	NIL

#### Learning Objectives:

The learning objectives of this course are as following:

- In this course the students will get the basic understanding of the concept of GIS, its definitions and components and its significance in geographical study.

- They will gain the working experience to handle digitally, both spatial and attribute geographical data, its collection, storage and management through GIS and the use of locational specific data in GIS using GPS.
- They learn the fundamental steps in data analysis and the GIS application to the geographical study of land uses, urban sprawl, and forests through the means of spatial mapping.

### **Learning Outcomes:**

Through this practical, hands-on course the students will be able to know the GIS basics and when completed they would be able to:

- Develop a basic understanding of GIS skills and learn to work on a GIS Software using computer/ laptop/ and or any other digital medium.
- Understand GIS Data Structures and GIS Data Analysis for geographical enquiry.
- Learn to apply basic GIS operations/skills to analyse the spatial data for mapping, monitoring and to detect both spatial and temporal changes in land use/cover, forests, urban sprawl, and natural resources.
- Students will be aware of spatial thinking and its manifestation in resolving issues through this computer-based technology.

### **Course Outline**

#### **UNIT 1: Geographical Information System/Science (GIS): (5 hrs)**

- Definition and overview, Components, Different types of GIS Software, Significance and emerging trends.

#### **UNIT 2 : GIS Data Structures: (5 hrs)**

- Types (spatial and non-spatial), Point, Line and Area; Raster and Vector Data Structure, Database Management System (DBMS).

#### **UNIT 3: GIS Data Analysis – I: (5 hrs)**

- Data Input; Methods, Geo-referencing, GPS for GIS Data creation, Digitization, Input of Attribute data, Data Editing; Errors in input data, Basic Geo-processing tools.

#### **UNIT 4: GIS Data Analysis – II: (5 hrs)**

- Query and Output; Conversion, Buffering, Overlays, MapLayout

#### **UNIT 5: Application of GIS : (5 hrs)**

- Land Use / Land Cover Change, Morphometric Analysis, Urban Studies

#### **Practical Record:** 60 Hrs.

- A **record file** consisting of **5 exercises** using any GIS Software.
- The exercises should focus on any one of the above-mentioned applications based on using vector / raster data layers for Query analysis / Proximities / Finding relationship / Seeing Patterns / monitoring change.

### Readings:

- Bhatta, B. (2010). *Analysis of Urban Growth and Sprawl from Remote Sensing*, Berlin, Germany: Springer.
- Burrough, P.A., McDonnell, R.A. and Lloyd, D. McDonnell (2016). *Principles of Geographical Information Systems*, UK: Oxford University Press.
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### Suggestive:

- Chang K.-T., 2009: *Introduction to Geographic Information Systems*, McGraw-Hill.
- Chauniyal, D.D. (2010). *Sudur Samvedanevam Bhogolik Suchana Pranali*. Allahabad, India: Sharda Pustak Bhawan.
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- Kumar, Dilip, Singh, R.B. and Kaur, R. (2019). *Spatial Information Technology for Sustainable Development Goals*. New Delhi, India: Springer.
- Nag, P. (2008). *Introduction to GIS*. New Delhi, India: Concept.
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## DISCIPLINE SPECIFIC ELECTIVE COURSE – GEOGRAPHY OF HIMALAYAS (DSE 3)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHY OF HIMALAYAS	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- Understanding the importance of the Himalayan Mountains.
- Various aspects of the physical and human geography of the Himalayan mountain ranges.
- Understanding of climate change adaptation practices and initiatives by international and national agencies and communities.

### Learning outcomes:

- To enable understanding of origin and, Political-Climatological-Social-Spiritual-Ecological significance of the Himalayan Mountain ranges.
- To understand the distinct physiography, climatology, hydrology, population dynamics, livelihood options, and developmental activities in the Himalayan Mountain ranges.
- To appreciate climate change and human activities-led impacts in the Himalayan region and related initiatives to cope up with these impacts.

### Course Outline

#### Unit 1: Understanding Himalayan Mountains: (5 hrs)

- Origin, Climatological-Social-Spiritual-Ecological significance.

#### Unit 2: Geography of the Himalayas: (11 hrs)

- Geology and Physiography; soils and vegetation; Climates and River Systems of the Himalayas

#### Unit 3: Population dynamics: (11 hrs)

- Demographic indicators, population, livelihood options and, developmental activities in the Himalayan Region

#### Unit 4: Climate change and human-induced impacts: (10 hrs)

- Environmental degradation, Hydro-meteorological and geo-environmental disasters; glacial recession; Land use change, deforestation and biodiversity loss

#### Unit 5: Policy Initiatives and Disaster Mitigation: (8 hrs)

- Climate Change Adaptation Practices, Disaster Risk Reduction, Role of International and National Institutions, Community-based eco-friendly practices

#### Readings

- Funnell, D. C., & Price, M. F. (2003). Mountain geography: a review. *The Geographical Journal*, 169(3), 183–190.
- Hund, A. J., & Wren, J. A. (2018). *The Himalayas: An Encyclopedia of Geography, History, and Culture*. ABC-CLIO/Greenwood Press.
- Ives, J. D. (1987). The theory of Himalayan environmental degradation: its validity and application challenged by recent research. *Mountain Research and Development*, 7, 189.
- Ives, J., & Messerli, B. (2003). *The Himalayan Dilemma: Reconciling Development and Conservation*. The United Nations University (UNU ) Routledge.  
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- Pandit, M. K. (2017). *Life in the Himalaya: An Ecosystem at Risk*. Harvard University Press.
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- Schickhoff, U., Singh, R. B., & Mal, S. (2022). *Mountain Landscapes in Transition: Effects of Land Use and Climate Change*. Springer Nature.  
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- Singh, R. B., Schickhoff, U., & Mal, S. (2016). Climate change, glacier response, and vegetation dynamics in the Himalaya: Contributions toward future earth initiatives. In *Climate Change, Glacier Response, and Vegetation Dynamics in the Himalaya: Contributions Toward Future Earth Initiatives*. Springer Cham.  
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- Valdiya, K. S. (2015). *The Making of India: Geodynamic Evolution*. Springer International Publishing.
- Wester, P., Mishra, A., Mukherji, A., & Shrestha, A. B. (2019). The Hindu Kush Himalaya Assessment. In *The Hindu Kush Himalaya Assessment*. Springer Cham.  
<https://doi.org/10.1007/978-3-319-92288-1>



## DISCIPLINE SPECIFIC ELECTIVE COURSE – RURAL DEVELOPMENT (DSE 4)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
RURAL DEVELOPMENT	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- The course is designed to impart an integrated understanding of the crucial dimensions of rural development.
- It aims to introduce students to the need and practice of rural development projects and programmes in India.

### Learning Outcomes:

At the end of the course, the students shall develop an understand of the following :

- concepts related to the need and approaches to rural development;
- Issues pertaining to rural society and economy;
- the existing rural development programs and institutions and knowledge of successful case studies from India and the sub-continent.

### Course Outline

#### Unit 1. Understanding Rural Development: (5 hrs)

- Concept of Development; Development, Relevance and Approaches to Rural Development

#### Unit 2. Theories of Rural Development: (11 hrs)

- Modernization Theory; Dependency Theory; Theory of The Big Push; Leibenstein's Critical Minimum Effort theory

#### Unit 3. Rural Society and Economy: (11 hrs)

- Agriculture and allied activities; Seasonality and need for expanding non-farm activities; Issues of landholdings and land reforms; Concepts of social mobility and social change.

#### Unit 4. Rural Development Programs in India: (10 hrs)

- Poverty Alleviation Programmes; Programmes for Employment and Social Security; Other Development Programmes (PMGSY, MNREGA, PURA)

### **Unit 5. Rural Development Institutions and Case studies: (8 hrs)**

- Panchayati Raj institutions, Cooperatives, Training & Finance Institutions, and Voluntary organisations. Rural Development Experience (case study from India and the Indian sub-continent)

#### **Readings:**

- Venkata Reddy, K. Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House Pvt., Ltd., Mumbai, 2012.
- Jain L.C. 1985, Grass without roots; Rural Development under Government Auspices, Sage Publications, New Delhi.
- Seshadri, K. 1976, Political Linkages and Rural Development, National Publishing House, New Delhi.
- Maheswari S. (1985) Rural Development in India, - A Public Policy Approach, Sage Publication, New Delhi.
- Satyasundaram (1997), Rural Development, Himalaya Publishing House, New Delhi.
- Singh. Katar. 2009. Rural Development Principles, Policies and Management. New Delhi: Sage Publications.
- Sharma S.K and S.L. Malhotra. Integrated Rural Development: Approach, Strategy and Perspectives, New Delhi: Heritage.

#### **Online Resources:**

- [https://www.researchgate.net/publication/326394634\\_A\\_Handbook\\_of\\_Rural\\_India](https://www.researchgate.net/publication/326394634_A_Handbook_of_Rural_India)
- [https://www.researchgate.net/publication/363239631\\_Rural\\_and\\_Agricultural\\_Development\\_Policy\\_and\\_Politics](https://www.researchgate.net/publication/363239631_Rural_and_Agricultural_Development_Policy_and_Politics)
- [https://www.researchgate.net/publication/346462814\\_Democracy\\_Development\\_and\\_the\\_Countryside\\_Urban-Rural\\_Struggles\\_in\\_India](https://www.researchgate.net/publication/346462814_Democracy_Development_and_the_Countryside_Urban-Rural_Struggles_in_India)
- [https://www.researchgate.net/publication/363306272\\_The\\_South\\_Asian\\_Path\\_of\\_Development\\_A\\_Historical\\_and\\_Anthropological\\_Perspective](https://www.researchgate.net/publication/363306272_The_South_Asian_Path_of_Development_A_Historical_and_Anthropological_Perspective)
- [https://www.researchgate.net/publication/327282616\\_Changing\\_Face\\_of\\_Rural\\_India](https://www.researchgate.net/publication/327282616_Changing_Face_of_Rural_India)
- [https://www.researchgate.net/publication/368608447\\_Application\\_of\\_Science\\_Technology\\_for\\_Rural\\_Development](https://www.researchgate.net/publication/368608447_Application_of_Science_Technology_for_Rural_Development)
- [https://www.researchgate.net/publication/229779918\\_Theory\\_in\\_Rural\\_Development\\_An\\_Introduction\\_and\\_Overview](https://www.researchgate.net/publication/229779918_Theory_in_Rural_Development_An_Introduction_and_Overview)

## DISCIPLINE SPECIFIC ELECTIVE COURSE – NATURAL RESOURCE MANAGEMENT (DSE 5)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
NATURAL RESOURCE MANAGEMENT	4	3	1	0	Class 12th	NIL

### Learning Objectives:

The learning objectives of this course are as follows:

- To understand the basic concepts of natural resources, resource appraisal and resource management
- To explain the issues and challenges of management of different natural resources
- To discuss sustainable development of natural resources
- To analyse the resource management policies

### Learning Outcomes:

The Learning Outcomes of this course are as follows:

- The students would be able to comprehend the concepts related to the field of natural resource management.
- The students would be able to assess the issues and challenges of management land, soil, water, forest and energy resources.
- The students would elaborate sustainable resource development, natural resource governance and policies.

### Course Outline

#### Unit 1: Introduction: (9 hrs)

- Meaning and concepts of Natural Resources; Classification of natural resources, Approaches to Natural Resource Management, Resource Appraisal

#### Unit 2: Land and Soil Resources: (9 hrs)

- Utilization, Issues and challenges; Management and conservation

#### Unit 3: Water and Forest Resources: (9 hrs)

- Utilization, Issues and challenges; Management and conservation

#### Unit 4: Energy Resources: (9 hrs)

- Growing global energy needs; Use of alternate energy resources; Management and conservation

### **Unit 5: Contemporary Strategies for Natural Resource Management: (9 hrs)**

- Sustainable Resource Development; Natural Resources Governance Framework; Resource Management Policies.

#### **Readings**

- Gautam, A. (2018) Natural Resource: Exploitation, Conservation and Management, Sharda Pustak Bhawan, Allhabad.
- Potter, K. (2022) Natural Resources: Exploitation, Depletion and Conservation, Callisto Reference, New York
- Singh, J. and G. Pandey (2015) Natural Resource Management and Conservation, New Delhi: Kalyani Publishers.
- Cooper, P. (2018) Ecology and Natural Resource Management, Syrawood Publishing House, New York
- Cole, R.A. (1999) Natural Resources: Ecology, Economics and Policy, Prentice Hall College Division
- Thakur, B. (2009) Perspectives in Resource Management in Developing Countries, Vol 1: Resource Management-Theory and Practices, Concept Publishing House, New Delhi.
- Thakur, B. (2009) Perspectives in Resource Management in Developing Countries, Vol 4: Land Appraisal and Development, Concept Publishing House, New Delhi.
- Zilberman, D., J.M. Perloff and C.S. Berck (2023) Sustainable Resource Development in the 21<sup>st</sup> Century, Natural Resource Management Policy: Vol. 57, Springer
- Pereira L.S. et al (2013) Coping With Water Scarcity: Addressing the Challenges, Springer
- Misra, H. N. (2014) Managing Natural Resources: Focus on Land and Water, PHI Learning Pvt. Ltd., New Delhi.
- Pathak, P. and R.R. Srivastav (2021) Alternate Energy Resources: The way to Sustainable Modern Society, Springer.
- Grebner, D.L. et el (2021) Introduction to Forestry and natural Resources, Academic Press, U.K.
- Saxena, H. M. (2013) Economic Geography, Rawat Publication, New Delhi.

## GENERAL ELECTIVE -SUSTAINABLE DEVELOPMENT: SOCIETY AND POLICY INTERFACE (GE 10)

NOTE Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
SUSTAINABLE DEVELOPMENT: SOCIETY AND POLICY INTERFACE	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- To understand emerging sustainable science disciplines and associated concepts,
- To explain principles of sustainable development, including components of sustainable development
- To discuss methods of measuring sustainable development and issues related to the same.

### Learning Outcomes:

After transacting the course, students will be able to:

- Understand the basic concept of sustainable development.
- Assess sustainability and related methods to measure the same.
- To explain major issues related to sustainability including ways to achieve the same.

### Course Outline

#### Unit 1: Sustainable Development: (7 hrs)

- Meaning and Concept of Sustainable Development, Components, Historical Background, Sustainability Sciences.

#### Unit 2: Sustainable Development Goals: (10 hrs)

- Illustrative SDGs; Goal-Based Development; Financing for Sustainable Development

#### Unit 3 : Sustainability Assessment and Appraisal: (10 hrs)

- Sustainability Indicators, Ecological Footprint Analysis, Sustainability Index, India SDG Index.

#### Unit 4: Issues in Sustainability: (10 hrs)

- Poverty and Disease, Universal Health Coverage; Policies and Global Cooperation for Climate Change, Biodiversity loss

#### Unit 5: Sustainable Policies and Success Stories: (8 hrs)

- Good Governance for Sustainability, Gandhian Philosophy of rural development, Sustainable Cities, Micro-level Success stories: Piplantri Village (Rajasthan) and Kundrakudi Village (Tamil Nadu)

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

## Readings

- Atkinson, G., Dietz, S. Neumayer, E. (2007) *Handbook of Sustainable Development*, Edward Elgar, Massachusetts, USA.
- Blewitt, J. (2008) *Understanding Sustainable Development*, Earthscan, London.
- Bosselmann, K. (2008) *The Principle of Sustainability: Transforming Law and Governance*, Ashgate, England.
- Cole, V. and Sinclair, A.J. (2002) Measuring the ecological footprint of a Himalayan tourist centre. *Mountain Research and Development*, 22(2): 132-141.
- Khuman Y.S.C., Mohapatra, S., Yadav, S.K. and Salooja, M.K. (2014) Sustainability science in India, *Current Science*, 106(1): 24-26.
- Kopnina, H. and Shoreman-Ouimet, E. (eds) *Sustainability: Key Issues*, London and New York: Routledge.
- Piplantri: A Rajasthan village which celebrates the birth of every girl child with 111 trees. Ministry of Women and Girl Child. Weblink: <https://wcd.nic.in/sites/default/files/Piplantri.pdf>
- Planning Commission (1986) *Towards improved local level planning for rural development: Lessons from some Experience*. Multi-Level Planning Section. Government of India, New Delhi.
- Sachs, J.D. (2015) *The Age of Sustainable Development*, Columbia University Press, New York.
- SDG India: Index & Dashboard 2020-21, *Partnerships in the Decade of Action*, Niti Aayog Report, Government of India, New Delhi.
- Soubbotina, T.P. (2004) *Beyond Economic Growth: An Introduction to Sustainable Development*, The World Bank, Washington, D.C.
- Wackernagel, M. and Rees, W. (1996) *Our Ecological Footprint: Reducing Human Impact on the Earth*. New Society Publishers, Philadelphia.

## GENERAL ELECTIVE-GEOGRAPHY OF CONFLICT AND PEACE STUDIES (GE 11)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHY OF CONFLICT AND PEACE STUDIES	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- Develop an understanding about the Geography of Conflict and Peace Studies as an academic discipline. The course is organised around three principal themes: Introduction to Geography of Conflict and Peace Studies, Conflict Resolution, Peace building and Peace-making in spatial context.

## **Learning Outcome:**

At the end of the course the students shall understand -

- Core Concepts of Geography of Conflict and Peace Studies
- Conflict and peace related different perspectives
- International and Intra state Conflicts with case examples
- Historical experiences of Conflict Resolution at global and regional level
- Peace making and Peace Building Process
- They will also gain knowledge to explain and analyse world politics around different geographical contexts.

## **Course Content:**

### **Unit 1: Introduction: (8 hrs)**

- Conflict and Peace: Definitions, Cause based classification of conflicts, Emergence of Conflicts and Peace Studies in Geography, Global Indices of Conflict and peace -Global peace Index, Global Conflict Risk Index

### **Unit 2: Philosophical perspectives on Conflict and peace: (10 hrs)**

- Marxist, Socialist, Gandhian: key concepts, Global and Indian Experiences

### **Unit 3: International and Inter state Conflicts: (9 hrs)**

- Conflicts in the International System: Treaty of Versailles and World War II, Intra-state river water and boundary disputes, Contemporary wars-Bio Warfare, Resource wars

### **Unit 4: Peace making and Peace Building: (9 hrs)**

- Concept, Process, approaches; India 's Soft Power and peace-making, India's participation in UN peace keeping

### **Unit 5: Conflict Resolution - Global and National case studies: (9 hrs)**

- Geneva Convention, Hague Conventions of 1899 and 1907, North Atlantic Treaty Organization (NATO) , Formation of League of Nations, Establishment of United Nations ; National Panchsheel Principles , Indian Peace Accords

## **Readings**

- Audrey Kobayashi (ed), 2015, Geographies of Peace and Armed Conflict, Routledge
- Tim Marshall ,2016, Prisoners of Geography, 2016, Elliott & Thompson Limited
- Tim Marshall, 2021.THE POWER OF GEOGRAPHY: Ten Maps That Reveal the Future of Our World, Elliott & Thompson Limited
- Robert D. Kaplan ,2013, The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate, RHUS; Reprint edition
- John Schwarzmantel, Hendrik Jan Kraetzschmar (ed) , 2013, Democracy and Violence: Global Debates and Local Challenges , Routledge;
- Colin Flint, 2004, The Geography of War and Peace: From Death Camps to Diplomats, OUP USA
- Björkdahl, A., Buckley-Zistel, S. (eds) Spatializing Peace and Conflict. Rethinking Peace and Conflict Studies. Palgrave Macmillan, London.  
[https://doi.org/10.1057/9781137550484\\_1](https://doi.org/10.1057/9781137550484_1)

- Nurit Kliot, Stanley Waterman, *The Political Geography of Conflict and Peace*, 1999, Belhaven Press
- Galtung, John, 1996, *Peace by Peaceful Means*, Sage
- Nicholas John Spykman, 1944, *The Geography Of The Peace*, Harcourt, Brace And Company, Inc.
- Brown, Michael E, Owen R. Cote, Sean M. Lynn-Jones & Steven E. Miller, eds., 1998, *Theories of War and Peace. An International Security Reader*. Cambridge, MA: MIT Press
- Bercovitch, Jacob, et.al. 2009. *The Sage Handbook of Conflict Resolution*. New Delhi: Sage Publication.
- Azar, Edward E., 1990, *The Management of Protracted Social Conflict: Theory and Cases* Aldershot: Dartmouth
- Berrovitch, Jacob and Jeffery Z. Rubin, (eds), *Mediation in International Relations: Multiple Approaches to Conflict Management*, New York: St. Martin's Press,
- Burton, John, 1990, *Conflict: Resolution and Prevention*, London: Macmillan.
- Elshtain, Jean Bethke, 1995, *Women and War*, Chicago: University of Chicago Press.
- Kriesberg, Louis, et.al., eds., 1989, *Intractable Conflicts and their Transformation*, Syracuse University Press,
- Kriesberg, Louis and Thorson, Stuart J., eds., 1991, *Timing and the De-escalation of International Conflicts*, Syracuse: Syracuse University Press
- Lederach, John Paul, 2004, *Building Peace: Sustainable Reconciliation in Divided Societies*, Princeton: Princeton Uni Press,
- Miall, Hugh, Ramsbotham and Woodhouse, Tom, 1999, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Conflicts*, Cambridge: Polity Press.
- Michael, C.R., 1981, *The Structure of International Conflict*, London: Macmillan,
- Parekh, Bhikhu, 1989, *Gandhi's Political Philosophy: A Critical Examination*, London:
- Parekh, Bhikhu, 2001, *Gandhi*, (London: Oxford Paperback,)
- Vayreynen, Raimo, Dieter Senghaas and Christian Schmidt (eds.), 1987, *The Quest for Peace: Cultures and States*, California: Beverly Hills
- Wallensteen, Peter (ed.), 1998, *Preventing Violent Conflicts: Past Record and Future Challenges*, Uppsala University: Sweden: Department of Peace and Conflict Resolution
- Zartman, I. William and Rasmussen, J. Lewis. (eds.) 1997, *Peace-making in International Conflict Methods & Techniques*, Washington, DC: US Institute of Peace Press,
- Chomsky, Noam, 1999, *World Orders: Old & New*, Oxford University Press
- Bose, Anima. 1987. *Dimensions of Peace and Non-violence: The Gandhian Perspectives*, Juergensmeyer, Mark. 2003. *Gandhi's Way: A Handbook of Conflict Resolution*. New Delhi: Oxford



## GENERAL ELECTIVE-REGIONAL DEVELOPMENT (GE 12)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>REGIONAL DEVELOPMENT</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

### Learning Objective

The Learning Objectives of this paper are as follows:

- To understand the importance of balanced regional development.
- To familiarize the students about multi-sectoral regional disparities at regional and global levels
- To introduce students to theoretical and practical aspects of regional planning and regional development.

### Learning Outcome:

The Learning Outcomes of this paper are following:

- The students will understand the causes of regional disparities and significance of balanced regional development.
- The students will be able to assess the level of regional inequalities in different sectors
- of economy and in human development.
- The students will gain insights into the spatial- regional aspects of development and the importance of planned efforts to develop backward areas.

### Course Outline

- **Unit 1: Introduction: (8 hrs)** Concept of Regional Development, Determinants of regional disparities and significance of balanced Regional Development.
- **Unit 2: Global Regional Disparities: (10 hrs)** Spatial patterns of Human Development- HDI of Developed, Developing and Least Developed Countries, Case study of Sahel and Western Europe.
- **Unit 3: Regional Disparities in India: (9 hrs)** Regional disparities in agricultural and industrial development, regional disparities in Human Development (Poverty, Education and Health).
- **Unit 4: Theories of Regional Development: (9 hrs)** Growth Pole and Growth Centre; Cumulative Causation and Core-periphery.
- **Unit 5: Regional Development Planning: (9 hrs)** Multipurpose Dam Project (Sardar Sarovar Project); Urban Planning (National Capital Region) and Target-Group Approach (Integrated Tribal Development Programme).

## Readings

- Chandna, R.C. (2000) Regional Planning: A Comprehensive Text, Kalyani Publishers, New Delhi.
- Chaudhuri, J.R. (2001) An Introduction to Development and Regional Planning with special reference to India, Orient Longman, Hyderabad.
- Kuklinski, A.R. (1972) Regional Development and Planning: International Perspective, Sijthoff-Leydor.
- Mahesh Chand and V.K. Puri (1983) Regional Planning in India, Allied Publishers, New Delhi.
- Misra, R.P. (ed.) (1992) Regional Planning: Concepts, Techniques, Policies and Case Studies, 2<sup>nd</sup> Edition, Concept Publishing Company, New Delhi.
- Misra, R.P. and Natraj, V.K. (1978) Regional Planning and National Development, Vikas Publication, New Delhi.
- Patnaik, C.S. (1981) Economics of Regional Development and Planning in Third World Countries, Associate Publishing House, New Delhi.
- Saroha, J and Singh, S (2022) Geography of India (3<sup>rd</sup> Edition), Pearson India Education Services, Noida.
- Singh, S and Saroha, J (2021) Human and Economic Geography, Pearson India Education Services, Noida.
- Sundaram, K.V. (1986) Urban and Regional Planning in India, Vikas Publishing House, New Delhi.
- Eleventh Five Plan of India, Planning Commission of India, Government of India.

## SEMESTER-V

### Category I

(B.A. Honours in Geography in three years)

#### DISCIPLINE SPECIFIC CORE COURSE – ENVIRONMENT AND ECOLOGY (DSC 13)

Course title & Code	Credits	Duration ( Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
ENVIRONMENT AND ECOLOGY	4	3	1	0	Class 12th	NIL

#### Learning Objectives:

1. Various dimensions of ecology and ecosystems, their spatial distribution.
2. To learn about the global environmental challenges and management
3. To know about regional environmental challenges.
4. Understanding of environmental governance.

#### Learning Outcomes:

1. Detailed exposure to the concept of ecology, ecosystem, processes, theories and concepts.
2. In-depth knowledge of anthropogenic interventions and impacts, conservation strategies and planning.
3. Understanding the environmental concerns at global and regional level.
4. Evaluation and achievement of different environmental programs, policies and legislations.

#### Course Outline:

##### Unit-1 Introduction: (7 hrs)

- Concept of Environment, Ecology and Ecosystem; Types of Ecology; Concepts of Ecosystem Services; Ecological and Material Footprint; Global Planetary Boundaries.

##### Unit-2 Ecology and Ecosystem: (9 hrs)

- Species Interactions; Ecological Limiting Factors; Ecosystem: Structure and Functions; Human Adaptation

##### Unit-3 Global Environmental Challenges and Management: (11 hrs)

- Climate Change, Biodiversity loss, Land degradation and Human health issues

**Unit-4 Regional Ecological Issues and Management: (11 hrs)**

- Coastal and Marine Ecology: Loss of mangroves and corals, Garbage Patches; Urban Ecology: Waste disposal and Pollution

**Unit-5 Programmes and Policies: (7 hrs)**

- Environmental Impact Assessment; Global and National Environment Policy of India

**Readings:**

- Brewster, E. N. 2010. *Climate Change Adaptation: Steps for a Vulnerable Planet*, New York, Nova Science.
- Cain, M.L., Bowman, W.D. and Hacker S.D. (2011). *Ecology*, 2nd Edition, Sinauer Associates Inc.
- Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
- Chapman, J.L. & M.J. Reiss. (1998). *Ecology: Principles and Applications*. Cambridge Univ. press.
- Cunningham W. P. and Cunningham M. A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
- Das, R. C., 1998. *The Environmental Divide: The Dilemma of Developing Countries*, A.P.H. Pub., New Delhi.
- Freedman, Bill. 1995. *Environmental Ecology: The Ecological Effects of Pollution, Disturbance, and Other Stresses*, Academic Press. London.
- Global Environment Monitoring UNEP, <https://wesr.unep.org/article/global-environment-monitoring>
- Global Environmental Outlook Reports UNEP <https://www.unep.org/geo/>  
Intergovernmental Panel on Climate Change IPCC Reports(2021-23)  
<https://www.ipcc.ch/report/ar6/wg2/>

**DISCIPLINE SPECIFIC CORE COURSE – AGRICULTURAL  
GEOGRAPHY AND FOOD SECURITY (DSC 14)**

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
AGRICULTURAL GEOGRAPHY AND FOOD SECURITY	4	3	1	0	Class 12th	NIL

**Learning Objectives:**

- To understand the nature and scope of agricultural geography.
- To provide a detailed analysis of land use- land cover classification by NRSA.
- To enable the learners to appreciate the geographical factors affecting agriculture
- To enable the learner to identify and understand modern agricultural practices.
- To enable the learner to identify and understand the concept and dimensions of food security.

**Learning Outcomes:**

- A detailed insight into the subfield of agricultural geography.
- An in-depth knowledge of geographical factors affecting agriculture.
- An understanding of models and regionalization of agriculture.
- Knowledge of concepts and dimensions of food security.
- An understanding of challenges, programme and policies related to sustainable agriculture.

**Course Outline**

**UNIT 1: Concept of Agricultural Geography: (7 hrs)**

- Nature and Scope, concept and classification of land use- land cover (twenty two fold NRSA).

**Unit 2: Geographical Factors affecting Agriculture: (10 hrs)**

- Physical, Economic, Technological, Institutional and socio-cultural.

**Unit 3: Models, Theories and Regionalization: (10 hrs)**

- Whittlesey's classification of Agricultural regions; Agro ecological regions of India

#### Unit 4: Agricultural Development: (11 hrs)

- Concept and relevance of Sustainable Agriculture, Modern Agricultural Practices (Green Revolution, Organic farming, Precision Agriculture: role of Remote Sensing and GIS modelling, role of Artificial Intelligence)

#### Unit 5: Food Security: (7 hrs)

- Concept and dimensions, Food security in India: Challenges, Programmes and Policy.

#### Readings:

- Gregor, H.P.: Geography of Agriculture. Prentice Hall, New York, 1970.
- Grigg, D. (1984): 'An Introduction to Agricultural Geography', Hutchinson Publication, London
- Hussain, M., 2000, Agricultural Geography, Rawat Publications
- Modgal, Suresh, 2017, Food Security of India, National Book Trust, 81-237-7131-2
- Ramaswamy, S. and Surulivel, L., 2017, Food Security in India, MJP Publishers, ISBN: 9788180943386, 8180943380
- Singh, J. and Dhillon, S.S. (1988), "Agricultural Geography", 2nd edition, Tata McGraw-Hill, NewDelhi
- Swaminathan, M.S., 2016, Combating Hunger and Achieving Food Security, Cambridge University Press, 9781107123113
- Symons, L. (1972): 'Agricultural Geography', Bell and Sons, London.
- Tarrant, J.R.(1974): Agricultural Geography, Problems in Modern Geography Series, John Wiley and Sons
- माजिद हुसैन, 2000, कृषि भूगोल, Rawat Publications, 9788170335658

### DISCIPLINE SPECIFIC CORE COURSE – RESEARCH METHODOLOGY AND FIELDWORK (PRACTICAL) (DSC 15)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
RESEARCH METHODOLOGY AND FIELDWORK (PRACTICAL)	4	2	0	2	Class 12th	NIL

#### Learning Objectives:

1. To form an understanding of various dimensions of fieldwork and its role in geographical studies.
2. To understand in detail various field techniques .
3. Understanding of nuances of research instruments, field tools and report writing.

### **Learning Outcomes:**

1. Detailed exposure of field techniques to study new geographical landscapes.
2. In-depth knowledge of different research instruments and field techniques.
3. Understanding field ethics.

### **Course Outline**

#### **UNIT 1: Research methodology and fieldwork: (5 hrs)**

- concept, relevance, ethics and steps.

#### **UNIT 2: Framing a research proposal: (5 hrs)**

- identifying the research problem and study area, literature review, research questions, hypothesis, objectives, delineating the database and methods, framing the study relevance.

#### **UNIT 3: Methods of Data collection and fieldwork: (5 hrs)**

- Observation, Questionnaires, Interviews, Transects and Quadrants, Triangulation, pilot surveys, Recent trends

#### **UNIT 4: Data analysis and interpretation: (5 hrs)**

- Qualitative and Quantitative techniques of analysis; interpreting research findings

#### **UNIT 5: Field Report: (5 hrs)**

- Organisation and preparation, referencing, endnote, footnotes, supplementary materials. **Practical Record: 60 Hours**

1. Each student will prepare a report based on primary and secondary data collected during the field.
2. Handwritten (not less than 30 pages)/ typed (8000-12000 words), including preface, certificate of originality, acknowledgement, table of contents, list of figures and tables, chapters, conclusions, bibliography and appendixes.
3. One copy of the report on A 4 size paper should be submitted in soft binding.

### **Readings**

- Creswell, J., (1994). Research Design: Qualitative and Quantitative Approaches. UK: Sage Publications.
- Dikshit, R. D. (2003). The Art and Science of Geography: Integrated Readings. New Delhi, India: Prentice-Hall of India.
- Robinson, A. (1998). Thinking Straight and Writing That Way. In Pryczak, F. and

Bruce, R. P. eds.. Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences. Los Angeles, USA: Routledge.

- Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001)
- Evans, M. (1988). Participant Observation: The Researcher as Research Tool. In Eylesand, J and D. Smith (eds). Qualitative Methods in Human Geography. Cambridge, UK: Polity.
- Mukherjee, N. (2002). Participatory Learning and Action: with 100 Field Methods. Delhi, India: Concept Pubs. Co.
- Vero, E. Sara, (2021) Fieldwork Rady: An Introductory Guide to Field Research for Agriculture, Environment and Soil Scientists, Wiley, Hoboken, USA.
- Pole, S and Hillyard, S., (2015), Doing Fieldwork. Sage Publication, LA, New Delhi.
- Wolcott, H. (1995). The Art of Fieldwork. CA, USA: Alta Mira Press.
- Krishnanad and Raman VAV., (2018) A Geographer's Guide to Field Work and Research Methodology" Book Age Publications, New Delhi.

#### **Hindi**

- Jain, BM (2015) रिसर्च मेथोडोलॉजी! Research Publications in Social Science, Delhi-Jaipur.
- Ganeshan, SN. (2009) अनुसंधान प्रविधध ससद्धान्त औ प्रक्रिया ! Lokbharti Prakashan, Allahabad.
- Sharma, RA (2021) शिक्षा अनुसन्धान के मूल तत्व एवं िोध प्रक्रिया. R Lall Book Depot, Meerut.



## DISCIPLINE SPECIFIC ELECTIVE COURSE - POLITICAL GEOGRAPHY (DSE 6)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>POLITICAL GEOGRAPHY</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

### Learning Objectives

The learning objectives of the course are as follows:

- To explain the evolution of the sub field of political geography, and the contribution of its leading scholars
- To explain the key concepts and theories of the subfield of political geography
- To explain the significance of political processes and their relation to space

### Learning outcomes

After completing this course, the student would be able to:

- Distinguish between Political Geography and Geopolitics and understand the importance of both
- Understand how geography affects politics and how politics affects geography
- Understand the role of geographical factors in influencing voter turnout, voting behaviour and the outcome of elections
- Understand conflicts over resources and issues related to displacement at different scales.

### Course Outline

#### Unit 1: Introduction: (9 hrs)

- Evolution of Political Geography; Concept of State, Nation and Nation-state; Attributes of State; Frontiers and Boundaries.

#### Unit 2: Geopolitics: (10 hrs)

- Geopolitics: Concept; Theories of Ratzel; Geostrategic views of Mackinder and Spykman;

#### Unit 3: Electoral Geography: (8 hrs)

- Geographic influences on voting pattern; geography of representation and Gerrymandering.

#### Unit 4: Geography of Conflicts and Displacement (case studies): (9 hrs)

- Water sharing disputes; Rights of indigenous people to forests; Boundary conflicts and forced migration; Development induced displacement

#### Unit 5: Contemporary Political Issues: (9 hrs)

- Environmental Politics; India as an emerging power (Global and Regional)

## References:

### Essential:

- Agnew, J. (2002) *Making Political Geography*. London,UK: Arnold
- Painter J. and Jeffrey, A. (2009) *Political Geography*. USA: Sage Publications
- Taylor, P. and Flint, C. (2000) *Political Geography*. UK: Pearson Education
- Verma, M.K. (2004) *Development, Displacement and Resettlement*. Delhi: Rawat Publications
- Adhikari,S. (2013) *Political Geography of India*. Allahabad:Sharda Pustak Bhawan
- Glassner, M. (1993) *Political Geography*. USA:Wiley
- Zamindar, V. F. (2013) *India-Pakistan Partition 1947 and forced migration*. Wiley Online Library <https://doi.org/10.1002/9781444351071.wbeghm285>
- Sibley, D. (2002) *Geographies of Exclusion*. Routledge
- DeSombre, E.R. (2020) *What is Environmental Politics?* Wiley

### Suggestive:

- Cox, K. (2002) *Political Geography: Territory, State and Society*. USA: Wiley-Blackwell
- Gallaher, C. et al. (2009) *Key Concepts in Political Geography*. USA: Sage Publications
- Smith, S. (2020) *Political Geography: A Critical Introduction*. USA: Wiley-Blackwell
- Rosenbaum, W.A. (2022) *Environmental Politics and Policy 12<sup>th</sup> Edition*. CQ Press
- Dwivedi, R.L. and Misra, H.N. (2019) *Fundamentals of Political Geography*. Surjeet Publications.

## DISCIPLINE SPECIFIC ELECTIVE COURSE –SOCIAL GEOGRAPHY (DSE 7)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>SOCIAL GEOGRAPHY</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

### Learning Objectives

- To familiarise the student with the theoretical foundations of Social Geography.
- To help students appreciate how social diversity is manifested in socio-spatial patterns.
- To help student understand that social wellbeing is a spatially variable condition and appreciate its correlates.

### Learning Outcomes:

On completion of the course, students will:

- understand the basic concepts of social geography, social diversity, social wellbeing and social exclusion/ inclusion.
- possess the knowledge of socio-cultural regions of India.

- understand patterns of social well-being, and welfare policies and programs in India.
- understand the relation between the process of social exclusion/inclusion and space.

## Course Outline

### Unit 1: Social Geography: (8 hrs)

- Origin, Nature and Scope; Concept of Social Space.

### Unit 2 : Social Differences and Diversity: (10 hrs)

- Concepts; Socio- Cultural Regions, languageregions of India

### Unit 3: Social Wellbeing: (9 hrs)

- Concept of Social Well Being; Needs and Wants; Components of Social Well Being: Healthcare, Education, Housing; Gender Equality in India.

### Unit 4: Social Geographies of Exclusion and Inclusion: (9 hrs)

- Ethnicity, race, religion based social and spatial exclusion, Disability and Space.

### Unit 5: Social Welfare Policies and Programs: (9 hrs)

- Policies for People with Disabilities, senior citizens and Transgenders.

## Readings:

- Ahmed, A., (1999): Social Geography, Rawat Publications.
- Buttimer, A., (1969): "Social Space in Interdisciplinary Perspective", Geographical Review, Vol. 59, No. 3
- Casino, V. J. D., Jr., (2009): Social Geography: A Critical Introduction, Wiley Blackwell.
- Cater, J. and Jones, T., (2000): Social Geography: An Introduction to Contemporary Issues, Hodder Arnold.
- Dutt, A.K., Thakur, B., Wadhwa, V., and Costa, F.J. (2012) Facets of Social Geography: International and Indian Perspective, Cambridge University Press India Ltd.
- Lefebvre, H., (1991): The Production of Space, Wiley-Blackwell.
- Maurya, S.D., (2022): सामाजिक भूगोल, Sharda Pustak Bhawan
- Panday, P and Singh, (2020): सामाजिक भूगोल, SBPD Publications
- Panelli, R., (2004): Social Geographies: From Difference to Action, Sage.
- Paine, R. Burke, M., Fuller, D., Gough, J., Macfarlane, R. and Mowl, G., (2001): Introducing Social Geographies, Oxford University Press.
- Ramotra, K.C., (2008): Development Processes and the scheduled Castes, Rawat Publication.
- Slum Almanac 2015-16- A UN Habitat Report
- Smith, D. M., (1977): Human geography: A Welfare Approach, Edward Arnold, London.
- Smith, D. M., (1994): Geography and Social Justice, Blackwell, Oxford.
- Smith, S. J., Pain, R., Marston, S. A., Jones, J. P., (2009): The SAGE Handbook of Social Geographies, Sage Publications.
- ☐ Soja, E.W., (1996): *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*, Wiley-Blackwell.

- Soja, E.W., (1999): *Thirdspace: Expanding the Scope of the Geographical Imagination*, D. Massey, J. Allen, P.Sarre, Human Geography Today, Blackwell Publishers, Cambridge, UK,
- Soldatic, K., Morgan, H. and Roulstone, A., (2019): *Disability, Spaces and Places of Policy Exclusion*, Routledge.
- Sopher, David., (1980): *An Exploration of India*, Cornell University Press, Ithasa.
- Valentine, G., (2001): *Social Geographies: Space and Society*, Prentice Hall.

## GENERAL ELECTIVE- WORLD REGIONAL GEOGRAPHY (GE 13)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>WORLD REGIONAL GEOGRAPHY</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

### Learning Objectives:

- To provide a comprehensive understanding of the world's regions
- To develop an in-depth knowledge about the different regions and their distinctive features
- To understand the interconnectedness of global issues and global regions.

### Learning Outcomes:

- Detailed exposure to the concept and nature of regions in geography.
- In-depth knowledge of different regions based on multidimensional criteria.
- Understanding the interrelationship of cultural and economic factors in creating regionscapes.
- Comprehending the intricate interwoven reality of regions through the case study approach of South Asia.

### Course Outline

#### Unit 1- Introduction: (8 hrs)

- Concept of a Region, Classification of Regions- Formal (Natural,Cultural), Functional (Economic, Administrative) and Perceptual Regions (6 Hours)

#### Unit 2- Natural Regions: (10 hrs)

- Equatorial, Tropical, Temperate, Taiga, Tundra regions (Location,Climate, Natural Vegetation, Human and Economic life in these regions) (12 Hours)

**Unit 3- Economic Regions: (9 hrs)**

- Major industrial (manufacturing) regions of Asia, North America, South America, Europe and Africa (One Case Study from each continent) (10 Hours)

**Unit 4- Cultural Regions: (9 hrs)**

- Major Cultural Realms/Regions of the World as given by Russell and Kniffen, 1951 and Broek and Webb, 1967. (7 Hours)

**Unit 5- Systematic study of South Asia: (9 hrs)**

- Natural Divisions, Economy, Demography and Population Dynamics (10 Hours)

**Readings**

- Broek, J. O. M., Webb, J. W., & Hsu, M. L. (1968). A Geography of Mankind. New York: McGraw-Hill.
- De Blij, H. J., Muller, P. O., Nijman, J., & Schouten, F. G. (2012). Geography: Realms, Regions, and Concepts. Wiley.
- Goh, C. L. (1974). Certificate Physical and Human Geography. Oxford University Press.
- Hopkins, J., & Spillman, B. (2017). The Geography of the World Economy. Routledge.
- Jordan-Bychkov, T. G., Domosh, M., & Rowntree, L. (2013). The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman.
- Knox, P. L., & Marston, S. A. (2019). Human geography: Places and regions in global context. Pearson.
- Russell, R. J., & Kniffen, F. B. (1951). Culture Worlds. New York.
- Schwartzberg, J. E. (1978): A Historical Atlas of South Asia. The University of Chicago Press, Chicago and London.
- White, G. W., Bradshaw, M. J., Dymond, J., & White, G. (2011). Essentials of World Regional Geography. New York: McGraw-Hill.

**Hindi**

- Gautam, Alka. (2018): Vishwa ka Pradeshik Bhugol, Sharda Pustak Bhavan, Allahabad.

## GENERAL ELECTIVE- GEOGRAPHY OF TRADE AND COMMERCE (GE 14)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Geography of Trade and Commerce	4	3	1	0	Class 12th	NIL

### Learning Objectives:

The learning objectives for the Course are as follows:

- To develop an understanding of the concepts relating to trade and commerce.
- To introduce major theories of trade
- To learn about spatial patterns and spatiality of trade regimes
- To appreciate the trajectory of India's international trade

### Learning Outcomes:

The students will learn the following:

- to appreciate factors and barriers to international trade and commerce
- Students would be able to develop an understanding of the key theories of international trade
- Students would be able to identify the institutional mechanisms governing international trade and be exposed to actual case studies
- Students would be able to analyze the patterns of International Trade with reference to India

### Course Outline

#### Unit 1: Introduction to Trade and Commerce: (8 hrs)

- Definition and Concepts- International trade, Commerce, Export/Import and Balance of trade; Factors affecting international trade; Barriers to international trade

#### Unit 2: Theories of Trade: (10 hrs)

- Classical Theories- David Ricardo's Comparative Advantage, Contemporary Theories- Paul Krugman's New Trade Theory

#### Unit 3: Trade Blocs and Institutional Bodies: (9 hrs)

- WTO, IMF and World Bank; Regional Trade Blocks: European Union, ASEAN, CACM, OPEC;

#### Unit 4: Impact of International Trade: (9 hrs)

- Case studies of Bangladesh garment industry and Brazil service trade

#### Unit 5: Patterns of International Trade with reference to India: (9 hrs)

- Volume of Trade ; Direction of Trade Flows ; Commodity Composition

## Readings

- Batra, A. (2022). *India's Trade Policy in the 21st Century*. Routledge.
- Dee, M. (2015). *The European Union in a multipolar world: world trade, global governance and the case of the WTO*. Springer.
- Ernst, D., Ganiatsos, T., & Mytelka, L. (Eds.). (2003). *Technological capabilities and export success in Asia*. Routledge.
- ESCAP, U. (1995). *Development of the export-oriented electronics goods sector in Asia and the Pacific*.
- Gandolfo, G., & Trionfetti, F. (2014). *International trade theory and policy*. Berlin, Heidelberg, New York: Springer.
- Garavini, G. (2019). *The rise and fall of OPEC in the twentieth century*. Oxford University Press.
- Hoekman, B. M., Mattoo, A., & English, P. (Eds.). (2002). *Development, trade, and the WTO: a handbook (Vol. 1)*. World Bank Publications.
- Kathuria, S., & Malouche, M. M. (2015). *Toward New Sources of Competitiveness in Bangladesh: Key Insights of the Diagnostic Trade Integration Study*. World Bank Publications.
- Kobayashi, K., Rashid, K. A., Furuichi, M., & Anderson, W. P. (Eds.). (2017). *Economic integration and regional development: the ASEAN economic community*. Routledge.
- Krugman, P. R. (2018). *International trade: Theory and policy*. Pearson.
- Leong, G.H. and Morgan, G. C. (1982) *Human and Economic Geography*. Oxford University Press.
- Lopez-Acevedo, G., & Robertson, R. (Eds.). (2016). *Stitches to riches?: Apparel employment, trade, and economic development in South Asia*. World Bank Publications.
- Michael, P. Todaro, and C. Smith Stephen (2000). *Economic Development*. Pearson.
- Peet, R. (2009). *Unholy trinity: the IMF, World Bank and WTO*. Bloomsbury Publishing.
- Pereira, L. V., Sennes, R. U., & Mulder, N. (2009). *Brazil's emergence at the regional export leader in services: a case specialization in business services*. ECLAC.
- Rahman, S. (2013). *Broken promises of globalization: The case of the Bangladesh garment industry*. Lexington Books.
- Raychauduri, A., De, P., & Gupta, S. (Eds.). (2020). *World Trade and India: Multilateralism, Progress and Policy Response*. Sage Publications Pvt. Limited.
- Seymour, I. (1980). *OPEC: instrument of change*. Springer.
- Sinha, V.C. (2015). *अंतर्राष्ट्रीय व्यापार और षित्त*. Mayur Paperbacks: Ghaziabad.
- Suranovic, S. (2010). *International trade: Theory and policy*.
- Thoman, R. S., & Conkling, E. C. (1967). *Geography of International Trade*. Prentice-Hall.
- Veeramani, C., & Nagaraj, R. (Eds.). (2018). *International trade and industrial development in India: Emerging trends, patterns and issues*. Orient BlackSwan.
- Yadav, P. (2021). *Geographical perspectives on international trade*. Springer International Publishing.

## GENERAL ELECTIVE- CLIMATE CHANGE AND ADAPTATION (GE 15)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>CLIMATE CHANGE AND ADAPTATION</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

### Learning Objectives:

The course deals with a critical global concern. The key objectives are:

- To explain various dimensions of climate change.
- To develop a detailed analysis of vulnerability and its impacts.
- To discuss the importance of mitigation and adaptation strategies.
- To evaluate the role of global initiatives and policies for climate change.

### Learning Outcomes:

On transacting the course students will have an in-depth knowledge of the following:

- Anthropogenic Climate Change and related issues
- Geographic dimensions of vulnerability.
- Impact of climate change, adaptation and mitigation
- Need for effective policy making

### Course Outline

#### Unit 1: Understanding Climate Change: (9 hrs)

- Natural and Anthropogenic causes and evidences

#### Unit 2: Climate Change and Vulnerability: (9 hrs)

- Physical, Economic and Social Vulnerability

#### Unit 3: Impact of Climate Change: (10 hrs)

- Ecosystem-Terrestrial and Aquatic; Agriculture and Food Security

#### Unit 4: Global Initiatives for Adaptation and Mitigation: (9 hrs)

- National and international case studies



## Unit 5: Climate Change Policy: (8 hrs)

- Framework from Kyoto to Paris: Role of IPCC;UNFCCC and COPs

### Readings

- IPCC. *Climate Change 2022: Impacts, Adaptation, and Vulnerability. SIXTH Assessment Report of the Intergovernmental Panel on Climate Change*. NY, USA:Cambridge University Press, Cambridge, United Kingdom and New York.
- Trevor. M. Letcher (edited) 2009: *Climate Change: Observed impacts on Planet Earth*
- Narain.S 2021:*Climate Change Science and Politics. Centre for Science andEnvironment*
- Sarah L. Burch and Sara E. Harris: *Understanding Climate Change: Science, Policy andPractice*
- Sen, Roy, S., and Singh, R.B., (2002). *Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions*. Delhi, India: Oxford & IBH Pub.
- Leary Neil and others, 2008: *Climate Change and Adaptation*
- OECD. (2008). *Climate Change Mitigation: What do we do?* (Organization andEconomic Co-operation and Development).
- UNEP. (2007). *Global Environment Outlook: GEO4: Environment for Development*.Nairobi, Kenya: United Nations Environment Programme.
- Reddy M.A, Vijay Lakshmi T “*Climate Change:Vulnerability and Adaptation*”

**SEMESTER-VI**  
**BA (Hons.) Geography**

**DISCIPLINE SPECIFIC CORE COURSE – REGIONAL GEOGRAPHY OF INDIA (DSC 16)**

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>REGIONAL GEOGRAPHY OF INDIA</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

**Learning Objectives:**

- To introduce the regional dimensions of physiography, climate, soils and vegetation of India
- To show variations in resource base and population dynamics
- To understand the regionalization of India on the basis of different geographical parameters

**Learning Outcomes:**

- After completing this course students will be able to understand the regional diversity of India in terms of physiography, climate, resources and demography
- Students will be able to understand the basis of regionalization of India based on physiographic, economic and socio cultural factors

**Course Outline**

**UNIT 1: Physical Setting: (9 hrs)**

- Major Physiographic Divisions, Climate, Drainage Basins(Peninsular and Extra Peninsular).

**UNIT 2: Natural Resources: (9 hrs)**

- Soil, Natural Vegetation, Mineral (Iron Ore), andRenewable Energy Resources.

**UNIT 3: Population: (9 hrs)**

- Growth, Distribution and Density, Population Composition (Sex, Age and Literacy).

**UNIT 4: Economy: (9 hrs)**

- Agriculture (Rice and Wheat); Industries (Automobile industry and Information Technology), Development of diversified transport network.

**UNIT 5: Regionalisation of India: (9 hrs)**

- Physiographic (R.L. Singh), Social-cultural (Sopher) and Economic (P. Sen Gupta)

**Teaching Plan**

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total : 45 hours**

**Essential Readings**

- Singh, R.L. (ed.) (1971) India: A Regional Geography, National Geographical Society of India, Varanasi.
- Sopher, David E. (1980) An Exploration of India: Geographical Perspectives on Society and Culture, Cornell University Press, Ithaca, New York.
- Gupta, P. Sen and Galina Sdasyuk (1967) Economic Regionalisation of India: Problems and Approaches, Census of India (1961); Monography Series – 1(8).

**Suggested Readings**

- Saroha, J and Singh, S. (2022) Geography of India, Pearson India Education Services, Noida.
- Sharma, T.C. (2013) Economic Geography of India, Rawat Publication, Jaipur.
- Majid, H. (2020) Geography of India, McGraw Hill Education (India) Private Ltd.
- Tiwari, R. C. (2019) Geography of India. Pravalika Publication, Allahabad.
- Khullar, D.R. (2020) India – A Comprehensive Geography, Kalyani Publishers, Ludhiana.
- Gopal Krishan (2017) The Vitality of India: A Regional Perspective, Rawat Publication, Jaipur.
- Singh, Gopal (2010) Geography of India, Atma Ram and Sons.

## Hindi

- Tiwari, R. C. (2019) *Bharat ka Bhugol*, Pravalika Publication, Allahabad.
- Singh, S. and Saroha, J. (2019) *Bharat ka Bhugol*, CL Media (P) Ltd, New Delhi.
- Mamoria, C. B. and Mishra, J. P. (2021) *Bharat ka Bhugol*, Sahitya Bhawan Publication, Agra.

## DISCIPLINE SPECIFIC CORE COURSE – EVOLUTION OF GEOGRAPHICAL THOUGHT (DSC 17)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
EVOLUTION OF GEOGRAPHICAL THOUGHT	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- The course aims to present an overview of the evolution of the discipline.
- The course will introduce students to the multi paradigmic nature of geography as a discipline, key debates and emergence of modern geography

### Learning Outcomes:

- On transacting this core course the students will be able to grasp the interdisciplinary focus of Geography
- Students will be able to identify the key debates that have shaped the subject
- Students will be well acquainted with the changing paradigms in Geography and the emergence of modern geography

### Course Outline

#### Unit-1: Pre-Modern: Foundations of Geography: (9 hrs)

- Greek and Roman School, Arab School, Contributions of Chinese travellers, Age of Discovery and its Impact.

#### Unit 2: Paradigms in Geography: (9 hrs)

- Definition of 'Paradigm', major paradigms in geography – Determinism, Possibilism, Areal differentiation, Spatial Organization

### **Unit-3: Key Debates and Developments in Geography: (9 hrs)**

- Geography as idiographic & Nomothetic, Systematic and Particular, General and Regional, Quantitative Revolution, Schaefer-Hartshorne Debate, impact of Darwin's theory

### **Unit-4: Theories and Models in Geography: 9 hrs)**

- Systems Approach and its relevance in Geography, concepts of place, space, environment, interconnection, scale

### **Unit -5: Emergence of Modern Geography: (9 hrs)**

- Emergence of Radical, Behavioral and Feminist Geography, Evolution of Geographical Thinking and Disciplinary Trends in Germany, France and USA, India

### **Teaching Plan**

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total: 45 hours**

### **Essential Readings**

- Holt-Jenson, A. (2011), *Geography: History and Concepts: A Students Guide*, Sage.
- Couper, P. (2015). *A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies*. SAGE Publications.
- Nayak, Anoop, and Alex Jeffrey (2013). *Geographical thought: An introduction to ideas in human geography*. Routledge, 2013.

### **Suggested Readings**

- Cresswell, Tim. (2013). *Geographic thought : a critical introduction*. Chichester, West Sussex, UK :Wiley-Blackwell
- Arentsen M.,Stam R. and Thuijjs R.(2000), *Post-Modern Approaches to Space*, e-book
- Kapur, A. (2002) *Indian Geography: Voice of Concern*, New Delhi: Concept PublishingCompany.

- Dickinson, R.E. (1969), *The Makers of Modern Geography*, Routledge & Kegan Paul, London.
- Dikshit, R.D. (1997), *Geographical Thought: A Contextual History of Ideas*, Prentice Hall of India.
- James, P.E. & G.J. Martin (1981) *All Possible Worlds: A History of Geographical Ideas*, Third Edition, John Wiley and Sons, New York.
- Johnston, R.J. (1997, 2004), *Geography and Geographers: Anglo-American Human Geography Since 1945*, 5<sup>th</sup> and 6<sup>th</sup> Ed., Edward Arnold, London.
- Peet, R. (1998), *Modern Geographical Thought*, Blackwell.
- Soja, E.W. (1997), *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*, Rawat Publishers, Jaipur and New Delhi

**DISCIPLINE SPECIFIC CORE COURSE – DISASTER MANAGEMENT-BASED PROJECT REPORT (DSC 18)**

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>DISASTER MANAGEMENT-BASED PROJECT REPORT (PRACTICAL)</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>Class 12th</b>	<b>NIL</b>

**Learning Objectives:**

- Understanding the basic concepts related to disaster management
- Detailed analysis about the different types of disasters in India
- Evaluating multiple dimensions of disaster management through field based study

**Learning Outcomes:**

- The course aims to provide an in depth understanding about types disasters occurring at different scales
- It will provide thorough understanding about human responses to different kinds of disasters
- It will give an in-depth knowledge about tracing the

disasterscapes throughfieldwork

## **Course Outline**

### **Unit 1: Introduction: (6 hrs)**

- Concept of Hazard, Disaster, Risk, Vulnerability, Classification of disasters, Disaster Management Cycle, Capacity and Resilience.

### **Unit 2: Disasters and Institutional Framework in India: (8 hrs)**

- Disaster Profiles of India (Earthquake, Flood, Drought, Cyclone, Landslide, Avalanche, Fire); Disaster Management Act; Role of Government and NGOs in Disaster Management.

### **Unit 3: Community-Based Disaster Management: (8 hrs)**

- Concept and Framework; Indigenous Knowledge and Practices; Role of Civil Society.

### **Unit 4: Data Assessment and Analysis: (8 hrs)**

- IMD and Bhuvan Portal-Demonstration; Multi-Criteria Decision Making: Concept and Method.

### **Unit 5: Project Report: (60 hrs)**

Project work to be based on any one of three of the following topics of student's choice. (1) The first should be a field-based case study of any particular disaster and the (2) second should be local/college-based term paper. (3) third should be preparation of earthquake/landslide/flood/forest fire or any other hazard susceptibility map of any area

## **Teaching Plan**

Unit 1: 6 hours

Unit 2: 8 hours

Unit 3: 8 hours

Unit 4: 8 hours

Unit 5: 60 hours

**Total: 90 hours**

## Essential Readings

- Srivastava, P. K., Singh, S. K., Mohanty, U. C., & Murty, T. (2020). *Techniques for Disaster Risk Management and Mitigation. Techniques for Disaster Risk Management and Mitigation* (pp. 1–328). Wiley.
- Government of India. (2011). *Disaster Management in India*. Delhi, India: Ministry of Home Affairs.
- Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.

## Suggested Readings

- Taherdoost, H.; Madanchian, M. (2023) Multi-Criteria Decision Making (MCDM) Methods and Concepts. *Encyclopedia* 3,; 77–87. <https://doi.org/10.3390/encyclopedia3010006>
- Mishra, P.K.; Tripathi, S.; Abdelrahman, K.; Tiwari, A.; Fnais, M.S. (2023) Integrated Flood Hazard Vulnerability Modeling of Neluwa (Sri Lanka) Using Analytical Hierarchy Process and Geospatial Techniques. *Water* 15, 1212. <https://doi.org/10.3390/w15061212>
- Pathak, G. K. (2021) *Apda Prabandhan (Hindi)*, Rajesh Publications, New Delhi.
- Pandey, R.K. (2020). *Disaster Management in India*. Sage Text, India
- Government of India. (2008). *Vulnerability Atlas of India*. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Ram kumar, M. (2009). *Geological Hazards: Causes, Consequences and Methods of Containment*. New Delhi, India: New India Publishing Agency.
- Singh, S. (2014) *Apda Prabandhan (Hindi)*, Pwalika Publications, Allahabad.
- Modh, S. (2010). *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Delhi, India: Macmillan.
- Bhuvan Portal: Disaster Management Support Services - <https://bhuvan-app1.nrsc.gov.in/bhuvandisaster/#forestfire>
- IMD: [https://mausam.imd.gov.in/imd\\_latest/contents/stationwise-nowcast-warning.php#](https://mausam.imd.gov.in/imd_latest/contents/stationwise-nowcast-warning.php#)
- Singh, J. (2007) *Disaster Management*, I.K. International Publishing House, New Delhi.



## DISCIPLINE SPECIFIC ELECTIVE COURSE –GEOGRAPHIES OF CRIME (DSE 8)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHIES OF CRIME	4	3	1	0	Class 12th	NIL

### Learning Objectives:

To develop an understanding of Crime from a spatial perspective. The course is organized around three principles: The concept of crime, crime as a spatial construct; and the planning, Governance and spatial strategies to develop a safe place.

### Learning Outcomes:

At the end of the course, the students shall understand-

- Definition of crime, its theories and types
- the geographic base of crime
- How differences in society construct space and impact crime;
- What role Policy, planning and Governance strategies play in preventing crime.

### Course Outline

#### Unit 1: Introduction to crime: (9 hrs)

- Definitions; Typology of crimes: Traditional Crimes, Victimless crimes, Family-centered crimes, Environmental Crimes.

#### Unit 2: Geographies of crime: (9 hrs)

- Crime areas; Environmental correlates of crime; Spatial patterns of crime; Marginalisation of 'Problem Area'

#### Unit 3: Spatial Construct of Crime: (9 hrs)

- Class, Gender, Age, Disability, Race and Ethnicity based social differences and geographies of crime, Crime against third gender and gendered crimes

#### Unit 4: Urban Crime: (9 hrs)

- Governance and Policing, Urban settings and Crime Prevention, Attributes and Assessment of safe places.

**Unit 5: Policy Intervention: (9 hrs)**

- Crime Prevention: Environmental design; Local Challenges and situational crime prevention; Policies for awareness generation and deterrence.

**Teaching Plan**

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total: 45 hours**

**Essential Readings:**

- Wyant, B. R. (2015). Geography and Crime. In *The Encyclopedia of Crime and Punishment* (pp. 1–5). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118519639.wbecpx007>
- Lersch and Hart. (2011). *Space, Time and Crime* 3rd Edition. Carolina Academic Press. Durham, North Carolina.
- Herbert, David. *The Geography of Urban Crime*. London: Longman, 1982.

**Suggested Readings**

- Marsh, I., Melville, G., Morgan, K., Norris, G., & Walkington, Z. (2006). *Theories of crime. Theories of Crime* (pp. 1–205). Routledge Taylor & Francis Group. <https://doi.org/10.4324/9780203030516>
- Cater, John, and Trevor Jones “Crime and Disorder.” In *Social Geography*. Edited by J. Cater and T. Jones, 79–113. London: Edward Arnold, 1989.
  - Evans, David, and David Herbert eds. *The Geography of Crime*. London: Routledge, 1989.
  - Pain, Rachel “Crime, Space and Inequality.” In *Introducing Social Geographies*. Edited by R. Pain, M. Barke, D. Fuller, J. Gough, R. MacFarlane, and M. Graham, 231–253. London: Arnold, 2001.
  - P.J., Brantingham, “Criminality of Place: Crime Generators and Crime Attractors”, *European Journal of Criminal Policy and Research*, 3, 5-26, 1995.
  - Johnston, R.J., Gregory, D., Pratt, G. and Watts, M. (2000). *The Dictionary*

of Human Geography. Oxford, Blackwell Publishers Inc.

- Knox, P. (1995). Urban Social Geography. Essex, England. Logman Group Limited.

**Online Resources**

- <https://www.unodc.org/unodc/es/urban-safety/urbansafetygovernanceapproach.html>
- <https://www.unodc.org/unodc/en/urban-safety/crime-prevention/unodcity/unodcity-pilots.html>
- <https://www.unodc.org/unodc/en/urban-safety/UNODC-toolsandresources.html>
- <https://www.perlego.com/book/1505927/crime-prevention-approaches-practices-and-evaluations-pdf>
- [https://www.unodc.org/pdf/criminal\\_justice/Handbook on Crime Prevention Guidelines - Making them work.pdf](https://www.unodc.org/pdf/criminal_justice/Handbook_on_Crime_Prevention_Guidelines_-_Making_them_work.pdf)
- [https://www.researchgate.net/publication/343721767 Crime Geography](https://www.researchgate.net/publication/343721767_Crime_Geography)

**DISCIPLINE SPECIFIC ELECTIVE COURSE – GENDER AND DEVELOPMENT (DSE 9)**

	Credits	Duration (per week)				Prerequisite
Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	
GENDER AND DEVELOPMENT	4	3	1	0	Class 12th	NIL

**Learning Objectives**

- This course aims to teach the basic idea of development through a gender lens.
- The course also aims to apply feminist approaches to understanding gender inequality
- It aims to bring awareness that development is not a linear and uniformly distributed phenomenon but has gendered patterns.
- The course also aims to demonstrate that gender-inclusive policies can bring sustainable development and social change through examples from the Global North and Global South.

**Learning Outcomes:**

The course would enable the student to:

- Develop a basic understanding of the concept of gender, Gender identities, feminism, and related concepts
- Understand the spatial dimensions of development through a gender lens
- Have an idea about the Global North-Global South and Rural-Urban divide of gendered development

- To know some qualitative and quantitative methods to measure gender development

## Course Outline

### Unit 1: Introduction: (9 hrs)

- Sex and Gender, Gender Identities; Liberal Feminism, Radical Feminism, Socialist Feminism Post Colonial Feminism

### Unit 2: Approaches and Measures to Study Gender and Development: (9 hrs)

- Women in Development (WID), Women and Development(WAD), Gender and Development (GAD); Mainstream Gender Equality (MGE); Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Parity Index

### Unit 3: Gendered Patterns of Well Being and Development: (9 hrs)

- Global patterns of life expectancies, maternal mortality, child-woman ratio, sex ratio, female literacy, Crime against women, electoral participation and women in Leadership Roles

### Unit 4: Gendered Work and Livelihoods: (9 hrs)

- Productive paid work and reproductive work; Invisible work and double burdens, women's work participation in Global North and Global South.

### Unit 5: Gender and Contemporary Global Concerns: (9 hrs)

- Gendered impacts of hazards and disasters, climate change, tourism, gendered violence and livelihood loss; Sustainable Development Goal (SDG 5); Policy framework for resilient communities.

### Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total : 45 hours**

### Essential Readings:

- Coles, Anne, Leslie Gray, and Janet Momsen, eds. *The Routledge Handbook of Gender and Development*. Routledge, 2015.

- Momsen, Janet. ***Gender and Development***. Routledge, 2019.
- Mosse, Julia Cleves. *Half the world half a chance: An introduction to gender and development*. Oxfam GB, 1993..

### Suggested Readings

- Moser, Caroline. ***Gender planning and development: Theory, practice and training***. Routledge, 2012
- Datta, Anindita, ed. *Gender, space and agency in India: exploring regional genderscapes*. Taylor & Francis, 2020.
- Parihar, S.M. and Bannerjee, T. '***Women Empowerment Atlas of India: Science & Technology Perspective***', SEED-DST, Government of India.,2022
- Raju, S, Peter Atkins, Naresh Kumar and Janet Townsend, *Atlas of women and men in India*, 1999
- Datta, Anindita, Peter Hopkins, Lynda Johnston, Elizabeth Olson, and Joseli Maria Silva, eds. *Routledge handbook of gender and feminist geographies*. Routledge, 2020.
- Raju, S, *Gendered Geographies: Space and Place in South Asia*, Oxford University Press, 2011
- Spary Carole, ***Gender, Development, and the State in India***. Routledge,2019
- Terry, Geraldine. ***Climate Change and gender justice***. Oxfam G.B., 2009.
- U.N. Women, Generation Equality Accountability Report 022 World Economic Forum, Global Gender Gap Report, 2022

## GENERAL ELECTIVE- GEO HERITAGE AND GEO TOURISM (GE 16)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEO HERITAGE AND GEO TOURISM	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- To understand the concepts associated with geoheritage and the emergence of the subfield of Geoheritage and Geotourism.

- To create awareness about issues related to Geodiversity, geoconservation togetherwith threats and barriers to geoconservation.
- To identify and understand selection criteria for Geoheritage sites and Geoheritageprotection laws.
- To assess the potential and role of geoheritage and geotourism for sustainabledevelopment through case studies.

### **Learning Outcomes:**

Transacting the course will enable students to:

- Evolve a basic understanding of Geoheritage and Geotourism and appreciate theimportance of Geodiversity and Geoconservation.
- Develop a sound knowledge of the potential and role of Geoheritage in sustainabledevelopment with application of GIS
- Apply the principles of Geoconservation to analyse problems associated withunsustainable tourism activities.

### **Course Outline**

#### **Unit 1: Introduction to Geo heritage and Geo tourism: (9 hrs)**

- Definition, Concept and evolution; Relationship between Geo heritage and Geo tourism; Significance of Geo heritage and Geo tourism.

#### **Unit 2: Geodiversity and Geo conservation: (9 hrs)**

- Geodiversity Values – Intrinsic, cultural, aesthetic, economic, functional, and scientific; Threats to Geodiversity; Geo conservation principles to protect Geo heritage.

#### **Unit 3: Potential of Geo heritage and Geo tourism: (9 hrs)**

- Case Study of Geoparks, Mountain landscape, Geothermal sites and Volcanic landscape.

#### **Unit 4: Geoheritage, Geotourism and Sustainable Development: (9 hrs)**

- Role of Geoheritage and Geotourism for sustainable social, economic and cultural development of a region.Application of GIS in Geotourism.

#### **Unit 5: Inventory of World Geo heritage Sites: (9 hrs)**

- Identification and selection criteria with special reference to UNESCO. Geoheritage and Protection Laws: Role of Government.

### **Teaching Plan**

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total : 45 hours**

### Essential Readings

- Reynard, Emmanuel Jose Brilha., *Geoheritage Assessment, Protection, and Management*, December 5, 2017 ISBN: 9780128095317 Wolfgang Eder F, Peter T. Bobrowsky, Jesus Martinez-Frias *Geoheritage*. 2023. *Geoparks and Geotourism Conservation and Management Series.*, Springer, 2023
- Brilha José *Inventory and Quantitative Assessment of Geosites and Geodiversity Sites:a Review The European Association for Conservation of the Geological Heritage 2015.*

### Suggested Readings

- Wolfgang Eder F, Peter T. Bobrowsky, Jesus Martinez-Frias *Geoheritage*. 2023. *Geoparks and Geotourism Conservation and Management Series.*, Springer, 2023
- Gordon, J.E. *Geoconservation principles and protected area management. International Journal of Geoheritage and Parks. 7 (2019) 199–210.*
- Gray, M. *Geodiversity, Geoheritage and Geoconservation for societies International Journal of Geoheritage and Parks. 7 (2019) 226–237.*
- Newsome, David and Dowling, Ross, 2018.. *Geotourism: The tourism of geology and landscape.* Goodfellow publishers, United Kingdom. ISBN:978 1-906884-09-3 DOI: 10.23912/978-1-906884-09-3-21
- Marija Belij, Snežana Đurđić, Sanja Stojković. *The Evaluation of Geoheritage for Geotourism Development.* 2018. doi:10.5937/zrgfub1802121B
- Newsome, David and Dowling, Ross, 2018. *Geoheritage and Geotourism in Geoheritage, Assessment, Protection, and Management 2018, Pages 305-321*

## GENERAL ELECTIVE- GEOGRAPHY OF MEDIA (GE 17)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHY OF MEDIA	4	3	1	0	Class 12th	NIL

### Learning Objectives:

- Geography of media seeks to understand how media depends on and is shaped by geographical patterns and processes.
- This course looks at the basic nature and spatial characteristics of media, its types and processes.
- The course also deals with various roles mass media plays across geographical boundaries

### Learning Outcomes:

Students would be able to:

- To develop an understanding of different forms of media, concepts and process of Media.
- To critically understand media and its functions.
- To understand historical growth, spatial pattern, development and trends of different forms of media.
- To develop insights about links between media and space and media spaces

### Course Outline

#### Unit 1: Introduction: (9 hrs)

- Geography of Media, historical development and approaches to study.

#### Unit 2: Forms of Media: (9 hrs)

- Print, audio visual, digital and social media; vernacular, regional and national circulations, importance and role in geographical knowledge.

#### Unit 3: Functions of Media is shaping Geographical Spaces: (9 hrs)

- Surveillance, Linkage, Representation and consumption of rural and urban landscapes



**Unit 4: Role of Media: (9 hrs)**

- Role of media in shaping culture, politics and environmental values, role in creation of global markets.

**Unit 5: Media and Development: (9 hrs)**

- Media as public sphere and media as public service, coverage of global issues concerning environment, disasters and conflict.

**Teaching Plan**

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total : 45 hours**

**Essential Readings**

- Rajagopal, A. and Rao, A. 2016. Media and Utopia: History Imagination and Technology, Routledge: London and New York.
- Adams, P. C. 2009. Geographies of Media and Communication: A Critical Introduction, London: Wiley-Blackwell.
- Burgess, J. and John R. Gold, eds. 1985. Geography, the Media, and Popular Culture, New York: St. Martin's.

**Suggested Readings**

- Claude, G. Robin L. Benjamin L, Hugues P. 2016. International agenda-setting, the media and geography: A multi-dimensional analysis of news flows L'Espace géographique (English Edition), Vol. 45, No. 1 (January-February-March 2016), pp. 1-18.
- Laurent, B, Claude, G, and Marta S. 2016. Geographic Spaces and Media Representations, L'Espace géographique (English Edition), Vol. 45, No. 1 (January-February-March 2016), pp. 1-4
- Travis, C. And von Lunen. A. (eds), 2016. The Digital Arts and Humanities, Neo geography, Social Media, Big Data Integrations and applications, Springer: Switzerland.
- Fuchs, C. (2014). Social media and the public sphere. TripleC: Communication,

Capitalism & Critique. Open Access Journal for a Global Sustainable Information Society, 12(1), 57-101.

- Adams, PC, Craine, J, Dittmer, J (eds) 2014. The Ashgate Research Companion to Media Geography, Aldershot: Ashgate Press.
- Boym, S. 2002. The Future of Nostalgia, New York: Basic Books. Casey.
- Chung, W.H.K. and Keenan, T. (eds), 2006. New Media, Old Media: A History and Theory Reader, Routledge: London and New York.
- Donald F. R and Ulla G. F. 2008. Trends in Media Use. The Future of Children, Vol. 18, No.1, Children and Electronic Media (Spring, 2008), pp. 11-37.
- Fuchs, C. (2014). Social media and the public sphere. TripleC: Communication, Capitalism & Critique. Open Access Journal for a Global Sustainable Information Society, 12(1), 57- 101.
- Gokulsing, K.M., and Dissanayake, W. 2009. Popular Culture in a Globalised India, Routledge: London and New York.
- Goodchild, M. (2009). NeoGeography and the nature of geographic expertise. Journal of location based services, 3(2), 82-96.
- Guillory, J. (2010). Genesis of the media concept. Critical inquiry, 36(2), 321-362.
- Harrison, S., & Dourish, P. (1996, November). Re-place-ing space: the roles of place and space in collaborative systems. In Proceedings of the 1996 ACM conference on Computer supported cooperative work (pp. 67-76).
- Jenkins, H. 2006. Convergence Culture: Where Old and New Media Collide, New York: New York University Press.
- Aitken, Stuart C., and Leo E. Zonn. 1994. Place, Power, Situation, and Spectacle: A Geography of Film, Lanham, MD: Rowman & Littlefield.

## GENERAL ELECTIVE- EDUCATION FOR SUSTAINABLE DEVELOPMENT (GE 18)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

**Learning Objectives:**

This paper seeks to:

- Clarify concepts of sustainability, sustainability values and principles, sustainable lifestyles and responsible consumption as well as the synergies between them.
- Deepen and expand knowledge about new paradigms of education associated with education for sustainability, sustainable lifestyles and transformative education.
- Strengthen the capacities and skills of the students henceforth called learners to integrate the values of sustainability in their areas of action, and promote a new awareness of our relationship with the environment and sustainable lifestyles.
- Motivate and inspire students to contribute, through their areas of action in building more coherent, harmonious, and sustainable societies.

#### **Learning Outcomes:**

Transacting the course will enable students to :

- Develop a greater understanding of Education for Sustainable Development (ESD) and its application in education including a basic understanding of Sustainable Development.
- Be familiar with new paradigms of education within the framework of Education for Sustainable Development, and related themes.
- Deepen knowledge to incorporate values-based education for sustainable development in educational programmes and processes.

#### **Course Outline**

##### **Unit 1: Education for Sustainable Development: (9 hrs)**

- Concept and Meaning, History, Global Perspectives

##### **Unit 2: Education for Sustainable Development and Sustainable Development Goals: (9 hrs)**

- Quality Education, Gender Equality, Sustainable Lifestyle

##### **Unit 3: Transformative Learning: (9 hrs)**

- Values, Ethics and Experiences, Peace Education

##### **Unit 4: Communities and Sustainable Practices: (9 hrs)**

- Role of Institutions, Green Technology and Entrepreneurship, Nature Based Solutions (NBSs)

##### **Unit 5: Education for Sustainable Development in India: (9 hrs)**

- Educational Policy and Curriculum, Institutes imparting ESD.

## Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

**Total : 45 hours**

## Essential Readings

- Ossewaarde, M.J. (2018) *Introduction to Sustainable Development*, Sage Text, India.
- Baker, S. (2015) *Sustainable Development* (pp. 1-449). London: Routledge. <https://doi.org/10.4324/9780203121177>
- Buckler, C. and Creech, H. (2014) *Shaping the future, we want: UN Decade of Education for Sustainable Development (2005–2014) final report*. Paris, France: UNESCO. Available at: <http://unesdoc.unesco.org/images/0023/002301/230171e.pdf>

## Suggested Readings

- Priyadarshani, N. (2020) *Sustainable Development & Education Discovery Publishing House Pvt Ltd, New Delhi*
- Arbuthnott, K.D. (2009) Education for sustainable development beyond attitude change. *International Journal of Sustainability in Higher Education*, 10(2): 152-163. <https://doi.org/10.1108/14676370910945954>
- Firth, R. and Smith, M. (2017) *Education for Sustainable Development What was achieved in the DESD?* (Ed.) Routledge.
- Mohanty, A. (2018) Education for sustainable development: A conceptual model of sustainable education for India”, *International Journal of Development and Sustainability*. 7(9): 2242-2255.
- Redecker C, Leis M, Leendertse M, Punie Y, Gijsbers G, Kirschner P, Stoyanov S, Hoogveld B. (2011) *The Future of Learning: Preparing for Change*. EUR 24960 EN. Luxembourg: Publications Office of the European Union. Available at <https://op.europa.eu/en/publication-detail/-/publication/248604cb-9598-48a7-adad-8ff00e061a05/language-en>
- Nevin, E (2008) 'Education and sustainable development', *Policy and Practice: A Development Education Review*. 6: 49-62.
- UNDESD (2005-14) *Education for sustainable development toolkit. Education for Sustainable Development in Action, Learning & Training Tools*. available at: <https://unesdoc.unesco.org/ark:/48223/pf0000152453>

**Semester IV**  
**DEPARTMENT OF SOCIOLOGY**  
**Category I**  
**BA (Honors) Sociology**  
**Sociological Thinkers-1**

**DISCIPLINE SPECIFIC CORE (DSC) 10: Sociological Thinkers-1**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-10 Sociological Thinkers-I</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12th Class Pass</b>	<b>BA (H) DSC 04: Sociological Perspectives or equivalent course</b>

**Learning Objectives:**

1. The course introduces students to the theoretical contributions of Emile Durkheim, Max Weber and Talcott Parsons.
2. It provides an understanding of the conceptual foundations of the positivist, interpretive and American Structural-Functional Schools of Sociology.

**Learning outcomes:**

Students will be able to:

1. *Outline* the key concepts and theoretical architecture of the sociological thought of Durkheim, Weber and Parsons.
2. *Apply* the concepts and theories to conceptualize research questions to study and analyses social realities.

## **SYLLABUS OF DSC -10: Sociological Thinkers-I**

### **Unit I. Emile Durkheim (18 Hours)**

*This unit introduces the students to Durkheim's conception of Sociology as a scientific discipline and enables them to comprehend the relationships between individual and society through the writings of Durkheim.*

#### **a. Social Fact**

#### **b. Individual and Society**

### **Unit II. Max Weber (18 Hours)**

*This unit introduces the students to basic concepts of Max Weber's interpretive sociology, his methodological tools and his substantive contribution to the study of social action and the relationship between cultural ideas and social change.*

#### **a. Social Action and Ideal Types**

#### **b. Ideas and Social Change**

### **Unit III. Talcott Parsons (9 Hours)**

*The unit introduces the structural-functional theory of Talcott Parsons with a focus on social action, action frame of reference and pattern variables.*

#### **a. Action Systems**

#### **b. Pattern Variables**

**Practical Component: NIL**

**Essential/Recommended Readings:**

### **Unit I. Emile Durkheim**

#### **a. Social Fact**

Jones, Robert. A. (1986). 'Studying Social Facts: The Rules of Sociological Method' in *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Ch 3. Pp. 60-81.

#### **b. Individual and Society**

Durkheim, Emile. (2005). 'How to Determine Social Causes and Social Types' in *Suicide: A Study in Sociology*. London: Taylor & Francis. Introduction and Book II, Chapter 1, Pp. xxxix-li, 97-104.

Durkheim, Émile. (1984). 'Mechanical Solidarity or Solidarity by Similarities and Solidarity Arising from the Division of Labour or Organic Solidarity' in *The Division of Labour in Society*. United Kingdom: Macmillan. Book 1 -Chapters 2 & 3. Pp. 31- 64, 68-86.

## **Unit II. Max Weber**

### **a. Social Action and Ideal Types**

Weber, Max. (1947). *The Theory of Social and Economic Organization*. New York: The Free Press. Pp. 87-123.

### **b. Ideas and Social Change**

Weber, Max. (2012). *Protestant Ethic and the Spirit of Capitalism*. New York: Routledge. Chapters. 1, 2, 3 & 5. Pp. 3-50, 102-125.

## **Unit III: Talcott Parsons**

### **a. Action Systems**

### **b. Pattern Variables**

Parsons, Talcott. (1951). *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

### **Suggested Readings:**

Bhambra Gurinder. and John Holmwood. (2021). *Colonialism and Modern Social Theory*. Cambridge: Polity Press.

Durkheim, E. (1982). *The Rules of Sociological Method (W.D. Halls, Trans.)*. New York London Toronto Sydney: The Free Press.

Freund, J. (1970). *The Sociology of Max Weber*. Penguin Books.

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

Lukes, S. (1985). *Emile Durkheim: His Life and Work: A Historical and Critical Study*. Stanford University Press.

Turner, J. (1995). *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

Black, Max ed. (1961). *Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination*. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63.

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

**B.A. (H) Sociology**  
**Discipline Specific Core (DSC) 11**  
**Economic Sociology**

**Discipline Specific Core Course -11 (DSC-11) : Economic Sociology**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11 Economic Sociology	4	3	1	0	12 <sup>th</sup> Class Pass	BA (H) DSC 01: Introduction to Sociology or equivalent course

**Learning Objectives:**

1. To familiarise students with the key concepts and theoretical perspectives in Economic Sociology.
2. To provide an understanding of the social and cultural bases of various dimensions of the economy such as production, distribution, exchange, consumption and markets.
3. To enable students to comprehend economic processes at all levels as embedded and interconnected.

**Learning outcomes:**

Students will be able to:

1. *Understand* the key concepts and theories of economic sociology as a specialised branch of knowledge.
2. *Identify* the diverse ways in which the economy is embedded in other aspects of society and culture.
3. *Use* sociological concepts and theories to understand and analyse the transformations of the economy and its key processes and institutions from a comparative perspective.
4. *Generate* research questions and arguments about the intersections of economy and society.

**SYLLABUS OF DSC-11: Economic Sociology**

**Unit I: Introduction to Economic Sociology (15 hours)**

*This unit provides an understanding of the key concepts and theoretical perspectives of Economic Sociology as a specialised branch of knowledge.*



- a. What is Economic Sociology?
- b. Perspectives in Economic Sociology

#### **Unit II: Economic Action and its Locations (24 hours)**

*This unit provides an understanding of the various dimensions of economy such as production, distribution and consumption while highlighting their sociocultural bases.*

- a. Production and its Logics
- b. Distribution and its Reach

#### **Unit III: Contemporary Directions in Economic Sociology (6 hours)**

*This unit provides an understanding of the changing economic processes and institutions in contemporary times.*

- a. Informal Economy
- b. Platform Society

**Practical Component: NIL**

#### **Essential/Recommended Readings:**

#### **Unit I. Introduction to Economic Sociology (15 hours)**

##### **a. What is Economic Sociology**

Martinelli, Alberto. 2023. 'The conception and definition of economic sociology' in *The Routledge International Handbook of Economic Sociology*. New York: Taylor & Francis, 2023. Pp. 57-74.

Portes, Alejandro. 2010. 'The Assumptions That Ground the Field' in *Economic Sociology: A Systematic Inquiry*. New Jersey: Princeton University Press. Chapter 2. Pp. 10-26.

##### **b. Perspectives in Economic Sociology**

Polanyi, Karl. 1992. 'Economy as an Instituted Process' in M. Granovetter and R. Swedberg (eds.) *The Sociology of Economic Life*. Colorado: West View Press. Pp. 27-50.

Granovetter, Mark. 1985. 'Economic Action and Social Structure: The Problem of Embeddedness'. *American Journal of Sociology*. 91(3). Pp. 481- 507.

#### **Unit II: Economic Action and its Locations (24 hours)**

##### **a. Production and its Logics**

Sahlins, Marshall. 2017. 'The Original Affluent Society' in *Stone Age Economics*. New York: Routledge. Chapter 1. Pp. 1-37.

Scott, James C. 1976. 'The Economics and Sociology of Subsistence Ethics' in *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Chapter 1. New Haven, Yale University press. Pp. 13-34.

Wallerstein, Immanuel. 1983. 'The Commodification of Everything: Production of Capital' in *Historical Capitalism*. London: Verso. Chapter 1. Pp. 13-46.

### **b. Distribution and its Reach**

Mauss, Marcel. 1966. 'The Gifts and Obligation of Return Gift' and 'Distribution of the System: Generosity, Honour and Money' in *The Gift: Forms and Functions of Exchange in Archaic Societies*. (tr. Ian Cunnison). London: Cohen and West. Chapters. 1, 2. Pp. 1-46.

Patterson, Thomas C. 2005. 'Distribution and Redistribution' in James G. Carrier (ed.) *A Handbook of Economic Anthropology*. Cheltenham: Edward Elgar. Pp. 194-209.

Weiss, Brad. 1996. 'Coffee Breaks and Coffee Connections: The Lived Experience of a Commodity in Tanzanian and European Worlds' in David Howes (ed.) *Cross-Cultural Consumption: Global Market, Local Realities*. London and New York: Routledge. Pp. 93-105.

## **Unit III: Contemporary Directions in Economic Sociology (6 hours)**

### **a. Informal Economy**

Light, Donald W. 2004. 'From Migrant Enclaves to Mainstream: Reconceptualizing Informal Economic Behaviour' in *Theory and Society*. 33(6). Pp. 705-737.

### **b. Platform Society**

Dijk, Jose Van. et al. 2018. 'The Platform Society as a Contested Concept' in *The Platform Society: Public Values in a Connected World*. New York: Oxford University Press. Chapter 1, Pp. 1-30.

### **Suggested Readings:**

Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press.

Carrier, James G. 1995. *Gifts and Commodities*. London: Routledge.

DiMaggio, Paul. 2019. 'Cultural Aspects of Economic Action and Organization' in R. Friedland and A. F. Robertson (eds.) *Beyond the Market Place: Rethinking Economy and Society*. New York: Routledge. Pp. 113-136.

Graeber, David. 2001. *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. New York: Palgrave.

Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge: Polity Press.

Hirst, Paul and G Thompson 1999. *Globalization in Question*. 2nd Edition. Cambridge, Oxford: Polity Press.

Sahlins, Marshal. 1974. *Stone Age Economics*. London: Tavistock.

Smelser, Neil. J. and Richard Swedberg. 2005. *The Handbook of Economic Sociology*. New York: Russel Sage Foundation.

Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.

Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* New Jersey: Princeton University Press.

Zelizer, Viviana A. 1989. 'The Social Meaning of Money: Special Monies'. *American Journal of Sociology*, Vol. 95 (Sept.). Pp. 342-377.

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

## Sociology of Gender

### DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Sociology of Gender

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 12 Sociology of Gender</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (H) DSC 05: Social Stratification or equivalent course</b>

#### Learning Objectives:

1. To introduce the sociology of gender as a critical area of sociological inquiry.
2. To provide a sociological understanding of the categories of gender, sex and sexuality.
3. To problematise the common-sense conception of gender from a sociological perspective.

#### Learning outcomes:

Students will be able to:

1. *Identify* and explain key concepts in the sociology of gender.
2. *Investigate* gendered inequalities in a comparative mode across time and space.
3. *Analyse* gender in relation to other forms of social stratification and identities such as caste, class, family and work.

### SYLLABUS OF DSC-12: Sociology of Gender

#### Unit I. Understanding Gender (9 Hours)

*This unit locates the understanding of gender within the framework of sociological theories.*

#### Unit II. Gender, Power and Resistance (9 Hours)

*This unit examines the forms of resistance to gender-based power through ideological change and social movements.*

- a. Power and Subordination
- b. Negotiations and Resistance

#### Unit III. Gender: Differences and Inequalities (12 Hours)

*This unit examines the intersection of gender with different forms and locations of social inequality.*

- a. Stratification and Difference

## **b. Work and Household**

### **Unit IV. Masculinity and Femininity (15 Hours)**

**This unit elucidates the varied ways in which gender is socially constructed.**

#### **a. Production of Masculinity and Femininity**

#### **b. Culture and Sexuality**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I. Understanding Gender**

Jackson, S. and S. Scott (eds.) 2002 'Introduction: The Gendering of Sociology' in S. Jackson and S. Scott *Gender: A Sociological Reader*, London: Routledge. pp 1-26.

Risman, Barbara J. 2018. 'Gender as a Social Structure' in Handbook of the Sociology of Gender. Germany, Springer International Publishing, 2018. Pp. 19-38.

#### **Unit II. Gender, Power and Resistance**

##### **a. Power and Subordination**

Susie, Tharu and Tejaswini Niranjana. 1994. 'Problems for a Contemporary theory of Gender' in *Social Scientist*, Vol.22 No. ¾ (Mar-Apr) Pp. 93-117.

Abu Lughod, Lila. 2002. 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.' in *American Anthropologist*, Vol. 104, No. 3. Pp.783-790.

##### **b. Negotiations and Resistance**

Kandiyoti, Deniz. 1991. 'Bargaining with Patriarchy' in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications. Pp. 104-118.

Ahmed, S. 2017. 'Bringing Feminist Theory Home' in *Living a Feminist Life*. Durham: Duke University Press. Pp. 1-18.

#### **Unit III. Gender: Differences and Inequalities**

##### **a. Stratification and Difference**

Walby, Sylvia. 2002. 'Gender, Class and Stratification: Towards a New Approach' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Pp. 93-96.

Rege, S. 1998. 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit

Feminist Standpoint Position' in *Economic and Political Weekly*, Vol. 33, No. 44, Oct.31-Nov. 6. Pp. 39-48.

## **b. Work and Household**

Whitehead, A. 1981. 'I'm Hungry Mum: The Politics of Domestic Budgeting' in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul. Pp. 93-116.

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.

## **Unit IV. Masculinity and Femininity**

### **a. Production of Masculinity and Femininity**

Halberstam, Judith. 2012. 'An Introduction to Female Masculinity: Masculinity without Men' in *Female Masculinity*. Delhi: Zubaan . Pp. 1-29.

Cornwall, Andrea and Nancy Lindisfarne 1994 'Dislocating Masculinity: Gender, Power and Anthropology' in Cornwall and Lindisfarne (ed.). *Dislocating Masculinity: Comparative Ethnographies*. Routledge. Chapter 1, pp 11-26.

### **b. Culture and Sexuality**

Ortner, Sherry. 1974. 'Is male to female as nature is to culture?' in M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press. Pp. 67-87.

Dube, Leela. 2001. *Anthropological Explorations in Gender: Intersecting Fields*. Delhi: Sage Publications, 2001. Chapter 3. The Symbolism Of Biological Reproduction and Sexual Relations of Production. Pp. 119-151

Rubin, Gayle. 1984. 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Carole Vance, ed., *Pleasure and Anger*. London: Routledge. Pp. 143-165.

### **Suggested Readings:**

Bhatia, R. 2022. *Gender: A Sociological Understanding*. Delhi: Pearson

Hill-Collins, Patricia. 2002. "Learning from the Outsider Within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Pp. 69-78.

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

Uberoi, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” in *Economic and Political Weekly*, Vol. 25, No. 17 (Apr. 28, 1990)Pp. WS41-WS48.

Visvanathan, S. 1996. 'Women and Work: From Housewifization to Androgyny' in *Economic and Political Weekly*, Vol. 31 Number 45/46. Pp. 3015–17.

Menon, Nivedita .2012. *Seeing like a Feminist*. India: Penguin.

### **Additional Resources**

*Being Male, Being Kothi* (2010) Dir: Mahua Bandhpothyay

*Paris is Burning* ( 1991) Dir: Jenine Livingston

*Izzatnagari Ki Asabhya Betiyaan* (2012) Dir: Nakul Singh Sawhney

*Danish Girl* (2015) Dir: Tom Hooper

*Bol* (2011) Dir: Shoaib Mansoor

**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 (DSC) 07**

**Post-Classical Sociological Thinkers**

**DISCIPLINE SPECIFIC CORE COURSE -07 (DSC-07) : Post-Classical Sociological Thinkers**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 07 Post-Classical Sociological Thinkers	4	3	1	0	12 <sup>th</sup> Class Pass	BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course

**Learning Objectives:**

1. To familiarise students with developments in sociological theory in the 20<sup>th</sup> century.
2. To introduce students to the theoretical work in the traditions of American Structural-functionalism, interactionism, and critical theory.
3. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

**Learning outcomes:**

Students will be able to:

1. *Understand* the post-classical developments in Sociological Theory.
2. *Outline* the interdisciplinary nature of sociological concepts.
3. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

**SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers**

**Unit I: Talcott Parsons: Social Action (12 hours)**

*The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.*

**Unit II: Erving Goffman : Dramaturgy (12 hours)**



*The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.*

### **Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)**

*The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.*

### **Unit IV: Herbert Marcuse : Critical Theory (9 hours)**

*The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Talcott Parsons: Social Action**

Turner, J. (1987) *The Structure of Sociological Theory*. India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action*. London: Routledge. Ch. 1 & 2. Pp. 1-44

#### **Unit II: Erving Goffman: Dramaturgy**

Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements*. New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

#### **Unit III: Peter Berger and Thomas Luckmann: Social Construction**

Berger, P. L. & Luckmann, T. (1991). *The Social Construction of Reality*. London: Penguin Books. Pp. 31-62.

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

#### **Unit IV: Herbert Marcuse: Critical Theory**

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

### **Suggested Readings:**

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). *Social Theory: A Historical Introduction*. United Kingdom: NYU Press.

Craib, I. (2015). *Modern Social Theory*. United Kingdom: Taylor & Francis.

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

**BA(Prog.) Sociology  
Discipline Specific Core (DSC) 08  
Economic Sociology**

**Discipline Specific Core Course -08 (DSC-08) : Economic Sociology**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 08 Economic Sociology	4	3	1	0	12 <sup>th</sup> Class Pass	BA (Prog) DSC 01 An Invitation Sociology or equivalent course

**Learning Objectives:**

4. To familiarise students with the key concepts and theoretical perspectives in Economic Sociology.
5. To provide an understanding of the social and cultural bases of various dimensions of the economy such as production, distribution, exchange, consumption and markets.
6. To enable students to comprehend economic processes at all levels as embedded and interconnected.

**Learning outcomes:**

Students will be able to:

5. *Understand* the key concepts and theories of economic sociology as a specialised branch of knowledge.
6. *Identify* the diverse ways in which the economy is embedded in other aspects of society and culture.
7. *Use* sociological concepts and theories to understand and analyse the transformations of the economy and its key processes and institutions from a comparative perspective.

8. *Generate* research questions and arguments about the intersections of economy and society.

## **SYLLABUS OF DSC-11: Economic Sociology**

### **Unit I: Introduction to Economic Sociology (15 hours)**

*This unit provides an understanding of the key concepts and theoretical perspectives of Economic Sociology as a specialised branch of knowledge.*

- a. What is Economic Sociology?**
- b. Perspectives in Economic Sociology**

### **Unit II: Economic Action and its Locations (24 hours)**

*This unit provides an understanding of the various dimensions of economy such as production, distribution and consumption while highlighting their sociocultural bases.*

- a. Production and its Logics**
- b. Distribution and its Reach**

### **Unit III: Contemporary Directions in Economic Sociology (6 hours)**

*This unit provides an understanding of the changing economic processes and institutions in contemporary times.*

- a. Informal Economy**
- b. Platform Society**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I. Introduction to Economic Sociology (15 hours)**

##### **a. What is Economic Sociology**

Martinelli, Alberto. 2023. 'The conception and definition of economic sociology' in *The Routledge International Handbook of Economic Sociology*. New York: Taylor & Francis, 2023. Pp. 57-74.

Portes, Alejandro. 2010. 'The Assumptions That Ground the Field' in *Economic Sociology: A Systematic Inquiry*. New Jersey: Princeton University Press. Chapter 2. Pp. 10-26.

##### **b. Perspectives in Economic Sociology**

Polanyi, Karl. 1992. 'Economy as an Instituted Process' in M. Granovetter and R. Swedberg (eds.) *The Sociology of Economic Life*. Colorado: West View Press. Pp. 27-50.

Granovetter, Mark. 1985. 'Economic Action and Social Structure: The Problem of Embeddedness'. *American Journal of Sociology*. 91(3). Pp. 481- 507.

## **Unit II: Economic Action and its Locations (24 hours)**

### **a. Production and its Logics**

Sahlins, Marshall. 2017. 'The Original Affluent Society' in *Stone Age Economics*. New York: Routledge. Chapter 1. Pp. 1-37.

Scott, James C. 1976. 'The Economics and Sociology of Subsistence Ethics' In *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Chapter 1. New Haven, Yale University press. Pp. 13-34.

Wallerstein, Immanuel. 1983. 'The Commodification of Everything: Production of Capital' in *Historical Capitalism*. London: Verso. Chapter 1. Pp. 13-46.

### **b. Distribution and its Reach**

Mauss, Marcel. 1966. 'The Gifts and Obligation of Return Gift' and 'Distribution of the System: Generosity, Honour and Money' in *The Gift: Forms and Functions of Exchange in Archaic Societies*. (tr. Ian Cunnison). London: Cohen and West. Chapters. 1, 2. Pp. 1-46.

Patterson, Thomas C. 2005. 'Distribution and Redistribution' in James G. Carrier (ed.) *A Handbook of Economic Anthropology*. Cheltenham: Edward Elgar. Pp. 194-209.

Weiss, Brad. 1996. 'Coffee Breaks and Coffee Connections: The Lived Experience of a Commodity in Tanzanian and European Worlds' in David Howes (ed.) *Cross-Cultural Consumption: Global Market, Local Realities*. London and Ne York: Routledge. Pp. 93-105.

## **Unit III: Contemporary Directions in Economic Sociology (6 hours)**

### **a. Informal Economy**

Light, Donald W. 2004. 'From Migrant Enclaves to Mainstream: Reconceptualizing Informal Economic Behavior' in *Theory and Society*. 33(6). Pp. 705-737.

### **b. Platform Society**

Dijk, Jose Van. et al. 2018. 'The Platform Society as a Contested Concept' in *The Platform Society: Public Values in a Connected World*. New York: Oxford University Press. Chapter 1, Pp. 1-30.

### **Suggested Readings:**

Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press.

Carrier, James G. 1995. *Gifts and Commodities*. London: Routledge.

DiMaggio, Paul. 2019. 'Cultural Aspects of Economic Action and Organization' in R. Friedland and A. F. Robertson (eds.) *Beyond the Market Place: Rethinking Economy and Society*. New York: Routledge. Pp. 113-136.

Graeber, David. 2001. *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. New York: Palgrave.

- Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge: Polity Press.
- Hirst, Paul and G Thompson 1999. *Globalization in Question*. 2nd Edition. Cambridge, Oxford: Polity Press.
- Sahlins, Marshal. 1974. *Stone Age Economics*. London: Tavistock.
- Smelser, Neil. J. and Richard Swedberg. 2005. *The Handbook of Economic Sociology*. New York: Russel Sage Foundation.
- Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.
- Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* New Jersey: Princeton University Press.
- Zelizer, Viviana A. 1989. 'The Social Meaning of Money: Special Monies'. *American Journal of Sociology*, Vol. 95 (Sept.). Pp. 342-377.

**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

### Semester IV

#### Discipline Specific Core (DSC) 07 Post-Classical Sociological Thinkers

#### DISCIPLINE SPECIFIC CORE COURSE -07 (DSC-07) : Post-Classical Sociological Thinkers

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 07 Post-Classical Sociological Thinkers</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course</b>

#### Learning Objectives:

4. To familiarise students with developments in sociological theory in the 20<sup>th</sup> century.
5. To introduce students to the theoretical work in the traditions of American Structural-functionalism, interactionism, and critical theory.
6. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

#### Learning outcomes:

Students will be able to:

4. *Understand* the post-classical developments in Sociological Theory.
5. *Outline* the interdisciplinary nature of sociological concepts.
6. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

#### SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers

##### Unit I: Talcott Parsons: Social Action (12 hours)

*The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.*

## **Unit II: Erving Goffman : Dramaturgy (12 hours)**

*The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.*

## **Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)**

*The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.*

## **Unit IV: Herbert Marcuse : Critical Theory (9 hours)**

*The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Talcott Parsons: Social Action**

Turner, J. (1987) *The Structure of Sociological Theory*. India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action*. London: Routledge. Ch. 1 & 2. Pp. 1-44

#### **Unit II: Erving Goffman: Dramaturgy**

Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements*. New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

#### **Unit III: Peter Berger and Thomas Luckmann: Social Construction**

Berger, P. L. & Luckmann, T. (1991). *The Social Construction of Reality*. London: Penguin Books. Pp. 31-62.

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

#### **Unit IV: Herbert Marcuse: Critical Theory**

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

### **Suggested Readings:**

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). *Social Theory: A Historical Introduction*. United Kingdom: NYU Press.

Craib, I. (2015). *Modern Social Theory*. United Kingdom: Taylor & Francis.

**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 Discipline Specific Electives (DSE)

### Discipline Specific Elective (DSE) 04

#### Sociology of Education

#### DISCIPLINE SPECIFIC ELECTIVE COURSE -04 (DSE-04) : Sociology of Education

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 04 Sociology of Education</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

#### Learning Objectives:

1. To introduce sociology of education as an area of sociological interest and investigation.
2. To constitute education as discursive practice at the confluence of various social, political, economic and cultural processes.
3. To map significant issues in the sociology of education in India.

#### Learning Outcomes:

Students will be able to:

1. *Develop* an understanding of the social dimensions of education.
2. *Recognise* the role of education in the production and reproduction of social structures, categories and identities.
3. *Analyse* the diversity of educational practices and cultures in a comparative context.
4. *Examine* the relationship between the political economy and educational regimes in their social context and translate this understanding into sociologically informed education practice and policy.

## **SYLLABUS OF DSE 04: Sociology of Education**

### **Unit I: An Introduction to Sociology of Education (9 Hours)**

*This unit introduces some of the key sociological perspectives on education*

### **Unit II: Education in the Societal Context (24 Hours)**

*This unit explains the interactions of education with the larger frameworks of modernization, development and inequality. It also brings out nuances of the practices of education that inform and are informed by these interactions*

**a. Education, Modernity and Development**

**b. Education, Ideology and Reproduction**

**c. Textbook, Curriculum and Pedagogies**

### **Unit III: Social Character of Education in India (9 Hours)**

*This unit focuses on how India has evolved with its own agenda of education; Civilizational, National and constitutional aspirations, social character, diverse practice and its contradictions.*

### **Unit IV: Globalization and Education (3 Hours)**

*This unit engages with the emerging questions related to the new technological advancements in contemporary times and the nature, role and contradictions of new educational socialization.*

**Practical Component: Nil**

### **Course Outline and Essential/Recommended Readings:**

#### **Unit I: An Introduction to Sociology of Education**

Durkheim, Emile. (1985). 'Education: Its Nature and Role;', in Suresh Chandra Shukla and Krishna Kumar (Eds.) *Sociological Perspectives on Education: A Reader*. Delhi: Chanakya Publication. Pp. 9-22.

Dewey, John. (2009). 'Education as a Social Function' in *Democracy and Education: An Introduction to the Philosophy of Education*. New Delhi: Aakar. Pp.11-25

Saha, L. (2008). 'Sociology of Education', in Thomas L. Good (ed.), *21st Century Education: A Reference Handbook*, Sage Publications Inc, California. Pp. 299-307

#### **Unit II: Education in the Societal Context**

**a. Education, Modernity and Development**

Weber, Max. (2014). 'The Rationalization of Education and Training'. in Richard Arum, Irene R. Beattie and Karly Ford. (Ed.) *The Structure of Schooling: Readings in the Sociology of Education*. London: Sage Publications'. Pp. 4-6.

Chabbott, C., & Ramirez, F.O. (2000). 'Development and Education' in Hallinan, M.T. (eds) *Handbook of the Sociology of Education*. Boston: Springer. Pp.163-187

Altbach, Phillip, G. (1976). 'Higher Education and Modernization: The Indian Case', in Giri Raj Gupta (Ed). *Main Currents in Indian Sociology, Vol. I: Contemporary India*. New Delhi: Vikas Publishing House Pvt Ltd. Pp. 201-220

Jayaram, N. (2015). 'Education and Emancipation: The Saga and Ideology of Dr B.R. Ambedkar', in Singh, A.K. (Ed.). *Education and Empowerment in India*. New Delhi: Routledge India. Pp. 73-90.

(The course instructors are suggested to discuss the Education Commission Report 1964-66 in the Indian context, with reference to Education and National Development)

### **b. Education, Ideology and Reproduction**

Bourdieu, Pierre. (1997). 'Forms of Capital' in A.H. Halsey et al (Eds.). *Education, Culture, Economy and Society*. Oxford: Oxford University Press. Pp.46-58.

Kumar, Krishna. (1987). 'Reproduction or Change: Education and Elites in India' in Ratna Ghosh and Zacharia (Ed.) *Education and Process of Change*. New Delhi: Sage. Pp.27-41

Chanana, K. (2007). 'Globalisation, Higher Education and Gender: Changing Subject Choices of Indian Women Students' in *Economic and Political Weekly*, 42(7). Pp. 590–598.

### **c. Textbook, Curriculum and Pedagogies**

Sarup, Madan. (1982). 'The Enforcement of Discipline' in *Education State and Crisis: A Marxist Perspective*. London: Routledge. Pp.14-29

Apple, Michael W. (2004) 'Cultural Politics and the Text' in Stephen J. Ball (Ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge. Pp. 179-195.

Kumar, Krishna. (1988). 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. Pp. 59-77.

## **Unit III: Social Character of Education in India**

Shukla, Sureshchandra. (1983). 'Indian Educational Thought and Experiments: A Review'. *Comparative Education*, 19(1). Pp. 59–71.

Ghosh, Suresh Chandra. (1995). 'Towards a National Policy on Education' in: *The History of Education in Modern India*. New Delhi: Orient Black Swan. Pp.177-194

Deshpande, Satish.(2012). 'Social Justice and Higher Education in India Today' in Martha Nussbaum and Zoya Hasan (eds), *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*, New Delhi: Oxford University Press.p.212-238

## **Unit IV: Globalization and Education**

Penprase, Bryan E. (2018). 'The Fourth Industrial Revolution and Higher Education' in Gleason, N. W. (Ed.). *Higher Education in the Era of the Fourth Industrial Revolution*. Springer Nature. Pp. 207-225

Kamat, Sangeeta G. (2011). Neoliberal Globalization and Higher Education Policy in India. In: Roger King, Simon Marginson, & Rajani Naidoo (Eds.), *Handbook on Globalization and Higher Education*. Cheltenham, UK: Edward Elgar. Pp. 273-285.

### **Suggested Readings:**

Delanty, Gerard. (2005). The Sociology of the University and Higher Education: The Consequences of Globalization. In: Calhoun, Craig; Rojek, Chris and Turner, Bryan S (Eds.) *The SAGE Handbook of Sociology*. London: Sage Publications Ltd. Pp. 530-545.

Freire, Paulo. (2017). *Pedagogy of the Oppressed*. Penguin Classics.

Halsey, et. al. (1996). *Education, Culture and Economy*. Oxford: Oxford University Press.

Kumar, Krishna. (2005). Colonial Citizen as an Educational Ideal. In: *Political Agenda of Education*. New Delhi: Sage. Pp 27-48.

Ramachandran, V. (2018). In: *Inside Indian Schools: The Enigma of Equity and Quality*. Routledge.

Stevens, Mitchell, Eligabeth Armstrong and Richard Arum. (2008). Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in Sociology of Higher Education, *The Annual Review of Sociology*. Pp.127-152

Thapan, Meenakshi. (1991). *Life at School: An Ethnographic Study*. New Delhi: Oxford University Press.

Vaidyantha Ayar, R.V. (2017). *History of Education Policymaking in India, 1947–2016*. New Delhi: Oxford University Press

Willis, P. (1978). *Learning to Labour: How Working-Class Kids Get Working Class Jobs*. London: Routledge.

Velaskar, Padma. (2018). The Redefinition of Equality and Excellence and Declining Goals of Democratic Egalitarianism in Higher Education. In: Varghese, N.V. & Sabharwal, Nidhi & C M, Malish. (2018). *India Higher Education Report 2016: Equity*. India: Sage Publications. Pp. 43-62

### **Education Policy Documents (can be used for Presentations and writing Review)**

Ministry of Education, Report of the Education Commission, 1964-66. Government of India. Pp. 3-39

Ministry of Education. National Policy on Education 1968, 1986 and NPE as modified in 1992. Govt. of India.

Ministry of Human Resource Development. (2005). Report of the CAGE Committee on Girls Education and Common School System. Govt. of India.

Ministry of Education, Govt. of India. (2020). Draft National Education Policy 2019 and NEP 2020.

NCERT, (2005). National Curriculum Framework (NCF, 2005). New Delhi: India

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

**Sociology**  
**Discipline Specific Elective (DSE) 05**  
**Sociology of Social Movements**

**DISCIPLINE SPECIFIC ELECTIVE COURSE -05 (DSE-05) : Sociology of Social Movements**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 05 Sociology of Social Movements</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. This paper introduces students to the sociological study of social movements.
2. It aims to provide students with the major conceptual, theoretical and methodological tenets of the study of social movements.
3. The paper also demonstrates the complex relationship between social movements, culture, and the broader socio-political context, through a series of case studies.

**Learning outcomes:**

Students will be able to:

1. *Identify* and examine the various dimensions of the phenomenon of social movements and assess the various approaches to its study.
2. *Describe* the various dimensions of social movements and the relationship and dynamics between them.
3. *Recognise* and *evaluate* the salience of social movements in contemporary society.

**SYLLABUS OF DSE-05: Sociology of Social Movements**

**Unit I: Sociology and Social Movements (12 Hours)**

*This unit introduces students to the formative issues in the sociological study of social movements.*

**Unit II: Social Movements: Strategies, Opportunities, Networks, Dynamics (12 Hours)**

*This unit familiarises students with the relationship between the various organising principles of social movements and their dynamics.*

**Unit III: States, Everyday Relations and Contention (12 Hours)**

*This unit apprises students about the relationship between movements and other institutional political phenomena.*

#### **Unit IV: Social Movements and Culture (9 Hours)**

*This unit maps the issues in contemporary studies of social movements.*

**Practical Component: NIL**

#### **Essential/Recommended Readings:**

##### **Unit I: Sociology and Social Movements**

Jasper, James M. 2007. 'Social Movements', in George Ritzer (ed). *The Blackwell Encyclopaedia of Sociology*, USA: Blackwell Publishing Ltd, p. 4451-4458.

Edelman, Marc. 2001. Social Movements: Changing Paradigms and Forms of Politics, *Annual Review of Anthropology*, Vol.30, p. 285-317.

Escobar, Arturo. 1992. Culture, Practice and Politics: Anthropology and the Study of Social Movements, *Critique of Anthropology*, Vol. 12, p. 395-424.

##### **Unit II: Strategies, Opportunities, Networks, Dynamics**

Mcadam, Doug et. al. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures and Cultural Framings*, Cambridge: Cambridge University Press, Introduction, p. 1-20.

Ray, Sthitapragyan. 2014. People and Protected Areas: Protest dynamics in a conservation project in Odisha, *Sociological Bulletin*, Vol. 63, No. 1, p. 59-76.

Kurzman, Charles. 1996. Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979, *American Sociological Review*, Vol. 61, No.1, p. 153-170.

Kothari, Smitu. 2002. Globalization, global alliances, and the Narmada Movement, in Sanjeev Khagram et. al. (eds.) *Restructuring World Politics: Transnational Social Movements, Networks and Norms*, Minneapolis: University of Minnesota Press, p.231-241.

##### **Unit III: States, Everyday Relations and Contention**

Auyero, Javier. 2004. When Everyday Life, Routine Politics, and Protest Meet, *Theory and Society*, Vol. 33, No. 3/ 4, p. 417-441.

Petras, James & Henry Veltmeyer. 2005. *Social Movements and State Power*, London: Pluto Press, Chapter 6, p. 220-240.

Della Porta, Donatella. 2011. Communication in Movement: Social movements as agents of participatory democracy, *Information, Communication and Society*, Vol. 14, No. 6, p. 800-815.

Ray, Raka. 1998. Women's movements and political fields: A comparison of two Indian cities, *Social Problems*, Vol. 45, No.1, p. 21-36.

##### **Unit IV: Social Movements and Culture**

Melucci, Alberto. 1985. The Symbolic Challenge of Contemporary Movements, *Social Research*, Vol. 52, No. 4, p. 789-816.

Amenta, E., & Polletta, F. 2019. The Cultural Impacts of Social Movements. *Annual Review of Sociology*, 45: Pp. 11.1–11.21

### **Suggested Readings:**

Diani, Mario & Doug Mcadam (eds.) 2003. *Social Movements and Networks*, Oxford: Oxford University Press.

Goodwin, Jeff & James M. Jasper. 2015. *The Social Movements Reader: Cases and Concepts*, UK: Wiley Blackwell.

Jasper, James M. 1997. *The Art of Moral Protest: Culture, Biography and Creativity in Social Movements*, Chicago: The University of Chicago Press.

Khagram, Sanjeev. 2004. *Dams and Development: Transnational Struggles for Water and Power*, Ithaca: Cornell University Press.

Klandermans, Bert & Conny Roggeband (eds.) 2007. *Handbook of Social Movements Across Disciplines*, New York: Springer.

Mcadam, Doug, Sidney Tarrow & Charles Tilly. 2004. *Dynamics of Contention*, Cambridge: Cambridge University Press.

Motta, Sara C. & Alf Gunvald Nilsen (eds.) 2011. *Social Movements in the Global South*, New York: Palgrave Macmillan.

Petras, James & Henry Veltmeyer. 2011. *Social Movements in Latin America: Neoliberalism and Popular Resistance*, New York: Palgrave Macmillan.

Polletta, Francesca. 2006. *It Was Like a Fever: Storytelling in Protest and Politics*, Chicago: The University of Chicago Press.

Subba, T.B. 1992. *Ethnicity, State and Development: A Case study of the Gorkhaland Movement in Darjeeling*, New Delhi: Har-Anand Publications.

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



**Sociology**  
**Discipline Specific Elective (DSE) 06**  
**Sociology of Media**

**DISCIPLINE SPECIFIC ELECTIVE COURSE -06 (DSE-06) : Sociology of Media**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 06 Sociology of Media	4	3	1	0	12 <sup>th</sup> Class Pass	Nil

**Learning Objectives:**

1. To introduce students to the subfield of sociology of media.
2. To equip students with key concepts and theories to grasp the contemporary media landscape from a sociological perspective.
3. To unpack the workings of media on the axis of regulation, representation and reception; and see how these enduring concerns continue to inform the workings of new media.

**Learning outcomes:**

Students will be able to:

1. *Examine* the nature of media and its relation with society.
2. *Describe* and *apply* the various theoretical perspectives and conceptual tools in the area of sociology of media.
3. *Evaluate* contemporary mass media related issues in terms of their constitution and consequences.

**SYLLABUS OF DSE 06: Sociology of Media**

**Unit I Mass Society and Mass Media (9 hours)**

*This unit traces the contours of mass society and mass media and prevalent modes of and key motifs in sociological and anthropological investigations of media.*

**Unit II Sociological Theories of Media (21 hours)**

*This unit maps out key theoretical interventions in sociology of media in articulation with one another.*

**a. The Dominant Paradigm**

**b. Critical Media Theories**

**c. Semiotics, Cultural Studies, Feminism, and Post-Modernism**

**Unit III Media Processes (15 hours)**

*This unit elaborates on the media processes on the axes of regulation, representation, and reception. It concludes with a consideration of developments in new media.*

**a. Regulation**

**b. Representation**

**c. Reception**

**d. New Media**

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Unit I. Mass Society and Mass Media: An Introduction (9 hours)**

Ritzer, George. Ed 2007. *The Blackwell Encyclopedia of Sociology*. United Kingdom, Blackwell Pub., Mass Culture And Mass Society; Media; Pp. 2821-2824 & 2873-2880.

Matthews, Julian. 2020. 'The Sociology of Mass Media', in Kathleen Odell Korgen ed. *The Cambridge Handbook of Sociology: Volume I Core Areas in Sociology and the Development of the Discipline*, United Kingdom, Cambridge University Press, . Pp. 205- 211

Dickey, Sara. 2010. 'Anthropology and Its Contributions to Studies of Mass Media'. *International Social Science Journal*. 49. Pp. 413 - 425.

**Unit II. Sociological Theories of Media (21 Hours)**

**a. The Dominant Paradigm**

Gitlin, Todd. 1978. 'Media Sociology: The Dominant Paradigm.' *Theory and Society*, vol. 6, no. 2, pp. 205–224.

**b. Critical Media Theories**

Bennett, Tony. 2005. 'Theories of the Media, Theories of Society' in, Michael Gurevitch et al. (eds.) *Culture, Society and the Media*. United Kingdom, Taylor & Francis, Pp. 26-50

Miller, David. 2002. 'Media Power and Class Power: Overplaying Ideology', *Socialist Register* vol. 38, Pp. 245-260

**c. Semiotics, Cultural Studies, Feminism, and Post-Modernism**

Barthes, Roland. 1977. 'The Photographic Message' in *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, pp. 15-31.

Hall, Stuart. 2011. 'Encoding/Decoding,' *Critical Visions in Film Theory*. Ed. Timothy Corrigan P. White, M. Mazaj. Boston: Bedford St. Martins, pp. 77-87.

Mulvey, Laura. 1999. 'Visual Pleasure and Narrative Cinema.' Eds. Leo Braudy and Marshall

Cohen eds. *Film Theory and Criticism: Introductory Readings*. New York: Oxford UP, pp 833-44.

Baudrillard, J., & Maclean, M. 1985. 'The Masses: The Implosion of the Social in the Media'. *New Literary History*, vol. 16. no. 3, pp. 577-588

### **Unit III. Media Processes (15 Hours)**

#### **a. Regulation**

Kaur, Raminder, and William Mazzarella. 2009. 'Between Sedition and Seduction : Thinking Censorship in South Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP.. pp. 1-21.

#### **b. Representation**

Shohat, Ella, and Stam, Robert. 2014. 'Stereotype, Realism and the Struggle Over Representation' in *Unthinking Eurocentrism: Multiculturalism and the Media*. United Kingdom, Taylor & Francis, Chapter 5. pp. 178-215.

#### **c. Reception**

Livingstone, Sonia., 2103. 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell, pp. 337-356.

#### **d. New Media**

Miller, Daniel. 2011. 'The Anthropology of Facebook: Fifteen Theses on What Facebook Might Be' in *Tales from Facebook*. United Kingdom, Wiley. Pp. 164-204.

### **Suggested Readings:**

Bailey, Michael. *Narrating Media History*. United Kingdom, Taylor & Francis, 2012.

Berry, Jeffrey M., and Sobieraj, Sarah. *The Outrage Industry: Political Opinion Media and the New Incivility*. United Kingdom, Oxford University Press, 2014.

Bocock, Robert. And Kenneth Thompson. (Eds.) *Social and Cultural Forms of Modernity*. United Kingdom, Polity Press, 1992. Chapter 8. Popular Culture and The Mass Media. Pp. 367-401

Curran, James. *Media and Power*, London: Taylor & Francis, 2012.

Fernandes, L. (2000). Nationalizing 'the global': media images, cultural politics and the middle class in India. *Media, Culture & Society*, 22(5), 611–628.

Kellner, Douglas. *Media Culture: Cultural Studies, Identity and Politics Between the Modern and the Post-modern*. United Kingdom, Taylor & Francis, 2003.

Kittler, Friedrich A. *Gramophone, film, typewriter*. United States, Stanford University Press, 1999.

Mankekar, Purnima. *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India*. United Kingdom, Duke University Press, 1999.

Mutz, Diana C. *In-Your-Face Politics: The Consequences of Uncivil Media*. United Kingdom, Princeton University Press, 2016.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. United States, Penguin Publishing Group, 2005.

Sumiala, Johanna. *Media and Ritual: Death, Community, and Everyday Life*. United Kingdom, Routledge, 2013.

Selvaraj, Velayutham *Tamil Cinema: The Cultural Politics of India's Other Film Industry*. London: Taylor & Francis, 2008.

Vasudevan, Ravi. Aesthetics and Politics in Popular Cinema, from Vasudha Dalmia and Rashmi Sadana. Ed. *The Cambridge Companion to Modern Indian Culture*. Cambridge: Cambridge University Press, 2012. 226-46

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

# Category V

## Common List of Generic Electives (GE)

### Generic Elective (GE) 10 Sociology of Public Health

#### GENERIC ELECTIVE COURSE 10 (GE- 10): Sociology of Public Health

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 10 Sociology of Public Health</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

#### Learning Objectives:

1. The course introduces students to public health and its interlinkages with various social determinants.
2. It familiarises students with contemporary concerns and challenges with respect to public health in India.

#### Learning outcomes:

Students will be able to:

1. Examine and comprehend public health and the varied social determinants of health.
2. Develop a theoretical understanding of health in society and assess the social determinants of health.
3. Evaluate the health systems in terms of new public health initiatives and innovative technologies.

#### SYLLABUS OF GE 10 : Sociology of Public Health

##### Unit I. Introduction to Public Health (9 Hours)

*This unit introduces the students to the concept of public health from a sociological perspective.*

##### Unit II. Theoretical Approaches to Public Health (6 Hours)

*This unit discusses the ways in which public health has been conceptualised.*

##### Unit III. Social Determinants of Public Health (6 Hours)

*This unit discusses how non-medical factors influence health outcomes.*

##### Unit IV. Contemporary Issues (24 Hours)

*This unit discusses the contemporary concerns and challenges to public health in India.*

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Unit I. Understanding Public Health**

Abel J, Kellehear A. (2023). Public Health Reimagined. *Lifestyle Med.* e76. Pp. 1-8.

Craig R. Janes and Kitty K. Corbett. (2009). ‘Anthropology and Global Health’ in *Anthropology and Global Health*. Simon Fraser University, Burnaby, British Columbia. Pp. 167-183.

Naraindas, Harish. (2020). Past and Present. *The India Forum*. 30 April 2020. Available at <https://www.theindiaforum.in/amp/article/past-and-present->

**Unit II. Theoretical Approaches to Public Health**

Lupton, Deborah (2003). ‘Medicine as Culture: Illness, Disease and the Body in Western Societies’ in *Medicine as Culture: Illness, Disease and the Body in Western Societies*. New Delhi: Sage Publications. Chapter 1. Pp. 5-22.

Priya, R. (2021). ‘Critical Holism As Public Health Theory: Towards A Unifying Framework For Research, Policy And Planning’ in *Dialogue: Science, Scientists and Society*, 4, 1-29.

**Unit III. Social Determinants of Public Health**

Navarro, Vicente. (2009). Social Determinants Of Health: What We Mean By Social Determinants Of Health. *International Journal Of Health Services*. Volume 39. Number 3. Pp. 423–441.

Qadeer, I. (2021). Rebuilding India’s Public Health. *Special Issue on The Deepening of Disciplinary Content: Public Health in Post-COVID India*.

**Unit IV: Contemporary Issues**

**a. Emerging Concerns:**

Chakravarty S. (2022). Anthropological Research in Public Health Emergencies in India: Current challenges and Future Opportunities. *Anthropol Open J.* 2022. 5(2). Pp 43-51.

Grover, A. and R. B. Singh. (2020). Health Policy, Programmes and Initiatives. In Grover, A. and R. B. Singh. *Urban Health and Wellbeing, Advances in Geographical and Environmental Sciences*. Pp. 251-265

World Health Organisation. 2021. *World Health Statistics. Monitoring Health for The SDGs Sustainable Development Goals*. WHO. Pp. 1-34; 58-79.

(The concerned faculty teaching the paper may look at the latest WHO report that is available.)

### **b. Public Private Partnerships**

Baru, Rama V. and Madhurima Nundy. (2008). Blurring of Boundaries: Public-Private Partnerships in Health Services in India. *Economic and Political Weekly* , Vol. 43, No. 4 (Jan. 26 - Feb. 1, 2008). Pp. 62-71.

Datta, Amrita. 2009. Public Private Partnerships in India: A Case of Reform? *Economic and Political Weekly*, Vol. XLIV. No. 33. Pp. 75-78.

### **c. Digital Health**

Tan, S., & Lim, J. (2023) 'Digital Solutions to Public Health Issues' in *Oxford Research Encyclopedia of Global Public Health*.

Dahdah, Marine Al and Rajiv K. Mishra.(2022). 'Digital Health For All: The Turn to Digitized Healthcare in India' in. *Social Science & Medicine*, Volume 319. <https://doi.org/10.1016/j.socscimed.2022.114968>.

### **Suggested Readings:**

Turner, B. S. (1995). *Medical Power and Social Knowledge*. Sage Publications.

Freund, P. E. S., McGuire, M. B., & Podhurst, L. S. (2003). *Health Illness and the Social Body: A Critical Sociology* (4th ed.). Prentice Hall.

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

Mishra, Arima (ed.). (2010). *Health, Illness and Medicine: Ethnographic Redings*. Delhi: Orient Black Swan.

Kuhlmannhe, Ellen and E. Annadale (ed.). (2010). *Palgrave Handbook of Gender and Healthcare*. London: Palgrave Macmillan

Tripathy, G. T., Jalan A., Shankardass M. K. (ed). (2021). *Sociological Reflections on the Covid-19 Pandemic in India: Redefining the Normal*. Singapore: Springer.

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

**Sociology**  
**Generic Elective (GE) 11**  
**Sociology of Organisations**

**GENERIC ELECTIVE COURSE – 11 (GE-11): SOCIOLOGY OF ORGANISATIONS**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-11 Sociology of Organisations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. This course introduces organisations as an object of sociological inquiry.
2. To generate an interdisciplinary understating of organisation at the confluence of Sociology, Social Anthropology, management studies and organisational studies.
3. To embed organisations in the larger socio-historical process and study them as key sites for the reshaping of society.

**Learning outcomes:**

Students will be able to:

1. *Examine* organisations sociologically as comprising multiple actors, ideologies and often competing worldviews.
2. *Identify* and describe the ways in which an organisation relates to and impacts its socio-ecological environment.
3. *Outline*, observe, and examine the evolution and contemporary developments in organisational structures.

**SYLLABUS OF GE-11: Sociology of Organisations**

**Unit I. Introducing Sociology of Organisations (10 hours)**

*This unit lays the ground for the sociological study of organisations through a survey of the history of this subfield followed by a study of the major theoretical approaches.*

- a. What is an Organisation?
- b. Theoretical Approaches



## **Unit II. Thematic Perspectives (15 hours)**

*Through a combination of theoretical and ethnographic texts, this unit looks at some of the key concepts and themes animating the sociology of organisations.*

- a. Investigating the ‘Official’ and the ‘Practical’
- b. Organisation and its Environment
- c. Organisations and the Making of the ‘Selves’

## **Unit III: Recent Explorations: New Directions in the Study of Organisations (12 hours)**

*This unit aims to introduce students to more recent developments in this field with respect to contemporary workplaces.*

- a. Evolution of the New Workplace
- b. Stretching the Limits: Criminal Organisations

## **Unit IV: Conducting Research in Organisations (8 hours)**

*This unit aims at developing a critical understanding of the methodologies used in the sociological study of organisations.*

**Practical Component: NIL**

## **Essential/Recommended Readings:**

### **Unit I. Introducing Sociology of Organisations (10 hours)**

- a. **What is an Organisation?**

Scott, W.R. and G. F. Davis. 2015. ‘Organizations: Overview’. In James D Wright ed. *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition (Volume 16)*. Amsterdam: Elsevier. pp. 307-311.

- b. **Theoretical Approaches**

Scott, W. R. 2004. ‘Reflections on a Half-Century of Organizational Sociology.’ *Annual Review of Sociology*, 30, 1–21.

### **Unit II. Thematic Perspectives (15 hours)**

- a. **Investigating the ‘Official’ and the ‘Practical’**

Braverman, H. 1998. ‘Scientific Management’ and ‘The Primary Effects of Scientific Management’ in *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*. 25th Anniversary Edition. New York: Monthly Review Press. Chapters 4 & 5. pp. 59-94.

Ong, A. 1988. ‘The Production of Possession: Spirits and the Multinational Corporation in Malaysia’. *American Ethnologist*, 15(1), 28–42.

## **b. Organisation and its Environment**

Mathur, N. 2012. 'Transparent-Making Documents and the Crisis of Implementation: A Rural Employment Law and Development Bureaucracy in India'. *POLAR: Political and Legal Anthropology Review* 35 (2), 167–85.

## **c. Organisations and the Making of 'Selves'**

Smith, G. 2006. 'Asylums' in *Erving Goffman*. London: Routledge. Chapter 5. pp. 69-76.

Hochschild, A. 2002. 'Emotional Labour' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Chapter 23. pp. 192-196.

## **Unit III: Recent Explorations: New Directions in the Study of Organisations (12 hours)**

### **a. Evolution of the New Workplace**

Ho, K. 2009. 'Disciplining Investment Bankers, Disciplining the Economy: Wall Street's Institutional Culture of Crisis and the Downsizing of Corporate America'. *American Anthropologist*. 111: 177-189.

Hilhorst, D. 2003. 'Making Sense of NGOs in Everyday Office Life' in *The Real World of NGOs: Discourse, Diversity and Development*. London: Zed Books. Chapter 7. pp. 146-170.

### **b. Stretching the Limits - Criminal Organisations**

Dua, J. 2015. 'After Piracy? Mapping the Means and Ends of Maritime Predation in the Western Indian Ocean'. *Journal of Eastern African Studies*, 9(3), 505-521.

Venkatesh, S. A. 1998. 'Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United Girl Gang'. *Signs*, 23(3), 683–709.

## **Unit IV: Conducting Research in Organisations (8 hours)**

Schwartzman, H.B. 1993. 'Introduction', 'Studying Up and Studying Down' and 'Fieldwork Roles and Fieldwork Processes' in *Ethnography in Organisations*. London: Sage. Chapters 1, 4 & 5. pp. 1-4, 27-40, 47-72.

### **Suggested Readings:**

Acker, J. 2001. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organisations", In Warwick Organizational Behaviour Staff (Ed.) *Organization Studies: Critical Perspectives in Business and Management*. London: Routledge.

Biehl, J. 2005. *Vita: Life in a Zone of Social Abandonment*. Chicago: University of California Press.

Blau, P.M. and Scott, W.H. 1962. *Formal Organisations*. San Francisco: Chandler.

- Blau, P.M. 1965. *The Dynamics of Bureaucracy: A Study of Interpersonal Relations in Two Government Agencies*. Chicago: University of Chicago.
- Boltanski, L., & Chiapello, E. 2007. *The New Spirit of Capitalism*. London, New York: Verso. pp. 3-43.
- Crozier, M. 1964. *The Bureaucratic Phenomenon*. Chicago: University of Chicago Press.
- Etzioni, A. 1961. *Comparative Analysis of Complex Organisations: On Power, Involvement and their Correlates*. New York: Free Press.
- Goffman, E. 1961. *Asylums*. New York: Doubleday.
- Grusky, O. and Miller, G.E. 1970. *The Sociology of Organisations: Basic Studies*. Part. New York: Free Press.
- Ho, K. 2009. *Liquidated: An Ethnography of Wall Street*. London: Duke University Press.
- March, J.G. and Simon, H.A. 1958. *Organisations*. New York: Wiley.
- Mathur, N. 2016. *Paper Tiger: Law, Bureaucracy and the Developmental State in Himalayan India*. Cambridge: Cambridge University Press.
- Roethlisberger, F. and William D. 1939. *Management and the Worker*. Cambridge: Harvard University Press.
- Salaman, J.G. and Thompson, K. (eds.)1973. *People and Organisations*. London: Longman.
- Scott, R.W. and Davis, G.. 2007. *Organizations and Organizing*. New York: Routledge
- Taylor, F.W. 1947. *Scientific Management*. New York; London: Harper.
- Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press.
- Wright. S. (ed.) 1994. *Anthropology of Organisations*. London: Routledge.

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

**Sociology**  
**Generic Elective (GE) 12**  
**Sociology of Fashion**

**GENERIC ELECTIVE COURSE -12 (GE-12) : Sociology of Fashion**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 12 Sociology of Fashion</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. This paper aims to introduce students to the sociological study of fashion and its associated domains such as dress and clothing.
2. The objective of the paper is to introduce students to a range of issues arising out of a sociological consideration of fashion: the semiosis, social forms, relationship between fashion and social locations, culture and identity, and the global fashion industries in relation to consumption and sustainability.

**Learning outcomes:**

Students will be able to:

1. *Acquire* a basic knowledge of the theories and substantive issues in the sociology of fashion.
2. *Identify* and assess the meanings of fashion in its various dimensions such as material culture, as identity, as an economic power, and aesthetic style.
3. *Develop* an informed approach to read fashion in order to analyse and appraise relations between the economic, symbolic and socio-political aspects of contemporary society.

**SYLLABUS OF GE-12: Sociology of Fashion**

**Unit I: Fashion: Between History and Sociology (9 Hours)**

*This unit introduces students to the basic theoretical and conceptual issues in the sociological study of fashion*

**Unit II: Making and the Meanings of Fashion (27 Hours)**

*This unit maps the various dimensions of the sociological study of fashion and enables students to grasp the many meanings of fashion in relation to culture, power and economy.*

- a. Sociality and Material Culture
- b. Commodity and Consumption

### **c. Identity and Change**

#### **Unit III: Fashion in a Global Society (9 Hours)**

*This unit familiarizes students with the sociology of fashion in the contemporary context of globalization and cultural change.*

**Practical Component: NIL**

#### **Essential/Recommended Readings:**

##### **Unit I: Fashion: Between History and Sociology**

Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*, London and New York: I. B. Tauris, 2003. Introduction. Pp. 1-15.

Blumer, Herbert. Fashion: From Class Differentiation to Collective Selection. *The Sociological Quarterly*, 10(3), 1969. Pp. 275–290.

Barthes, Roland. *The Language of Fashion*. United Kingdom: Bloomsbury Publishing, 2013. Pp. 3-14, 85-91.

##### **Unit II: Making and the Meanings of Fashion**

###### **a. Sociality and Material Culture**

Simmel, Georg. Georg Simmel on Individuality and Social Forms. Chicago: University of Chicago Press, 2003. Chapter 19. Fashion. Pp. 294-323.

Bovone, Laura. ‘Approaches to Material culture: The sociology of fashion and clothing’ in *Poetics*, 34(6), 2006. Pp. 319–331.

###### **b. Commodity and Consumption**

Barnard, Malcolm. *Fashion Theory: An Introduction*. United Kingdom: Taylor & Francis, 2014. Chapter 9. Fashion, Production and Consumption. Pp. 128-144.

Veblen, Thorstein. *The Theory of the Leisure Class*, Oxford: OUP, 2007. Chapter 7. Dress as an Expression of the Pecuniary Culture Pp. 111-124.

Fletcher, Kate. *Sustainable Fashion and Textiles: Design Journeys*. London: Taylor & Francis, 2007 2<sup>nd</sup> ed. Chapter 6 Local and Light . Pp. 139-159.

###### **c. Identity and Change**

Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. United Kingdom: University of Chicago Press, 2012. Chapter 1. Fashion, Identity and Social Change. Pp. 1-22.

Davis, Fred. *Fashion, Culture, and Identity*. United Kingdom: University of Chicago Press, 1994. Pp. 21-29, 33-54.

Angela McRobbie (ed.) *Zoot Suits and Second-Hand Dresses*, London: Macmillan, 1989. Chapter 2. Second-Hand Dresses and the Role of the Ragmarket. Pp. 23-48.

##### **Unit III: Fashion in a Global Society**

Maynard, Margaret. *Dress and Globalization*. United Kingdom: Manchester University Press, 2004. Pp. 32-49, 69-85

Tarlo, Emma. 'Dress and the South Asian Diaspora', in Joya Chatterji and David Washbrook (ed.) *Routledge Handbook of the South Asian Diaspora*, London & New York: Routledge, 2013. Pp. 363-373.

Green, D. N., Kaiser, S. B. *Fashion and Cultural Studies*. United Kingdom: Bloomsbury Publishing, 2021.2e. Chapter 5. Pp. 95-116.

### **Suggested Readings:**

Arnold, Rebecca. (2001). *Fashion, desire and anxiety: image and morality in the 20th century*. United Kingdom: Rutgers University Press, 2001.

Beverly Lemire & Giorgio Riello (eds.) *Dressing Global Bodies. The Political Power of Dress in World History*, London & New York: Routledge, 2019.

Edwards, Tim. Express Yourself. The Politics of Dressing Up, in Malcolm Barnard (ed.) *Fashion Theory: A Reader*, London & New York: Routledge, 2007.

Gilman, Charlotte Perkins (2002). *The Dress of Women: A Critical Introduction to the Symbolism and Sociology of Clothing*. United Kingdom: Greenwood Press, 2002.

Jacque L. Foltyn & Laura Petican (eds.) *In Fashion: Culture, Commerce, Craft and Identity*, Leiden & Boston: Brill, 2022.

M. Angela Jansen & Jennifer Craik (ed.) *Modern Fashion Traditions*, London: Bloomsbury, 2016.

M. L. Damhorst et.al. (eds.). *The Meanings of Dress*, New York: Fairchild Publications, 1999.

Ribiero, Aileen. Introduction, in *Dress and Morality*, London: B. T. Batsford, 1986.

Veblen, Thorstein. *On Culture and Society*. United Kingdom: SAGE Publications, 2003.

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

**SEMESTER-V**  
**DEPARTMENT OF SOCIOLOGY**  
**Category I**  
**BA (Honors) Sociology**  
**Semester V**

**Sociological Thinkers- II**

**DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) : Sociological Thinkers II**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13 Sociological Thinkers- II	4	3	1	0	12 <sup>th</sup> Class Pass	BA (H) DSC 10: Sociological Thinkers I or equivalent course

**Learning Objectives:**

1. To introduce the contributions made by Karl Marx, Claude Levi-Strauss and Pierre Bourdieu to sociological theory.
2. To familiarise students with Marxian and Structuralist and Practice Theories.

**Learning Outcomes:**

Students will be able to:

1. *Understand* conflict, structural and practice-oriented perspectives in the discipline of sociology.
2. *Conceptualise* research informed by these distinctive theoretical traditions of sociology.

**SYLLABUS OF DSC-13: Sociological Thinkers- II**

**Unit I Karl Marx (18 Hours)**

*This unit introduces the students to the materialist conception of history as mode of analysis. It explores the basis, processes and consequences of capitalist society through the writings of Karl Marx.*

- a. Dialectical and Historical Materialism
- b. Capitalist Mode of Production and Alienation

## **Unit II Levi Strauss: Structuralism (9 Hours)**

*This unit introduces students to structuralism and the study of myths through the writings of Levi-Strauss.*

## **Unit III: Pierre Bourdieu: Theory of Practice (18 Hours)**

*This unit explains how an individual's practices are tacit and embodied and are an outcome of the interaction between social structures and the individual.*

**Practical Component: NIL**

**Essential/Recommended Readings:**

### **Unit I: Karl Marx**

#### **a. Dialectical and Historical Materialism:**

Marx, K. and F. Engels. 1969. *Selected Works, Vol. 1*. Moscow: Progress Publishers. Pp. 19-26.

#### **b. Capitalist Mode of Production and Alienation**

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. Pp. 142-174.

Giddens, Anthony. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim*. Cambridge: Cambridge University Press. Pp. 1-64.

### **Unit II: Claude Levi Strauss: Structuralism**

Lévi-Strauss, C. 1981. 'Structuralism and Myth' in *The Kenyon Review, New Series*, Vol. 3, No. 2, Spring. Pp. 64-88.

### **Unit III: Pierre Bourdieu: Theory of Practice**

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press. Chapters. 2 Pp. 72-95.

#### **Suggested Readings:**

Bhambra Gurminder. and John Holmwood. 2021. *Colonialism and Modern Social Theory*. Cambridge: Polity Press.

Bottomore, T.(ed.). 1991. *The Dictionary of Marxist Thought*. Delhi: Wiley Blackwell.

Grenfell, M. (ed.) 2012. *Pierre Bourdieu: Key Concepts*. New-Delhi: Rawat Publications.

Seidman, S. 1994. *Contested Knowledge*. Cambridge: Blackwell Publishers.

Thompson, K. & Tunstall, J. (ed.) 1977. *Sociological Perspectives. Selected Readings*. New York: Penguin Books.

Turner, J. 1995. *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

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



**BA (H) Sociology**  
**Discipline Specific Core (DSC) 14**  
**Sociological Research Methods**

**Discipline Specific Core Course -14 (DSC-14) : Sociological Research Methods**

**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 14 Sociological Research Methods	4	3	0	1	12 <sup>th</sup> Class Pass	BA (H) DSC 03: Introduction to Sociological Research or equivalent course

**LEARNING OBJECTIVES:**

1. The course will enable students to learn the philosophical and methodological underpinnings of research.
2. It introduces them to various aspects of research methodology and the use of simple statistics.

**LEARNING OUTCOMES:**

Students will be able to:

1. *Understand* the deeper philosophical issues that underpin research.
2. *Evaluate* the methodological validity of the claims made by theory.
3. *Assess* research works for its methodological soundness.
4. *Create* research designs for simple research projects.

**SYLLABUS OF DSC 14: Sociological Research Methods**

**Unit 1: Ways of Looking (6 Hours)**

*This unit introduces students to some of the main philosophical engagements of sociological research and practice.*

- a. Objectivity in Sociological Research
- b. Reflexivity
- c. Research Ethics

**Unit 2: Methodological Issues (6 Hours)**

*This unit focuses on some epistemological issues and research practices.*

- a. Comparative Method**
- b. Feminist Method**

### **Unit 3: Methods of Data Collection (21 hours)**

*This unit engages with the building blocks of research - from sampling the population to the common methods of conducting social surveys.*

- a. Sampling**
- b. Questionnaire Construction**
- c. Interview**
- d. Documents**
- e. Focus Group**

### **Unit 4: Introduction to Statistics (12 Hours)**

*This unit introduces the statistical and diagrammatic organization and analysis of data.*

- a. Graphical and Diagrammatic Presentation of Data**
- b. Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).**
- c. Measures of Dispersion (Standard Deviation, Variance and Covariance).**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit 1: Ways of Looking**

##### **a. Objectivity in Sociological Research**

Gray, David J. 1968. 'Value-Free Sociology: A Doctrine of Hypocrisy and Irresponsibility' in *The Sociological Quarterly*. Vol. 9, No. 2 (Spring, 1968). Pp. 176- 185.

##### **b. Reflexivity**

Gouldner, Alvin. 1970. *The Coming Crisis of Western Sociology*. New York: Basic Books. Chapter 13. Living as a Sociologist. Pp. 481-511.

##### **c. Research Ethics**

Martin, John Levi. 2017. *Thinking Through Methods: A Social Science Primer*. Chicago: University of Chicago Press, Chapter 6. Ethics in Research. Pp. 142-161.

#### **Unit 2: Methodological Issues**

##### **a. Comparative Method**

Béteille A. 2002. *Sociology: Essays on Approach and Method*. New Delhi: OUP. Chapter 4. Some Observations on the Comparative Method. Pp. 72-94.

##### **b. Feminist Method**

Hammersley, Martyn. 1992. 'On Feminist Methodology' in *Sociology*, Vol. 26, No.2 (May 1992). Pp. 187-206.

### **Unit 3: Methods of Data Collection**

#### **a. Sampling**

Bailey, K. 1994. 'Survey Sampling' in *Survey Sampling in Methods of Social Research*. 4th edition. New York: Free Press. Chapter 5. Pp. 81-104.

#### **b. Questionnaire Construction**

Bailey, K. 1994. 'Questionnaire Construction' in *Questionnaire Construction in Methods of Social Research*. 4th edition. New York: Free Press. Chapter 6. Pp. 105-146.

#### **c. Interview**

Bailey, K. 1994. 'Interview Studies' in *Methods of Social Research*. 4th edition. New York: Free Press. Chapter 8, Pp.173-213.

#### **d. Documents**

Coffey, Amanda. 'Analysing Documentary Realities', in David Silverman ed. *Qualitative Research: Theory, Method and Practice*. Delhi: SAGE Publications, 2004. Pp. 56-75.

#### **e. Focus Group**

Wilkinson, Sue. 'Focus group research' in David Silverman ed. *Qualitative Research: Theory, Method and Practice*. Delhi: SAGE Publications, 2004. Pp. 177-196.

### **Unit 4: Introduction to Statistics (To be taught through Practical Classes)**

#### **a. Graphical and Diagrammatic presentation of data**

Gupta, S. P. 2007. 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 6, Pp.101-108, 115-118, 131-137.

#### **b. Measures of Central Tendency**

Gupta, S. P. 2007. 'Measures of Central Value' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chap 7, Pp. 155-168, 173-180, 187-197.

#### **c. Measures of Dispersion**

Gupta, S. P. 2007. 'Measures of Variation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 8 pp. 262-277.

### **SUGGESTED READINGS:**

Radcliffe-Brown, A.R. 1958. *Methods in Social Anthropology*. Delhi: Asia Publishing Corporation. Chapter 5. Pp. 91-108

Durkheim, E. 1958, *The Rules of Sociological Method*. New York: The Free Press, Chapter 1 and 2. Pp. 1-46

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

**B.A. (H) Sociology**  
**Discipline Specific Core (DSC) 15**  
**Understanding Ethnographies**

**Discipline Specific Core Course -15 (DSC-15) : Understanding Ethnographies**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 15 Understanding Ethnographies</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (H) DSC 03: Introduction to Sociological Research or equivalent course</b>

**Learning Objectives:**

1. To familiarise students with ethnography as a genre of writing and representing sociological research.
2. To make them aware of the various issues involved in the process of ethnographic writing through a close reading of ethnographic texts.

**Learning outcomes:**

Students will be able to:

1. *Inculcate* interdisciplinary thinking between sociology, philosophy and literature, through reading classic and contemporary ethnographies.
2. *Understand* the construction and representation of the ethnographic field.
3. *Critically engage* with the research and data presented in ethnographic texts.

**SYLLABUS OF DSC-15:**

**Unit I: Ethnographic Enquiry and Representation (9 Hours)**

*This unit attempts to define ethnography and the construction of the research object.*

- a. What is Ethnography?
- b. Constructing the Ethnographic Object

**Unit II: Types of Ethnography (15 Hours)**

*This unit engages students with the many techniques involved in ethnographic research.*

- a. Fieldwork**
- b. Visual Ethnography**
- c. Digital Ethnography**
- d. Auto-ethnography**

**Unit III: Compulsory text for use in the syllabus (21 Hours)**

*This unit takes up a single ethnographic text to encourage students to build the patience to read, understand and critically analyse full-length texts that are often about another, unfamiliar culture, based on the premises outlined in the earlier sections.*

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Unit I: Ethnographic Enquiry and Representation**

**a. What is Ethnography?**

Clifford, James and George E. Marcus, eds. 'Introduction' in *Writing Culture: The Poetics and Politics of Ethnography: A School of American Research Advanced Seminar*. University of California Press, 1986. Pp. 1-19.

Nader, Laura. 'Ethnography as Theory' in *HAU: Journal of Ethnographic Theory* 1, no. 1, 2011, Pp. 211-219.

Blasco, Paloma Gay, and Huon Wardle. 'Introduction' in *How to Read Ethnography*. Routledge, 2007. Pp. 1-12.

**b. Constructing the Ethnographic Object**

Kumar, Nita. *Friends, Brothers, and Informants: Fieldwork Memoirs of Banaras*. Berkeley: University of California Press, 1992. Chapter 2 and 22, Pp. 36-47 and 216-225.

**Unit II: Types of Ethnography**

**a. Fieldwork**

Srinivas, M.N. 'The Insider Versus the Outsider in the Study of Cultures.' In *Methodology and Fieldwork*. Edited by Vinay Kumar Srivastava. Oxford University Press, 2002. Pp. 413-420.

**b. Visual Ethnography**

Abraham, Janaki. 'Wedding Videos In North Kerala: Technologies, Rituals, And Ideas About Love And Conjugality' in *Visual Anthropology Review* 26.2 (2010), Pp. 116–127.

### **c. Digital Ethnography**

Pink, Sarah, Heather Horst, John Postill, Larissa Hjorth, Tania Lewis, and Jo Tacchi. 'Researching Experience' in *Digital Ethnography: Principles and Practice*. Sage Publications, 2016. Chapter 2: 19-39.

### **d. Auto-ethnography**

Narayan, Kirin. 'How Native is a 'Native' Anthropologist?.' in *American Anthropologist* 95, no. 3, 1993. Pp. 671-686.

## **Unit III: Compulsory text for use in the syllabus**

### **Option 1**

Mead, Margaret. *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization*. New York: Harper Collins, 1928.

### **Option 2**

Whyte, William Foote. *Street Corner Society: The Social Structure of an Italian Slum*. University of Chicago Press, 1943.

### **Option 3**

Taussig, Michael. *The Devil and Commodity Fetishism in South America*. Chapel Hill: University of Carolina Press, 2010 (1980).

### **Option 4**

Gold, A. G., Gujar, B. R. (2002). *In the Time of Trees and Sorrows: Nature, Power, and Memory in Rajasthan*. United Kingdom: Duke University Press.

In the Times of Trees and Sorrows

### **Suggested Readings:**

Srinivas, M. N. (1980). *The Remembered Village*. United Kingdom: University of California Press.

Viramma, Racine Josiane and Racine, Jean-Luc. *Viramma: Life of an Untouchable*. Translated by Will Hobson. Paris: Verso UNESCO Publishing, 1997.

Blasco, Paloma Gay, and Huon Wardle. *How to Read Ethnography*. Routledge, 2007.

Wulff, Helena. "Writing Anthropology". In *The Cambridge Encyclopedia of Anthropology*, edited by Felix Stein, 2021.

Abu-Lughod, Lila. "Can there be a Feminist Ethnography?" *Women & Performance: A Journal of Feminist Theory* 5, no. 1, 1990: 7-27.

Alsop, Christiane Kraft. "Home and Away: Self-reflexive Auto-/ethnography." In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, vol. 3, no. 3, 2002: 1-18.

Buber, Martin. *I and Thou*. Hesperides Press, 2008.

Mines, Diane P., and Sarah Lamb, eds. *Everyday Life in South Asia*. USA: Indiana University Press, 2010. Chapter 17 and 18: 219-249.

Sarangapani, Padma M. *Constructing School Knowledge: An Ethnography of Learning in an Indian Village*. New Delhi: Sage Publications, 2003.

Winddance Twine, France. "Visual Ethnography and Racial Theory: Family Photographs as Archives of Interracial Intimacies." *Ethnic and racial studies* 29, no. 3, 2006: 487-511.

**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

### Semester V

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#### B.A. (Prog.) Sociology

#### Discipline Specific Core (DSC) 09

#### Sociological Research-I

#### Discipline Specific Core -9 (DSC 09): Sociological Research -I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 09 Sociological Research -I</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog) DSC 01 An Invitation Sociology or equivalent course</b>

#### Learning Objectives:

1. The course familiarises students with the theoretical and methodological aspects of sociological research.
2. The course introduces the basic outline of doing research and its philosophical underpinnings.

#### Learning outcomes:

Students will be able to:

1. *understand* the philosophical and methodological underpinning of research.
2. *develop* a practice-based understanding of the process of research.
3. *differentiate* between the quantitative, qualitative, and mixed methods of research and combine them effectively to conceptualise theoretically informed empirical research practices.

#### SYLLABUS OF DSC- 09: Sociological Research -I

##### Unit I: Doing Research (12 Hours)

*This unit introduces research as a process and discusses the related issues of the logic of*

*research and objectivity*

- a. The Logic of doing research
- b. The Process of social research
- c. Objectivity in research

**Unit II: Methodological Perspectives (9 Hours)**

*This unit delves into perspectives on how to study people.*

- a. Comparative Method
- b. Ethnographic Method

**Unit III: Modes Of Enquiry (24 Hours)**

*This unit looks at the interaction of theory and research and moves to methods of analysing and depicting data*

- a. Theory and Research
- b. Analysing Data: Quantitative, Qualitative and Mixed Methods
- c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Unit 1: Doing Research**

**a. The Logic of Doing Research**

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*, London: OUP. Chapter 1, pp. 3-24.

**b. The Process of Social Research**

Srivastava, V.K. et al (Eds.). (2004) 'Introduction' in *Methodology and Fieldwork*, New Delhi: OUP., pp. 1-14.

**c. Objectivity in Research**

Gouldner, Alvin (1962) *Social Problems*, Vol. 9, No. 3 (Winter), Anti-Minotaur: The Myth of Value-Free Sociology, pp. 199-213.

**Unit II: Methodological Perspectives**

**a. Comparative Method**

Béteille, A. (2004) 'The Comparative Method and the Standpoint of the Investigator'. In Vinay

Kumar Srivastava (Ed.) *Methodology and Fieldwork*, New Delhi: OUP, pp. 112-131.

### **b. Ethnographic Method**

Brewer, J.D. (2010). 'What is Ethnography?' in *Ethnography*, Jaipur: Rawat Publication (Indian Reprint). Chapter 1 - Pp. 10-25.

## **Unit III: Modes of Enquiry**

### **a. Theory and Research**

Merton, R. K. (1972). 'The Bearing of Sociological Theory on Empirical Research' and 'The bearing of Empirical Research on Sociological Theory' in *Social Theory and Social Structure*, Delhi: Arvind Publishing House. Chapter 4, 5 -, pp. 139-171.

### **b. Analysing Data: Quantitative, Qualitative and Mixed Methods**

Creswell, J W. (2009). 'Quantitative Procedures', Qualitative Procedures and Mixed Methods Procedures in *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd edition. Sage Publications. Chapters 8, 9, 10, , pp. 145-152, 173-200, 203-220.

### **c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data**

Gupta, S. P. (2006). 'Classification and Tabulation' and 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 5, 6, pp.65-100, 101-108, 115- 118, 131-137.

### **Suggested Readings:**

Bailey, K. (1994). *The Research Process in Methods of Social Research*, 4th edition, New York: Free Press, Pp.3-19.

Béteille, A. (2002), *Sociology: Essays on Approach and Method*, New Delhi: OUP. Chapter 4, Pp. 72-94.

Bryman, Alan. (2004), *Quantity and Quality in Social Research*, New York: Routledge. Chapter 2 & 3, Pp. 11-70.

Durkheim, E. (1958). *The Rules of Sociological Method*, New York: Free Press. Chapter 1 & 2, Pp. 1-46.

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books. Chapter 13, Pp. 481-511.

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

**B.A. (Prog.) Sociology  
Discipline Specific Core (DSC) 10  
Investigating Inequalities**

**DISCIPLINE SPECIFIC CORE -10 (DSC-10): Investigating Inequalities**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 10 Investigating Inequalities</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog) DSC 01 An Invitation Sociology or equivalent course</b>

**Learning Objectives:**

1. To introduce the domain of social inequality as a key area of sociological inquiry.
2. To impart an understanding of social inequalities as intersectional phenomenon that impact various dimensions of social life.
3. To engage the new dimensions and changing forms of inequalities in contemporary times.

**Learning outcomes:**

Students will be able to:

1. *Develop* a descriptive and analytical understanding of social inequality.
2. *Identify* how social inequality operates at different socio-cultural contexts.
3. *Discuss* the key debates that animate contemporary research on inequality.

**SYLLABUS OF DSC-10:**

**Unit I: Understanding Inequality (9 hours)**

*This unit introduces the concept of social inequality within the discipline of sociology. It also familiarises students to the various theoretical perspectives in the study of social inequality.*

**a. What is inequality?**

**b. Perspectives on Inequality**

**Unit II: Interlocking inequalities in social life (21 hours)**

*This unit introduces the intersectional character of social inequality and its pervasiveness in social life.*

**a. Gender**

**b. Race and Religion**

**c. Labour Market**

**d. Health**

### **Unit III. Impact of Globalisation (15 hours)**

*This unit introduces the issues of exclusion and new forms of inequalities in the era of globalisation.*

**a. Social Exclusion**

**b. Technology**

**c. Climate Change**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I. Understanding inequality**

##### **a. What is Social Inequality?**

Beteille, A. (1969). *Social inequality*. Penguin Books. Introduction, Chapter 18. The decline of Social Inequality? Pp. 1-14, 362-380.

##### **b. Perspectives on Inequality**

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

Walby, S., Armstrong, J., & Strid, S. (2012). Intersectionality: Multiple Inequalities in Social Theory. *Sociology*, 46(2). Pp. 224-240.

#### **Unit II. Interlocking inequalities in Social Life**

##### **a. Gender**

Dey, A., & Orton, B. (2016). Gender and Caste Intersectionality in India: An Analysis of the Nirbhaya case, 16 December 2012. In *Gender and Race Matter: Global Perspectives on Being a Woman*. Emerald Group Publishing Limited. Pp 87-105.

##### **b. Race and Religion**

Macey, M. (2010). *Ethnic, Racial and Religious Inequalities: The Perils of Subjectivity*. Springer. Chapter 2. Religion and Culture Make a Difference Pp. 27-56.

### **c. Labour Market**

Browne, I., & Misra, J. "Labor-market inequality: intersections of gender, race, and class" in Romero, M., & Margolis, E. (Eds.). (2005). *The Blackwell companion to social inequalities*. John Wiley & Sons. Londres, Blackwell Publishing. Pp. 165-189.

### **d. Health**

Abel, T. (2008). Cultural Capital and Social Inequality in Health. *Journal of Epidemiology & Community Health*, 62(7). Pp. 1-5.

## **Unit III: Impact of Globalisation**

### **a. Social Exclusion**

Munck, R. (2005). Social Exclusion: New Inequality Paradigm for the Era of Globalization? In Mary Romero and Eric Margolis eds. *The Blackwell Companion to Social Inequalities*. Oxford: Blackwell, 2008. Pp. 31-49.

### **b. Technology**

Pfohl, S. (2005). New Global Technologies of Power: Cybernetic Capitalism and Social Inequality. In Mary Romero and Eric Margolis eds. *The Blackwell Companion to Social Inequalities*. Oxford: Blackwell, 2008. Pp. 546-592.

### **c. Climate Change**

Harlan, Sharon L. et.al. (2015). Climate Justice and Inequality, in Riley E. Dunlap (ed.), Robert J. Brulle (ed.) *Climate Change and Society: Sociological Perspectives*. United States: Oxford University Press. Pp. 127-154.

### **Suggested Readings:**

Tilly, C. (2005). Historical Perspectives on Inequality. Mary Romero and Eric Margolis eds. *The Blackwell Companion to Social Inequalities*. Oxford: Blackwell, 2008. Pp. 15-30

Ragnedda, M. (2017). *The Third Digital Divide: A Weberian approach to Digital Inequalities*. Routledge.

Grusky, D. (2018). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Routledge.

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

Menon, N. (2015). 'Is Feminism about women'? A Critical View on Intersectionality from India. *Economic and Political Weekly*, Vol. 50, No. 17 (APRIL 25, 2015), Pp. 37-44.

John, M. E. (2015). Intersectionality: Rejection or Critical Dialogue? *Economic and Political Weekly*, Vol. 50, No. 33 (AUGUST 15, 2015), Pp. 72-76.

**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

### Semester V

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#### B.A. (Prog.) Sociology

#### Discipline Specific Core (DSC) 09

#### Sociological Research-I

### Discipline Specific Core -9 (DSC 09): Sociological Research -I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 09 Sociological Research -I</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog) DSC 01 An Invitation Sociology or equivalent course</b>

#### Learning Objectives:

1. The course familiarises students with the theoretical and methodological aspects of sociological research.
2. The course introduces the basic outline of doing research and its philosophical underpinnings.

#### Learning outcomes:

Students will be able to:

4. *understand* the philosophical and methodological underpinning of research.
5. *develop* a practice-based understanding of the process of research.
6. *differentiate* between the quantitative, qualitative, and mixed methods of research and combine them effectively to conceptualise theoretically informed empirical research practices.

#### SYLLABUS OF DSC- 09: Sociological Research -I

##### Unit I: Doing Research (12 Hours)

*This unit introduces research as a process and discusses the related issues of the logic of research and objectivity*

- d. The Logic of doing research
- e. The Process of social research
- f. Objectivity in research

#### **Unit II: Methodological Perspectives (9 Hours)**

*This unit delves into perspectives on how to study people.*

- c. Comparative Method
- d. Ethnographic Method

#### **Unit III: Modes Of Enquiry (24 Hours)**

*This unit looks at the interaction of theory and research and moves to methods of analysing and depicting data*

- a. Theory and Research
- b. Analysing Data: Quantitative, Qualitative and Mixed Methods
- c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

**Practical Component: NIL**

**Essential/Recommended Readings:**

#### **Unit 1: Doing Research**

##### **a. The Logic of Doing Research**

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*, London: OUP. Chapter 1, pp. 3-24.

##### **b. The Process of Social Research**

Srivastava, V.K. et al (Eds.). (2004) 'Introduction' in *Methodology and Fieldwork*, New Delhi: OUP., pp. 1-14.

##### **c. Objectivity in Research**

Gouldner, Alvin (1962) *Social Problems*, Vol. 9, No. 3 (Winter), Anti-Minotaur: The Myth of Value-Free Sociology, pp. 199-213.

#### **Unit II: Methodological Perspectives**

##### **c. Comparative Method**



Béteille, A. (2004) 'The Comparative Method and the Standpoint of the Investigator'. In Vinay Kumar Srivastava (Ed.) *Methodology and Fieldwork*, New Delhi: OUP, pp. 112-131.

#### **d. Ethnographic Method**

Brewer, J.D. (2010). 'What is Ethnography?' in *Ethnography*, Jaipur: Rawat Publication (Indian Reprint). Chapter 1 - Pp. 10-25.

### **Unit III: Modes of Enquiry**

#### **b. Theory and Research**

Merton, R. K. (1972). 'The Bearing of Sociological Theory on Empirical Research' and 'The bearing of Empirical Research on Sociological Theory' in *Social Theory and Social Structure*, Delhi: Arvind Publishing House. Chapter 4, 5 -, pp. 139-171.

#### **b. Analysing Data: Quantitative, Qualitative and Mixed Methods**

Creswell, J W. (2009). 'Quantitative Procedures', Qualitative Procedures and Mixed Methods Procedures in *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd edition. Sage Publications. Chapters 8, 9, 10, , pp. 145-152, 173-200, 203-220.

#### **c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data**

Gupta, S. P. (2006). 'Classification and Tabulation' and 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 5, 6, pp.65-100, 101-108, 115- 118, 131-137.

#### **Suggested Readings:**

Bailey, K. (1994). *The Research Process in Methods of Social Research*, 4th edition, New York: Free Press, Pp.3-19.

Béteille, A. (2002), *Sociology: Essays on Approach and Method*, New Delhi: OUP. Chapter 4, Pp. 72-94.

Bryman, Alan. (2004), *Quantity and Quality in Social Research*, New York: Routledge. Chapter 2 & 3, Pp. 11-70.

Durkheim, E. (1958). *The Rules of Sociological Method*, New York: Free Press. Chapter 1 & 2, Pp. 1-46.

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books. Chapter 13, Pp. 481-511.

**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 Discipline Specific Electives (DSE)

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### Sociology

#### Discipline Specific Elective (DSE) 07

#### Visual Culture

#### DISCIPLINE SPECIFIC ELECTIVE COURSE -07 (DSE-07) : Visual Culture

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 07 Visual Culture</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12th Class Pass</b>	<b>Nil</b>

#### Learning Objectives:

1. To introduce students to various perspectives that enable a contextualisation of everyday visual culture within the larger debates around power, politics and identity.
2. To familiarise students to the debates from the field of Art History, Social Sciences and Visual Art Practices and enable them to understand the processes through which different visual environments can be sociologically analysed.
3. To provide students an understanding of how the very process of ‘seeing’ can be problematised.

#### Learning outcomes:

Students will be able to:

1. *Apply* sociological concepts to understand and appreciate visuals and constitute their representations as matters of academic interest.
2. *Demonstrate* ‘visuality’/’visualization’ as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or ‘counter-visualities’.
3. *Analyse* the operations of visuals in an age dominated by techniques of mass production and dissemination of images.

#### SYLLABUS OF DSE 07 : Visual Culture

#### **Unit I: Introduction to Visual Culture (12 Hours)**

*This unit problematizes the idea that ‘seeing’ is a natural process, and introduces students to the visual construction of the social world. It also examines the process of seeing in the context of modernity.*

- a. The Process of ‘Seeing’**
- b. Modernity and Visuality**

## **Unit II: Visual Environments and Representations (33 Hours)**

*This unit examines different visual environments, with illustrations to elucidate the manner in which visuals allows the constitution of the relationship between self and the everyday.*

- a. Power, Knowledge and Gaze of the State**
- b. Visual Contestations**
- c. Visual Practices and Identity formation**
- d. Visual Cultures of Everyday Life**

**Practical Component: NIL**

**Essential/Recommended Readings:**

### **Unit I. Introduction to Visual Culture (12 Hours)**

- a. The Process of ‘seeing’**

Mitchell, W.J.T. (2002) ‘Showing Seeing: A Critique of Visual Culture’ In *Journal of Visual Culture*, August 2002 vol. 1 no. 2. Pp. 165-180.

Berger, John (1972) *Ways of Seeing*. London: Penguin. Pp. 7- 33.

- b. Modernity and Visuality**

Debord, Guy(1994). ‘Separation Perfected’ in *The Society of the Spectacle*, New York: Zone books. Chapter 1. Separation Perfected. Pp. 11-24.

Shohat, Ella & Robert Stam (2002) ‘Narrativizing Visual Culture’, In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge. Pp. 37-57.

Chatterji, Roma (2012) ‘Global Events and Local Narratives: 9/11 and the Chitrakaars’ In *Speaking with Pictures: Folk Art and Narrative Tradition in India*. Pp. 62-103. (20 pages of pictures)

### **Unit II. Visual Environments and Representations (33 Hours)**

- a. Power, Knowledge and Gaze of the State**

Foucault, Michel (1977) ‘Panopticism’ In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon. Race/Ethnicity: Multidisciplinary Global Contexts, Volume 2, Number 1, Autumn 2008. Pp. 1-12.

Gilbert, Emily (2010) 'Eye to Eye: Biometrics, the Observer, the Observed and the Body Politic' in Fraser MacDonald, Rachel Hughes and Klaus Dodds (Ed), *Observant States Geopolitics and Visual Culture*, London: I. B. Tauris. Pp. 225-246.

#### **b. Visual Contestations**

Morris, Pam(1994) 'Folk Humour and Carnival Laughter' in *The Bakhtin Reader*. London: Arnold. Pp. 194- 206.

Enguix, Begonya(2009) 'Identities, Sexualities and Commemorations: Pride Parades, Public Space and Sexual Dissidence' in *Anthropological Notebooks*, vol. XV: 2. Ljubljana: Slovene Anthropological Society. Pp. 15-35.

#### **c. Visual Practices and Identity Formation**

Bourdieu, P(1984) 'Introduction' in *Distinction: A Social Critique of the Judgment of Taste*. Routledge & Kegan Paul, London. Pp. 1-7.

Srivastava, Sanjay (2009) 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27. Pp. 338-345.

MacDougall, David (1992) 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 5 (2). Pp. 3-29.

#### **d. Visual Culture of the Everyday Life**

Certeau, Michel De (1984) 'General Introduction' in *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California. Pp. xi-xxiv.

Pinney, Christopher (2004) 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion. Pp. 181-200.

Goldsmith, Steven (1983) 'The Readymades of Marcel Duchamp: The Ambiguities of An Aesthetic Revolution' in *The Journal of Aesthetics and Art Criticism*, Volume 42, Issue 2. Pp. 197-208.

#### **Suggested Readings:**

Weinbaum, Alys Eve (2008) *The Modern Girl around the World: Consumption, Modernity, and Globalization*. Durham: Duke UP.

Pinney, Christopher (1997) *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago.

Babb, Lawrence A., and Susan Snow Wadley (1995) *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania

Sciorra, Joseph (1999) 'We Go Where the Italians Live: Religious Processions as Ethnic and Territorial Markers in a Multi-ethnic Brooklyn Neighborhood' In Robert A. Orsi (ed) *Gods of the City*. Indiana University Press. Pp. 310-340

Rappoport, Erika D (1995) 'A New Era of Shopping: The Promotion of Women's Pleasure', Leo Charney and Vanessa R. Schwartz (ed) *Cinema and the Invention of Modern Life*. Berkeley & Los Angeles: University of California Press.

Mazumdar, Ranjani (2007). *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota,

Appadurai, Arjun, and Carol A. Breckenridge (1999) 'Museums are Good to Think: Heritage on View in India.' *Representing the Nation: A Reader: Histories, Heritage, and Museums*. (Eds.) David Boswell and Jessica Evans .New York: Routledge.

Tavin, K. M. (2003) Wrestling with Angels, Searching for Ghosts: Toward a Critical Pedagogy of Visual Culture. *Studies in Art Education*, 44(3), Pp.197–213.

Cohn, Bernard (1983) "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, Pp. 632-650 .

Berger, Peter, (1972), *Ways of Seeing*, (Video)  
[https://www.youtube.com/watch?v=0pDE4VX\\_9Kk](https://www.youtube.com/watch?v=0pDE4VX_9Kk)

Mitchell, W.J.T., (2020), *Present Tense: An Iconology of Time - W.J.T. Mitchell* (Video)  
[https://www.youtube.com/watch?v=z\\_Juh7R20eA](https://www.youtube.com/watch?v=z_Juh7R20eA)

Cartwright, Lisa and Marita Sturken (2001) "Postmodernism: Irony, Parody, and Pastiche" in *Practices of looking: An Introduction to Visual Culture*, New York : OUP.

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

**Sociology**  
**Discipline Specific Elective 08**  
**Sociology of the Body**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 08 (DSE-08) : Sociology of the Body**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 08 Sociology of the Body</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. To de-naturalise the body and reconstitute it in sociological terms as a social phenomenon.
2. To familiarise students with various theoretical formulations and ethnographic engagements with body.
3. To outline the broad contours of discourse on the body in South Asian societies.

**Learning outcomes:**

Students will be able to:

1. *Identify* and explain the concepts that are integral to a sociological study of the body.
2. *Analyse* various bodily practices in their social, historical and institutional contexts.
3. *Apply* the conceptual apparatus developed by sociology to evaluate the emerging issues surrounding the body.

**SYLLABUS OF DSE-08: Sociology of the Body**

**Unit I: Knowing the Body (12 Hours)**

*This unit establishes the material and social character of the body and traces the sociological tradition of thinking about body from Marcel Mauss to Mary Douglas and beyond.*

**Unit II: Variations on the Body (24 Hours)**

*This unit maps various dimensions of bodily practices and institutional practices surrounding the social body. It explores the body in its material and symbolic manifestations,*

*establishes its complicity in the formations of self and identity, explores its political and economic significance and delineates how it is experienced as a lived reality.*

**a. Body in Practice**

**b. Body and Identity**

**c. Body, Power and Commodification**

**d. Lived Body**

**Unit III: Discourse on Body in South Asia (9 Hours)**

*This unit configures the sociological discourse on the body in South Asia on the axes of caste, community and gender.*

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Course Outline with Readings:**

**Unit I: Knowing the Body**

Lock, Margaret and Judith Farquhar (Eds.) *Beyond the Body Proper: Reading the Anthropology of Material Life*. United Kingdom: Duke University Press, 2007. Introduction; On the Part Played by Labor in the Transition from Ape to Man; Techniques of the Body; Pp. 19-23, 25-29 & 49-68.

Scheper-Hughes, N., & Lock, M. M. 'The Mindful Body: A Prolegomenon to Future Work' in *Medical Anthropology Quarterly*, 1(1), 1987, Pp. 6–31.

**Unit II: Variations on the Body**

**a. Body in Practice**

Turner, Terence S. 'The Social Skin', *HAU: Journal of Ethnographic Theory*, 2 (2): 2012. Pp. 486–503.

Bourdieu, Pierre. 'Belief and the body', in *The Logic of Practice*, Oxford: Blackwell, 1984. Chapter 4. Belief and the Body. Pp. 66-79.

**b. Body and Identity**

Wells, Susan. 'What Is This Body That We Read' in *Our Bodies, Ourselves and the Work of Writing*. United States: Stanford University Press. 2010, Chapter 4. Pp. 134-174.

Scott, Sue and David Morgan. 'You Too Can Have a Body Like Mine: Reflections on the Male Body and Masculinities' in *Body Matters: Essays on The Sociology of The Body*. United Kingdom: Taylor & Francis, 2004. Chapter 5. Pp. 70-88.

Fassin, Didier. 'How to Do Races with Bodies' in Frances E. Mascia-Lees ed. *A Companion to the Anthropology of the Body and Embodiment*, Cambridge: Blackwell, 2011. Pp. 419-431

**c. Body, Power and Commodification**

Boddy, Janice. 'Colonialism: Bodies under Colonialism', in Frances E. Mascia-Lees ed. *A Companion to the Anthropology of the Body and Embodiment*, Cambridge: Blackwell, 2011. Pp. 119-132.

Foucault, Michel. 'Body/Power' in *Power/knowledge: Selected Interviews and Other Writings, 1972-1977*. New York Knopf Doubleday Publishing Group, 1980. Chapter 3. Pp. 55-62.

Edmonds, A. 'The Poor Have the Right to be Beautiful? Cosmetic Surgery in Neoliberal Brazil'. *Journal of the Royal Anthropological Institute*, 13(2), 2007. Pp. 363–378.

#### **d. Lived Body**

Toombs, S. Key. 'The Lived Experience of Disability'. *Human Studies*, 18(1),1995. Pp. 9–22.

Morgan, David. 'The Body in Pain' in, *Real Bodies: A Sociological Introduction*. United Kingdom: Bloomsbury Publishing, 2017. Pp. 79- 94.

### **Unit III: Discourse on Body in Indian Context**

Alter, Joseph S. 'Preface: History, Body, Culture' in *Gandhi's Body: Sex, Diet, and the Politics of Nationalism*. United States: University of Pennsylvania Press, 2011. Pp. ix-xiii

Gorringe, Hugo., & Rafanell, Irene. 'The Embodiment of Caste: Oppression, Protest and Change'. *Sociology*, 41(1), 2007. Pp. 97–112.

Mehta, Deepak. 'Circumcision, Body and Community' in *Work, Ritual, Biography : A Muslim community in North India*. India: Oxford University Press. 1997. Chapter 6. Pp. 178-213.

Sarah Lamb, 'The Politics of Dirt and Gender: Body Techniques in Bengali India', in *Dirt, Undress, and Difference: Critical Perspectives on the Body's Surface*. United States: Indiana University Press, 2005. Pp. 213-229.

#### **Suggested Readings:**

Alter, Joseph S. *The Wrestler's Body: Identity and Ideology in North India*. United Kingdom, University of California Press, 1992.

Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. United Kingdom, University of California Press, 1993.

Berthelot, J. M). Sociological Discourse and the Body. *Theory, Culture & Society*, 3(3), 1986,155–161.

Bordo, Susan. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkley: University of California Press, 1993.

Davis, Lennard J. *Enforcing Normalcy: Disability, Deafness, and the Body*. United Kingdom: Verso Books, 1995.

Desjarlais, Robert R. *Body and Emotion: The Aesthetics of Illness and Healing in the Nepal Himalayas*. United States: University of Pennsylvania Press, 2011.



Dickenson, Donna. *Property in the Body: Feminist Perspectives*. Cambridge: Cambridge University Press, 2007.

Douglas, Mary. *Natural Symbols: Explorations in Cosmology*. London: Taylor & Francis, Chapter 5. Two Bodies, 2004., Pp. 72-91.

Eisenstein, Zillah R. *The Female Body and the Law*. Berkeley: University of California Press, 1988.

Falk, Pasi. *The Consuming Body*. London: Sage Publications, 1994.

Flood, Gavin D. *The Tantric Body: The Secret Tradition of Hindu Religion*. United Kingdom: Palgrave Macmillan, 2006.

Grosz, Elizabeth A. *Space, Time, and Perversion: Essays on the Politics of Bodies*. London: Routledge, 1995.

Kumar, Udaya. Self, body and inner sense: Some reflections on Sree Narayana Guru and Kumaran Asan. *Studies in History*, 1997, 13(2), 247–270.

Lupton, Deborah. *Medicine as Culture: Illness, Disease and the Body in Western Societies*. India: Sage Publications, 2003.

Scheper-Hughes, Nancy. *Commodifying Bodies*. India, London: Sage Publications, 2002.

O'Neill, John. *Five Bodies: Re-figuring Relationships*. United Kingdom: Sage Publications, 2004.

Serres, Michel. *Variations on the Body*. United States: University of Minnesota Press, 2015.

Shilling, Chris. *Re-Forming the Body: Religion, Community and Modernity*. United Kingdom: Sage Publications (CA), 1997.

Shilling, Chris. *The Body and Social Theory*. United Kingdom: Sage Publications, 2012.

Strathern, Andrew. *Body Thoughts*. United Kingdom: University of Michigan Press, 1996.

Teman, Elly. *Birthing a Mother: The Surrogate Body and the Pregnant Self*. United Kingdom: University of California Press, 2010.

Thomas J. Csordas. Embodiment as a Paradigm for Anthropology , *Ethos* , Vol. 18, No. 1,1990, Pp. 5-47

Turner, Bryan S. *The Body and Society: Explorations in Social Theory*. United Kingdom, Sage Publications, 2008.

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

**Sociology**  
**Discipline Specific Elective (DSE) 09**  
**Sociology and Social Policy**

**DISCIPLINE SPECIFIC ELECTIVE COURSE -09(DSE-09): Sociology and Social 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		
<b>DSE 09 Sociology and Social Policy</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. To constitute social policy as an object of sociological investigation and recount key theories, concepts, and methods developed for around it.
2. To impart the methods of analysing the formulation, adoption, implementation of social policy from a sociological vantage.
3. To appreciate social policy analysis as an interdisciplinary field of study and understand the complex dynamics of the politics of decision making.

**Learning Outcomes:**

Students will be able to:

1. *Develop* critical and analytical skills with respect to examining the complex dynamics involved in social policy making process.
2. *Recognise, evaluate* and dissect policies of social importance in the interest of people, society and environment.
3. *Exhibit* the requisite analytical skills to evaluate and improve social policy.

**SYLLABUS OF DSE-09: Sociology and Social Policy**

**Unit I: Social Policy and Sociological Analysis (15 Hours)**

*This unit invites students to the world of Social Policy and familiarizes them with some of its important conceptual and theoretical frameworks, meanings, evolution and manifest practices.*

- a. What is Social Policy?
- b. Social Policy and Sociological Perspectives

### **Unit II: Making Social Policy I: Institutions, Ideologies and Actors (15 Hours)**

*This unit engages with the context, value framework, social character and politics involved in the policy-making process.*

- a. Social Policy as a Worldview
- b. The Character of Social Policies in India

### **Unit III: Making Social Policy II: Craft and Analysis (15 Hours)**

*This unit introduces students to the methodological issues involved in the craft of policy-making from a sociological perspective and problematizes the dominance of technocracy and reductionist public policy experts.*

- a. Methodological and Technical Frameworks
- b. Emerging Issues and Concerns in Social Policy

**Practical Component: NIL**

### **Course Outline and Essential/Recommended Readings:**

#### **Unit I. Social Policy and Sociological Analysis**

- a. What is Social Policy?

Spicker, P. (2014). Introduction: The Nature of Social Policy. In: *Social Policy: Theory and Practice*. Great Britain: Policy Press. Pp. 1–20.

Dreze, J. (2016). Social Policy: An Introduction In: Jean Dreze (ed.) (2016). *Social Policy: Essays from Economic and Political Weekly*, New Delhi: Orient Blackswan. Pp.1-18.

- b. Social Policy and Sociological Perspectives

Coffey, A. (2004). Sociological Theory and Social Policy, In: *Re-Conceptualizing Social Policy: Sociological Perspectives on Contemporary Social Policy*. England: Open University Press. Pp.1-4, 10-11, 19-22, 30-41.

#### **Unit II: Making Social Policy I: Institutions, Ideologies and Actors**

- a. Social Policy Worldview: Ideology, Value Frameworks and Priorities

Spicker, P. (2014). Principles and Values. In: *Social Policy: Theory and practice*. Great Britain: Policy Press. Pp. 181–202.

Lapunte, V & Van de Walle, S. (2020). The Effects of New Public Management on the Quality of Public Services. In: *Governance: An International Journal of Policy, Administration and Institution*. Vol.33, Issue.3. Pp. 461-464.

Manuel, T. (2019). How Does One Live the Good Life?: Assessing the State of Intersectionality in Public Policy. In: O. Hankivsky, J. S. Jordan-Zachery (eds.), *The Palgrave Handbook of Intersectionality in Public Policy*. London:Palgrave. Pp-33-46

Ghosh, J. (2004). Social Policy in Indian Development. In: T. Mkandawire (eds) *Social Policy in Development Context*. London: Palgrave Macmillan. Pp. 284-307.

### **b. The Character of Social Policies in India**

Sen, S (2022). Law and Social Policy in India. In: Davy, U., & Chen, A.H.Y. (Eds.). *Law and Social Policy in the Global South: Brazil, China, India, South Africa*. New York: Routledge. Pp-78-127

Pellissery, S. (2021). One Hundred Years of the (Stifed) Social Question, In: L. Leisering (ed.). *One Hundred Years of Social Protection, Global Dynamics of Social Policy*. Cham: Palgrave Mcmillan. Pp.121-142

Chopra, D. (2011). Policy Making in India: A Dynamic Process of Statecraft. *Pacific Affairs*, 84(1), 89–107.

## **Unit III: Making Social Policy II: Craft and Analysis (15 Hours)**

### **a. Methodological and Technical Frameworks**

Fischer, Frank. (2007). Deliberative Policy Analysis as Practical Reason: Integrating Empirical and Normative Arguments, In: Frank Fischer, Gerald J. Miller, Mara S. Sidney (ed.) 2007. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. New York: CRC Press Taylor & Francis Group.pp.pp.223-236

Spicker, P. (2014). Policy in Practice. In *Social policy: Theory and practice*. Great Britain: Policy Press. Pp. 223–244, 429-431

Deshpande, S., and Y. Yadav. (2006). Redesigning Affirmative Action. *Economic and Political Weekly*. Volume 41. Pp. 2419–2424.

### **b. Emerging Issues and Concerns in Social Policy**

Dunleavy, P. (2016). ‘Big data’ and Policy Learning. In: Gerry Stoker and Mark Evans (ed.). *Evidence-based Policy Making in the Social Sciences: Methods that Matter*. UK: Policy Press. Pp.145-160, 163-166.

**(To make the course more empirically grounded and impactful the instructors are suggested to incorporate activities like Policy Review, Field Study, and Policy Expert Interaction)**

### **Suggested Readings:**

O'Connor, F. Mary Katherine & Netting, Ellen (Eds.). (2011). *Analyzing Social Policy Multiple Perspectives for Critically Understanding and Evaluating Policy*. New Jersey: John Wiley & Sons, Inc. Pp.1-7, 14-17

- Blakemore, K and Griggs, E. (2007). Ideas and Concepts. In: *Social Policy: An Introduction*. Open University Press, England, pp. 5-10 & 15-39.
- Government of India. (1946 – 1950). *Constituent Assembly Debates (Proceedings) Vol. I to XII(1946-1950)*.
- Government of India. (1963). *The Planning Process*, Planning Commission, New Delhi, 1963
- Government of India. (1985). *Challenges of Education: A Policy Perspectives*. MHRD.
- Government of India. (2005). *The Mahatma Gandhi National Rural Employment Guarantee Act, 2005*..
- Government of India. (2013). *The National Food Security Act 2013*.
- Govt. of India, Ministry of Education. (2019,2020). *Draft National Education Policy, 2019 and National Education Policy, 2020*.
- Government of India. (2020). *The Code on Social Security, 2020*, Government of India
- Murali, K. (2018). *Caste, Class and Capital: The Social and Political Origins of Economic Policy in India*. Cambridge: Cambridge University Press.
- Nussbaum, M and Sen, A. (1993). *The Quality of Life*. Oxford: Oxford University Press.
- Patton, C V; Sawicki, D; Clark, Je. (2016). *Basic Methods of Policy Analysis and Planning*. New York:Rutledge.Pp. 21-33, 43-57.
- Report of the Expert Group to Propose “Diversity Index” and to Work out the Modalities for Implementation. 2008. Submitted to the Ministry of Minority Affairs. Government of India
- Saha, K.T. (Eds.). (1947). *National Planning Committee Series, Report of the Sub-committees (Vol.1-25)* Bombay: Vora & co. Publishers ltd.
- Vaidyanatha Ayyar, R.V. (2017). *History of Education Policy Making in India: 1947 - 2016*. Delhi: Oxford University Press.

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

# Category VI

## Common List of Generic Electives (GE)

### Generic Elective (GE) 13 Understanding Development

#### GENERIC ELECTIVE COURSE- 13 (GE 13): Understanding Development

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 13 Understanding Development</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

#### Learning Objectives:

1. To introduce diverse processes of development from a sociological view point.
2. To familiarise students with ideas, theories, and practices of development.
3. To acquaint students with the trajectory and experiences of development in post-colonial India.

#### Learning outcomes:

Students will be able to:

1. *Identify* and understand different ideas of, and approaches to, development.
2. *Examine* the discourse of development as a relationship between developmental institutions, actors, policies and theories.
3. *Analyse* the key features of developmental processes in post-colonial India.
4. *Evaluate* developmental practices in different locations, moments, and contexts.

#### SYLLABUS OF GE 13: Understanding Development

##### **Unit I: Unpacking Development (9 Hours)**

*This unit examines the way development discourse is constituted analytically and historically.*

##### **Unit II: Theorizing Development (18 Hours)**

*This unit introduces students to various theoretical perspectives on development.*

- a. Modernization, Dependency and the World Systems**
- b. Gender, Ecology and Development Theory**
- c. Development as Freedom**
- d. De-essentialising Development**

### **Unit III: Development: Histories, Practices and Alternatives (18 Hours)**

*This unit maps analytical and historical contours of development in South Asia and introduces issues arising out of development in practice.*

- a. Histories**
- b. Practices**
- c. Alternatives**

**Practical Component: NIL**

#### **Essential/Recommended Readings:**

#### **Unit I. Unpacking Development**

Rist, Gilbert. *The History of Development: From Western Origins to Global Faith*. United Kingdom: Zed Books, 2014. Chapter 1. Definitions of Development. Pp. 1-24.

Sachs, Wolfgang (ed). *The Development Dictionary: A Guide to Knowledge as Power*. United Kingdom: Zed Books, 2010.v *Development*. Pp. 1-21.

#### **Unit II. Theorizing Development (18 Hours)**

##### **a. Modernization, Dependency and the World Systems**

Bernstein, Henry. 'Modernization Theory and the Sociological Study of Development', *The Journal of Development Studies*, 1971, Volume 7, No. 2. Pp. 141-155

Roberts, J. Timmons. *The Globalization and Development Reader: Perspectives on Development and Global Change*. Germany: Wiley, 2014. Pp. 107-114, 126-144.

##### **b. Gender, Ecology and Development Theory**

Pearson, Ruth 'The Rise and Rise of Gender and Development' in Kothari, Uma K. *A Radical History of Development Studies: Individuals, Institutions and Ideologies*. United Kingdom: Zed Books, 2019. Pp. 157- 176.

Redclift, Michael 'Development and the Environment: Managing the Contradictions?' in Leslie Sklair (ed.) *Capitalism and Development*. United Kingdom: Taylor & Francis, 2002. Pp. 123-137

##### **c. Development as Freedom**

Sen, Amartya. *Development as Freedom*. United Kingdom: OUP Oxford, 2001. pp. 3-11, 35-54.

##### **d. De-essentialising Development**

Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. United Kingdom: Taylor & Francis, 2014. Pp. 168-189.

### **Unit III. Development: History, Practices and Alternatives (18 Hours)**

#### **a. History**

Ludden, David. 'Development Regimes in South Asia: History and the Governance Conundrum' *Economic and Political Weekly*, 2000, Vol. 40, No. 37. Pp. 4042–51.

Chatterjee, Partha, 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly*, 2008, Vol. 48, No. 16. Pp. 53-62.

Mosse, David. Caste and Development: Contemporary Perspectives on a Structure of Discrimination and Advantage. *World Development*, 2018, Volume 110. Pp. 423-433.

#### **b. Practices**

Hirschman, Albert O. *Development Projects Observed*. United States: Brookings Institution Press, 2014. Pp. 1-31

De-Sardan, Jean-Pierre Oliver. *Anthropology and Development: Understanding Contemporary Social Change*. United Kingdom: Bloomsbury Publishing, 2008. Pp. 137-151.

#### **c. Alternatives**

Kothari, Ashish., Shrivastava, Aseem. *Churning the Earth: The Making of Global India*. India: Penguin, 2012. Pp. 254-292.

#### **Suggested Readings:**

Bardhan, Pranab K. *The Political Economy of Development in India*. United Kingdom: B. Blackwell, 1984.

Harrison, Elizabeth., Crewe, Emma. *Whose Development? An Ethnography of Aid*. United Kingdom: Bloomsbury Academic, 1998.

Galeano, Eduardo. *Open Veins of Latin America*. United Kingdom: Monthly Review Press, 1997.

Mies, Maria. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. United Kingdom: Zed Books, 2014.

Rodney, Walter. *How Europe Underdeveloped Africa*. United Kingdom: Verso Books, 2018.

Schumacher, E. F., McKibben, Bill. *Small Is Beautiful: Economics as If People Mattered*. India: Harper Collins, 2010.

Wolf, Eric R. *Europe and the People Without History*. United Kingdom: University of California Press, 2010.

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



**Sociology**  
**Generic Elective (GE) 14**  
**Sociology of Disability**

**GENERIC ELECTIVE COURSE -14 (GE-14) : Sociology of Disability**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 14 Sociology of Disability	4	3	1	0	12 <sup>th</sup> Class Pass	Nil

**Learning Objectives:**

1. To offer a sociological understanding of disability and outline a plurality of theoretical approaches towards its conceptualisation.
2. To familiarise students with critical disability theory and underline its intersections with other systems of oppression, such as caste, class, gender and sexuality.
3. To provide a sociological understanding of ableism and the processes and structures that reproduce it and introduce the disability rights movement in India and its policy interventions and advocacies.

**Learning outcomes:**

Students will be able to :

1. *Identify* the different sociological perspectives of disability; from social labeling theory to social constructionism and the critical disability theory.
2. *Examine* the cultural representations of disability and look at its various intersections.
3. *Develop* knowledge about disability rights, including the Disability Rights Movement and various policies on Disability.

**SYLLABUS OF GE 14: Sociology of Disability**

**Unit I: Understanding Disability (12 hours)**

*This unit examines the theoretical engagement with disability, outlining the conceptualisation(s) and theoretical models to understand disability.*

- a. Meanings and Conceptualisation**
- b. Sociological Perspectives on Disability**

**Unit II: Disability and Vulnerability (15 hours)**

*This unit examines the interaction between disability and other axes of social inequality.*

**Unit III: Disability in Everyday Life (9 hours)**

*This unit approaches disability by focusing on the culture of ableism. The unit notes practices of socio-cultural reproduction of ableism and its contestation.*

- a. Ableism and Inaccessibility**
- b. Everyday Practices of Resistance**

**Unit IV: Paradigm Shifts and Emerging Issues (9 hours)**

*This unit focuses on rights assertion, interventions and emerging issues in disability studies and activism.*

- a Disability Rights Movements**
- b. Policy Interventions**
- c. Emerging Issues**

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Unit I: Understanding Disability**

**a. Meanings and Conceptualisation**

Davis, Lennard. 2017. "Introduction : Disability, Normality, and Power" in Lennard J. Davis (eds) *The Disability Studies Reader*. Routledge. Pp 1-16.

Shakespeare, Tom. 2017. "The Social Model of Disability" in Lennard J. Davis (eds) *The Disability Studies Reader*. Routledge. Pp 195-203.

**b. Sociological Perspectives on Disability**

Parsons, Talcott. 1975. "The Sick Role and the Role of the Physician Reconsidered" *The Milbank Memorial Fund Quarterly. Health and Society. Vol 53, No. 3 (Summer 1975)* Pp. 257-278.

Goffman, E. 2006. 'Selections from Stigma'. In, Lennard J. Davis, *The Disability Studies Reader: Second Edition*. Pp. 131-140.

Sztobryn-Giercuskiewicz, J., 2017. *Critical Disability Theory as a Theoretical Framework for Disability Studies*. Oblicza niepełnosprawności w praktyce i teorii,. Pp. 29-35.

## **Unit II: Disability and Vulnerabilities**

Adlakha, Renu. 2008. "Disability, Gender and Society", *Indian Journal of Gender Studies*, 15(2). Pp. 191–207.

Chakravarti, Upali. 2008. "Burden of Caring: Families of Disabled in Urban India" In *Disability Studies in India: Global Discourses, Local Realities*, New Delhi: Routledge. Pp. 122-144

Johri, Rachana. 2019. "Disability and Mothering: Embodied Knowledge", *Peace Prints: South Asian Journal of Peacebuilding*, Vol. 5, No. 1, Special Issue: Summer 2019, pp. 2-16.

Hiranandani, Vanamala and Deepa Sonpal. 2010. 'Disability, Economic Globalization and Privatization: A Case Study of India', *Disability Studies Quarterly*, Vol 30 (3 / 4).

## **Unit III: Disability in Everyday Life**

### **a. Ableism and Inaccessibility**

Nario-Redmond, M. 2020. *Ableism: The Causes and Consequences of Disability Prejudice*. Wiley Blackwell. Chapter 3: Justifying Ableism: Ideologies and Language, pp. 80-109.

### **b. Everyday Practices of Resistance**

Gold, J.R. and Margaret Gold. 2007. "Access for all: the rise of the Paralympic Games", *The Journal of The Royal Society for the Promotion of Health*, 127(3):133-141.

Bhowmick, Partho. 2013. "Blind with Camera: Photographs by the Visually Impaired", In Renu Adlakha (eds.) *Disability Studies in India Global Discourses, Local Realities*. Routledge. Pp. 303-330.

## **Unit IV: Paradigm Shifts and Emerging Issues**

### **a. Evolution of Disability Rights**

Mehrotra, Nilika. 2011. "Disability Rights Movements in India: Politics and Practice", *EPW*, 46, no. 6 (2011): 65–72.

### **b. Law and Policy Interventions**

Dhanda, Amita. (2018) Disability Studies Reading of the Law for Persons with Disabilities in India" in Anita Ghai (ed.) *Disability in South Asia: Knowledge and Experience* Sage Publications . pp- 383- 400.

### **c. Emerging Issues**

Barton, L. 2018. *Disability and Society, Emerging Issues, and Insights*. Routledge London & New York. Chapter 1 'Sociology and Disability: Some Emerging Issues. Pp. 1-15.

### **Suggested Readings:**

Chaney, Paul. 2020. "An Institutionally Ableist State? Exploring Civil Society Perspectives on the Implementation of the Convention on the Rights of Persons with Disabilities in India", *Journal of Civil Society*, 16:4, pp. 372-392

Campbell, Fiona. 2018. "Refocusing and the Paradigm Shift: From Disability to Studies in Ableism" In, Anita Ghai (ed.) *Disability in South Asia Knowledge and Experience*. Sage Publications. Pp. 38-57

Frederick, A., & Shifrer, D. (2019). Race and Disability: From Analogy to Intersectionality, *Sociology of Race and Ethnicity*, 5(2), 200–214.

Ghai, Anita. 2003. *(Dis)Embodied Form: Issues of Disabled Women*. New Delhi. Har-Anand Publications. Chapter 1 and 2.

Ghai, Anita. 2015. *Rethinking Disability in India*. Routledge. Chapter 2: Conversations about Disability: The Cultural Landscape.

Goodley, Dan. 2014. *Dis/Ability Studies: Theorising Disablism and Ableism*. Routledge. Chapter 3: Intersectionality, pp. 35-50.

Hans, Asha and Annie Patri. 2003. *Women, Disability, and Identity*. Sage Publications.

Mehrotra, Nilika, 2020, "Situating Disability Studies: A Prolegomenon" in Nilika Mehrotra (eds.) *Disability Studies in India : Interdisciplinary Perspectives*. Springer. Pp.1-24

### **Suggested E-Resources:**

#### **Policy Documents :**

Ministry of Social Justice and Empowerment (Government of India). 2006. National Policy for Persons with Disabilities.

<https://disabilityaffairs.gov.in/upload/uploadfiles/files/National%20Policy.pdf>

Department of Personnel and Training (Government of India). (No date). Frequently Asked Questions (FAQ) on the Policy of Reservation to Persons with Disabilities.

[https://dopt.gov.in/sites/default/files/FAQ\\_Disabilities.pdf](https://dopt.gov.in/sites/default/files/FAQ_Disabilities.pdf)

Unique Disability ID, Department of Empowerment of Persons with Disability, Ministry of Social Justice and Empowerment (Government of India). “Disability Schemes”.

<https://www.swavlambancard.gov.in/schemes/search>

National Human Rights Commission. 2006. Rights of the Disabled by Anuradha Mohit, Meera Pillai and Pratiti Rungta.

[https://nhrc.nic.in/sites/default/files/DisabledRights\\_1.pdf](https://nhrc.nic.in/sites/default/files/DisabledRights_1.pdf)

Ministry of Social Justice and Empowerment (Government of India). 2021. Public Notice Inviting Comments on the draft National Policy for Persons with Disabilities.

<https://disabilityaffairs.gov.in/upload/uploadfiles/files/Draft%20Copy%20New%20National%20Policy%20May%202022%20.pdf>

World Health Organisation. “WHO Policy on Disabilities”.

<https://www.who.int/about/policies/disability>

### **Films/Documentaries**

- Klein, B.S. 2006. *Shameless: The Art of Disability*.
- Bhansali, Sanjay L. 2005. *Black*.
- Neudel, Eric. 2011. *Lives Worth Living*.
- Davenport, Reid. 2022. *I Didn't See You There*.
- Lebrecht, James and Nicole Newnham. 2020. *Crip Camp: A Disability Revolution*.

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

**Sociology**  
**Generic Elective (GE) 15**  
**Key Debates in Sociology**

**GENERIC ELECTIVE COURSE -15 (GE-15) : Key Debates in Sociology**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 15 Key Debates in Sociology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. To bring the key theoretical and methodological debates of sociology alive for the students.
2. To impart an understanding of the sociological enterprise as something that is at once conceptual, methodological and substantive.
3. To help students integrate their sociological learning into a vital coherent, organic and evolving sociological vision.

**Learning outcomes:**

Students will be able to:

1. *Develop* knowledge of key sociological debates, their origins, configurations and interrelations.
2. *Identify* sociology as a dynamic, dialogical and open-ended discipline and ability to practice it as such.
3. *Outline*, assess and analyse the ongoing sociological debates and demonstrate an ability to create a viable sociological investigation and contextualise it in the enduring and active disciplinary legacy of debates.

**SYLLABUS OF DSC-15: Key Debates in Sociology**

**Unit 1: Debates in Sociology: Contexts and Configurations (9 Hours)**

*This unit locates the sociological debates in their historical context. It also introduces students to the debate surrounding the lines that mark the separation of sociology and social anthropology.*

## **Unit 2: Methods, Concepts and Theories (30 Hours)**

*This unit discusses key methodological, conceptual and theoretical debates in sociology.*

### **a. Debating Methods**

### **b. Conceptual Debates**

- i. Community and Society: Comte, Tonnies, Weber, Durkheim**
- ii. Status and Class: Marx, Weber**
- iii. Sacred, Profane and Secular: Durkheim, Weber**

### **c. Debating Theory**

## **Unit 3: Debating Modernity (6 Hours)**

*This unit maps the Sociological debate on the nature of modernity.*

**Practical Component: NIL**

## **Essential/Recommended Readings:**

### **Unit 1: Debates in Sociology: Contexts and Configurations**

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 1. The Unit-Ideas of Sociology Pp. 3-20.

Gellner, Ernest. *Cause and Meaning in the Social Sciences*. United Kingdom: Taylor & Francis, 2004. Chapter 7. Sociology and Social Anthropology. Pp. 109- 137.

### **Unit 2: Methods, Concepts and Theories**

#### **a. Debating Methods**

Hindess, Barry. *Philosophy and Methodology in the Social Sciences*. United Kingdom: Harvester Press, 1977. Introduction, Pp. 1-22.

Stedman-Jones, Susan. Fact/Value. Chris Jenks ed. *Core Sociological Dichotomies*. United Kingdom: SAGE Publications, 1998. Pp. 49- 62.

Bourdieu, Pierre. *Sociology in Question*. United Kingdom: Sage Publications (CA), 1993. Chapters 2. A science that makes Trouble, Chapter 3. Sociologist in Question. Pp. 8-35.

#### **b. Conceptual Debates**

##### **i. Community and Society: Comte, Tonnies, Weber, Durkheim**

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 3. Community. Pp. 47-51, 56-61, 71-97.

##### **ii. Status and Class: Marx, Weber,**

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 5. Status. Pp. 174-182, 200-208, 212-216.

### iii. Sacred, Profane and Secular: Durkheim, Weber

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 6. The Sacred. Pp. 221-231, 243-251.

### c. Debating Theory

Mills, C. Wright. *The Sociological Imagination*. United Kingdom: Oxford University Press, USA, 1999. Chapter 2. Grand Theory. Pp. 25-49.

Coleman, James S. Microfoundations and Macrosocial Behavior. In Jeffrey C. Alexander. *The Micro-macro Link*. United Kingdom: University of California Press, 1987. Pp. 153-172.

### Unit 3: Debating Modernity (6 Hours)

Giddens, Anthony. *Conversations with Anthony Giddens: Making Sense of Modernity*. Germany: Polity Press, 2013. Pp. 94-117

Chatterjee, Partha. *Our Modernity*. Netherlands: SEPHIS, 1997. 3-20

### Suggested Readings:

Alexander, Jeffrey C. and Steven Seidman. *The New Social Theory Reader*. United Kingdom: Taylor & Francis, 2020. Pp. 354-404.

Anderson, R. J. *Classic Disputes in Sociology*. United Kingdom: Allen & Unwin, 1987.

Bauman, Zygmunt. Is there a postmodern sociology? In Steven Seidman ed. *The Postmodern Turn: New Perspectives on Social Theory*. United Kingdom: Cambridge University Press, 1994. Pp.187-204.

Filmer, Paul. Theory/Practice. Chris Jenks ed. *Core Sociological Dichotomies*. United Kingdom: SAGE Publications, 1998.

Foss, Dennis C. *The Value Controversy in Sociology*. United Kingdom: Jossey-Bass Publishers, 1977.

Giddens, Anthony. Positivism and its Critics in Tom Bottomore ed. *A History of Sociological Analysis*. United Kingdom: Pearson Education, 1979. Pp. 237-283.

Giddens, Anthony. *The Consequences of Modernity*. United Kingdom: Stanford University Press, 1990. Pp. 1-54.

Gouldner, Alvin Ward. *For Sociology: Renewal and Critique in Sociology Today*. United Kingdom: Allen Lane, 1973.

Hawthorn, Geoffrey. *Enlightenment and Despair: A History of Social Theory*. United Kingdom: Cambridge University Press, 1987.

Holton, R. J. *The Transition from Feudalism to Capitalism*. United States: St. Martin's Press, 1985.

Jenks, Chris ed. *Core Sociological Dichotomies*. United Kingdom: SAGE Publications, 1998.



Knorr-Cetina, K. and A. V. Cicourel. *Advances in Social Theory and Methodology: Toward an Integration of Micro- and Macro-Sociologies*. United Kingdom: Taylor & Francis, 2014.

Ritzer, George. *Issues, Debates and Controversies: An Introduction to Sociology*. United States: Allyn & Bacon, Incorporated, 1972. Pp 469-500.

Tim Ingold ed. *Key Debates in Anthropology*. United Kingdom: Taylor & Francis, 2003.

Merton, R. K. (1968). *Social Theory and Social Structure*. India: Free Press. Chapter 2. Sociological Theories of Middle Range. Pp. 39-72

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

**SEMESTER-VI**  
**DEPARTMENT OF SOCIOLOGY**  
**Category I**  
**BA (Honors) Sociology**  
**B.A. (H) Sociology**  
**Discipline Specific Core (DSC) 16**  
**Sociological Thinkers- III**

**DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16) : Sociological Thinkers- III**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 16 Sociological Thinkers- III	4	3	1	0	12 <sup>th</sup> Class Pass	BA (H) DSC 13 Sociological Thinkers- II Or equivalent course

**Learning Objectives:**

- To familiarise students with the micro, interactionist, and critical thinkers in sociology.
- To draw attention to the critique of modernity and its consequences forwarded by 20<sup>th</sup> century sociological thinkers.
- To communicate the diversity and interdisciplinarity of sociological theory at the end of 20<sup>th</sup> century.

**Learning outcomes:**

Students will be able to:

1. *Develop* a critical perspective in the analysis of contemporary social reality.
2. *Apply* the concepts and theories necessary for sociological analysis of contemporary societies.

**Syllabus Of DSC-16: Sociological Thinkers- III:**

**Unit I: Interactionism: G. H. Mead & Erving Goffman (18 Hours)**

*The unit introduces students to the symbolic interactionist approach through the works of Erving Goffman and G.H. Mead.*

**Unit II. Social Construction of Reality: Berger and Luckmann (9 Hours)**

*This unit explores how everyday reality is socially constructed.*

### **Unit III. Critical Theory: Max Horkheimer & T.W. Adorno (12 Hours)**

*This unit helps the student to rethink and critique the dominant ideas, social structures and knowledge put forth by capitalism and modernity.*

### **Unit IV : Theorizing Identity: Nancy Frazer (6 Hours)**

*This unit reexamines the concept of social justice from the perspective of the redistribution of resources and recognition of cultural differences.*

### **Essential Readings**

#### **Unit I: Interactionism: G. H. Mead & Erving Goffman (18 Hours)**

Mead, G.H. 1934 (1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III. Pp. 135-226.

Goffman, E. (1963) *Stigma and Social Identity*. London: Penguin Books. Ch. 1 & 4. Pp. 11-54, 150-164.

#### **Unit II. Social Construction of Reality: Berger and Luckmann (6 Hours)**

Berger, P. L. and Luckmann, T. (1991). *The Social Construction of Reality*. London: Penguin Books. Pp. 31-62.

#### **Unit III. Critical Theory: Max Horkheimer & T.W. Adorno (12 Hours)**

Horkheimer. Max and Adorno. T.W. (2002). *Dialectic of Enlightenment: Philosophical Fragments*. Stanford: Stanford University Press. Ch.1. Pp. 1-34.

#### **Unit IV : Theorizing Identity: Nancy Frazer (6 Hours)**

Fraser, Nancy. (1996) Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation. The Tanner Lectures On Human Values. Delivered at Stanford University April 30–May 2, 1996. Pp. 1-67

### **Suggested Readings:**

Bottomore, T. (2002). *The Frankfurt School and It's Critics*. London: Routledge.

Elliot, A. & Lemert, C. (2022). *Introduction to Contemporary Social Theory*. London: Routledge.

Goffman, E. (1994). *The Presentation of Self in Everyday Life*. London: Anchor Books. Edinburgh

Baldwin, J. D. (2002). *George Herbert Mead: A Unifying Theory for Sociology*. United States: Kendall/Hunt Publishing Company.

Schweppenhäuser, G. (2009). *Theodor W. Adorno: An Introduction*. United Kingdom: Duke University Press.

Fraser, Nancy and Axel Honneth (2003) · *Redistribution Or Recognition? A Political-Philosophical Exchange*. London:Verso Books.

Turner, Jonathan. (1995). *The Structure Of Sociological Theory*. Jaipur: Rawat Publications.

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

**BA (H) Sociology**  
**Discipline Specific Core (DSC) 17**  
**Sociology of Kinship**

**Discipline Specific Core Course -17 (DSC-17) : Sociology of Kinship**

**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		
DSC17 Sociology of Kinship	4	3	1	0	12 <sup>th</sup> Class Pass	BA (H) DSC 06 Families and Intimacies Or equivalent course

**Learning Objectives:**

1. To introduce basic concepts in the study of kinship, marriage and family.
2. Develop an understanding of changes in kinship and marriage over time.
3. To indicate the new possibilities in the configurations of kinship made possible by the novel reproductive technologies. .

**Learning outcomes:**

Students will be able to:

1. *Identify* the methodological shifts in the study of kinship theories.
2. *Apply* an analytical perspective on concepts relevant for understanding kinship
3. *Understand* the coexistence of multiple perspectives in the study of family, marriage and kinship.
4. *Recognise* the significance of technology in recasting kinship.

**SYLLABUS OF DSC 17: Sociology Of Kinship**

**Unit I: Key Terms and Classical Approaches (21 hours)**

*This unit introduces students to key concepts and approaches relevant for understanding kinship and family.*

**Unit II: Family, Household and Marriage (9 hours)**

*This unit acquaints students to the multiple forms of co-existence of the institutions of family and marriage.*

### **Unit III: Re-casting Kinship (15 hours)**

*This unit maps out the new possibilities in the understanding of family, marriage and kinship by revisiting the concept of relatedness, gender and reproductive technologies.*

- a. Relatedness**
- b. Kinship and Gender**
- c. Re-imagining Families**
- d. New Reproductive Technologies**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Key Terms and Classical Approaches**

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, Pp. 1-39

Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78.

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems' in *Man*, Vol. 62, Pp. 130-134.

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopaedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23.

Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274.

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222.

#### **Unit II- Family, Household and Marriage (9 hours)**

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52.

Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113.

Shah, A. M. (1964). Basic Terms and Concepts in the Study of Family in India. *The Indian Economic & Social History Review*, 1(3), 1–36.

Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89, Pp. 23-34

Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, No. 29, 1 & 2, Pp. 319-45

### **Unit III: Re-casting Kinship (15 hours)**

#### **a. Relatedness**

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau-Langkawi' *American Ethnologist*, 22 (2), Pp. 223-241.

#### **b. Kinship and Gender**

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in Gloria Goodwin Raheja and Ann Grodzins Gold (eds.), *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India*, Delhi: OUP, Pp. 30-72.

#### **c. Re-imagining Families**

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136.

#### **d. New Reproductive Technologies**

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77.

### **Suggested Readings:**

Butler, J, 2022, *Kinship Beyond the Bloodline*, in T. Bradway and E. Freeman (eds.), *Queer Kinship Race, Sex, Belonging, Form*, Duke University Press

Carsten, J. (ed.), 2000, *Cultures of Relatedness: New Approaches to the Study of Kinship*, Cambridge: Cambridge University Press

Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

Ragone, Helena, 2004, *Surrogate Motherhood and American Kinship* in R. Parkin and L. Stone. L and D. E. King (ed) (2018). *Kinship and Gender: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, Pp. 342-361

Stone, L., & King, D. E., 2018, *Kinship and Gender: An Introduction*, Routledge

Vatuk Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims in Great, John N. & David J. Mearns (1989). Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage, Pp. 107- 137

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



**B.A. (H) Sociology**  
**Discipline Specific Core (DSC) 18**  
**Environmental Sociology**

**Discipline Specific Core Course -18 (Dsc-18): Environmental Sociology**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 18 Environmental Sociology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (H) DSC 01 Introduction to Sociology Or equivalent course</b>

**Learning Objectives:**

1. The course will enable students to reflect on *environment* as an object of sociological inquiry.
2. The course will develop analytical thinking on the linkages between society and the environment from a sociological standpoint.
3. To develop an awareness of the character of causality in environmental sociology and expose students to critical debates on the role of humans in ecological crises.
4. The course will enhance the capacity to examine the social consequences and responses to ecological crises with the help of case studies.

**Learning outcomes:**

Students will be able to:

1. Understand the dynamic between natural and social worlds from a sociological perspective.
2. Identify and grasp the fundamental principles and core theoretical debates of the discipline.

3. Apply a sociological perspective on environment and contribute to research endeavours or public policy conversations that assess the causes, effects and possible solutions to environmental problems.
4. Examine the intertwining issues of ecology and inequity and address the questions of environmental justice and ethics.

## **SYLLABUS OF DSC-18: Environmental Sociology**

### **Unit 1: Basic Concepts in Environmental Sociology (12 Hours)**

*This unit introduces the basic concepts and themes in environmental sociology necessary to develop a holistic perspective.*

- a. What is Environmental Sociology?**
- b. Mainstream Ideas in Environmentalism**
- c. Indian Environmentalism**

### **Unit 2: Social Theory and the Environment (21 Hours)**

*This unit exposes students to the intersectionality of the environment with social processes and institutions.*

- a. Theorising the Environment**
- b. Intersectionality and Environment**
- c. Social Ecology**

### **Unit 3: Social Responses to Environmental Disruption (12 Hours)**

*This unit examines the social responses to ecological crises through new issues of livelihood and experiments in sustainable living.*

- a. Environmental Justice**
- b. Alternative Engagements**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit 1: Basic Concepts in Environmental Sociology**

- a. What is Environmental Sociology?**

Chung-En Liu, J. and Mayerfeld Bell, M. (2017). 'Environmental Sociology'. In Kathleen O. Korgen (Ed.), *The Cambridge Handbook of Sociology: Core Areas in Sociology and the Development of the Discipline*, Vol. 1. Cambridge: Cambridge University Press. Pp. 435-444.

- b. Mainstream Ideas in Environmentalism**

Dunlap, Riley E. (2010). 'The Maturation and Diversification of Environmental Sociology: From Constructivism and Realism to Agnosticism and Pragmatism'. In Michael R. Redclift and G. Woodgate (Eds.), *International Handbook of Environmental Sociology*, 2nd Ed. Cheltenham. UK: Edward Elgar. Pp. 15-32.

### **c. Indian Environmentalism**

Gadgil, M and Guha, R (1995) Ideologies of Environmentalism. In Madhav Gadgil and Ramachandra Guha , *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London : Routledge. Chapter 4. Pp.98-112

Chapple, Christopher K. (1998). 'Toward an Indigenous Indian Environmentalism'. In Lance E. Nelson (Ed.), *Purifying the Earthly Body of God: Religion and Ecology in Hindu India*. Albany, USA: State University of New York Press. Pp. 13-38.

## **Unit 2: Social Theory and the Environment**

### **a. Theorising the Environment**

Barbosa, Luiz C. (2009). 'Theories in Environmental Sociology'. In Kenneth A. Gould and Tammy L. Lewis (Ed.), *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press. Pp. 25-44.

Cordner, Alissa (2021). 'Risk'. In Beth S. Caniglia, et al. (Eds.), *Handbook of Environmental Sociology*. Switzerland: Springer. Pp. 167-187.

Agarwal, Bina, (2007). 'The Gender and Environment Debate: Lessons from India'. In Mahesh Rangarajan. (Ed.), *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman. Pp. 316-324, 342-352.

### **b. Intersectionality and Environment**

Ergas, Christina, McKinney, Laura and Bell, S. Elizabeth (2021). 'Intersectionality and the Environment'. In Beth S. Caniglia, et al. (Eds.), *Handbook of Environmental Sociology*. Switzerland: Springer. Pp. 15-30.

Sharma, Mukul (2017). 'Eco-casteism: Sulabh and the Denial of Dalit Existence'. In Mukul Sharma, *Caste and Nature: Dalits and Indian Environmental Politics*. Delhi: Oxford University Press. Pp. 1-22.

### **c. Social Ecology**

Mukerjee, Radhakamal (1994). 'An Ecological Approach to Sociology'. In Ramchandra Guha (Ed.), *Social Ecology. Oxford in India Readings in Sociology and Social Anthropology*. Delhi: Oxford University Press. Pp. 22-26.

### Unit 3: Social Responses to Environmental Disruption

#### a. Environmental Justice

Maung, Rebecca and Pellow, David. N. (2021). 'Environmental Justice'. In Beth S. Cagnilia, et al. (Eds.) *Handbook of Environmental Sociology*. Switzerland: Springer Pp. 35-47.

Lewis, Tammy L. (2009). 'Environmental Movements in the Global South'. In Kenneth A. Gould and Tammy L. Lewis (Ed.), *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press. Pp. 244-254.

Sangvai, S. (2007). 'The Tragedy of Displacement'. In Mahesh Rangarajan (Ed.), *Environmental Issues in India: A Reader*. New Delhi: Pearson/Longman. Pp. 437-443.

#### b. Alternative Engagements

Leahy, Terry (2021). 'What is Permaculture? Three Perspectives' in *The Politics of Permaculture*. London: Pluto Press. Pp. 1-23.

#### Suggested Readings:

Guha, R and Martinez-Alier, J (2006). *Varieties of Environmentalism: Essays North and South*. London: Earthscan

Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Delhi, New York: Oxford University Press.

Bell, Michael M. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage.

Divan, S. and Rosencranz, A. (2022). *Environmental Law and Policy in India: Cases and Materials*. US: Oxford University Press.

Vasan, S. (2006). *Living with Diversity: Forestry Institutions in the Western Himalaya*. India: Indian Institute of Advanced Study.

Hannigan, J. (1995). *Environmental Sociology*. London and New York: Routledge.

Schnaiberg, A. (1980). *The Environment: From Surplus to Scarcity*. New York: Oxford University Press.

Shiva, V. (1988). *Women In Nature*. In *Staying Alive: Women Ecology and Development*. New Delhi: Zed Books

**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 Semester VI

## B.A. (Prog.) Sociology Discipline Specific Core (DSC) 11 Sociological Research-II

### DISCIPLINE SPECIFIC CORE -11 (DSC 11): SOCIOLOGICAL RESEARCH -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		
<b>DSC 11: Sociological Research-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog.) DSC 09 Sociological Research -I or equivalent course</b>

#### Learning Objectives:

1. The course aims to introduce students to the systematic methods of social research.
2. It acquaints students to ethical issues in research.

#### Learning outcomes:

Students will be able to:

1. *Develop* an awareness of the building blocks of research and the basic methods of data collection.
2. *Evaluate* the strengths and weaknesses of various research techniques.
3. *Apply* research methods to study diverse social processes.

#### SYLLABUS OF DSC: Sociological Research-II

##### Unit I: Basic elements of Research (9 Hours)

*This unit introduces the building blocks of research concepts, hypotheses and sampling methods.*

- a. Concepts
- b. Hypotheses
- c. Sampling

## **Unit II: Methods of Data Collection (18 hours)**

*This unit describes various tools of doing social science research and how they function.*

### **a. Observation**

### **b. Questionnaire**

### **c. Interview**

### **d. Other Research Designs: Case Study, Community Study, Longitudinal Study, Cross Sectional Study, Focus Groups**

## **Unit III: Challenges in Conducting Research (6 hours)**

*This unit creates awareness of the ethical dimensions of research and problems that could arise in the field.*

### **a. Ethical Issues in Data Collection and Analysis**

### **b. Methodological Problems in the ‘field’**

## **Unit IV: Statistical Methods (12 Hours)**

*This unit moves to the basic statistical concepts that are the basis of data science.*

### **a. Measures of Central Tendency: Mean, Mode, Median**

### **b. Measures of Dispersion: Standard Deviation**

**Practical Component: NIL**

## **Essential/Recommended Readings:**

### **Unit I: Basic elements of Research**

#### **a. Concepts**

Becker, Howard S. ‘Concepts’ in *Tricks of the Trade : How to Think about Your Research While You’Re Doing It*. Chicago, Ill. :University of Chicago Press, 1998 pp. 152-198.

#### **b. Hypotheses**

Schutt, Russell K. *Investigating the Social World : the Process and Practice of Research*. Thousand Oaks, Calif. :Pine Forge Press, 2004.pp.123- 133.

#### **c. Sampling**

Bailey, K. (1994). *Survey Sampling in Methods of Social Research*, 4<sup>th</sup> edition. New York: Free Press. Chapter 5. Survey Sampling , Pp. 81- 98.

### **Unit II: Methods of Data Collection**

#### **a. Observation**

Bailey, K. (1994). 'Observation'. In *Methods of Social Research*, 4<sup>th</sup> edition. New York: Free Press. Chapter 10, Pp. 241-273.

Cargan, L. (2008). 'The Classic Studies'. In *Doing Social Research*. Rawat Publications., Pp.157-174.

### **b. Questionnaire**

### **c. Interview**

Babbie, E. (2016). *The Practice of Social Research*, 14<sup>th</sup> Edition. Boston: Cengage Learning, Pp. 246-286.

### **d. Other Research Designs: Case Study, Community Study, Longitudinal Study, Cross Sectional Study, Focus Groups**

Cargan, L. (2008). 'Collecting the Data: Some Special Designs' in *Doing Sociological Research*. Jaipur: Rawat Publications. Chapter 9. Survey Research , Pp. 203-227.

Liahana Gordon (2015). 'Focus Group' in *Real Research: Research Methods Sociology Students Can Use*, Sage Publications pp. 467-533.

Schutt, Russell K. *Investigating the Social World : the Process and Practice of Research*. Thousand Oaks, Calif. :Pine Forge Press, 2004.pp. 696-698.

## **Unit III: Challenges in Conducting Research**

### **a. Ethical Issues in Data Collection and Analysis**

Babbie, E. (2016). 'The Ethics and Politics of Social Research' in *The Practice of Social Research*, 14<sup>th</sup> edition. Boston: Cengage Learning. Chapter 3, Pp. 60-85.

### **b. Methodological problems in the 'field'**

Srinivas, M. N. (2004). 'The Insider versus the Outsider' In, Vinay Kumar Srivastava (Ed.) *The Study of Cultures in Methodology and Fieldwork*. New Delhi: Oxford University Press, Pp. 413-420.

## **Unit IV: Statistical Methods:**

Gupta, S. P. (2006). 'Diagrammatic and Graphic Presentation, Measures of Central Value and Measures of Variation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapters 6, 7, 8 Pp.101-108, 115- 118, 131-137, 155-168, 173-180, 187-197, 263-277.

## **Suggested Readings:**

Association of Social Anthropologists of the UK and Commonwealth, Ethical Guidelines for Good Research Practice

Seale, Clive (2008). *Social Research Methods: A Reader*. London: Routledge.

Denscombe, Martyn (1999). *The Good Research Guide for Small Scale Social Research Projects*. New Delhi: Viva Books.

Blaikie, Norman. (2000). *Designing Social Research*. Cambridge, UK: Polity.

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



## Discipline Specific Core (DSC) 12 Society and Environment

### DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Society and Environment

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 12 Society and Environment</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog) DSC 01 An Invitation Sociology or equivalent course</b>

#### Learning Objectives:

1. This course enables students to reflect on ‘environment’ as an object of sociological inquiry. It would orient them to the core debates in Environmental Sociology.
2. The course analyses the linkages between society and the environment from a Sociological standpoint.
3. To locate the underlines the human consequences and collective process within the larger ecological crisis we are facing at the moment.

#### Learning outcomes:

Students will be able to:

1. *Develop* an understanding of the dynamic between natural and social worlds from a sociological perspective.
2. *Apply* the sociological perspective on environment to contribute to any research endeavours and public policy conversations that assess causes, effects and possible solutions of environmental issues.
3. *Examine* issues of ecology and inequity and address the questions of environmental justice and ethics.

#### SYLLABUS OF DSC-12: Society and Environment

### **Unit 1: Sociological Engagement with the Environment (12 Hours)**

This unit helps students to understand the foundational relationship between the environment and society.

- a. Introduction
- b. Socio-Ecological Interconnectedness
- c. Realism and Constructivism

### **Unit 2: Theoretical Approaches in Environmental Sociology (15 Hours)**

This unit examines the core debates in environmental sociology through the lens of Western and Indian environmentalism.

- a. Metabolic Rift
- b. Ecological Modernization
- c. Ecofeminism and Feminist environmentalism
- d. Social Ecology

### **Unit 3: Emerging Environmental Issues and Movements (18 Hours)**

This unit explores specific environmental issues through sociological case studies.

- a. Water
- b. Land
- c. Seeds and Crops
- d. Climate Change

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I Sociological Engagement with the Environment (12 Hours)**

##### **a. Introduction**

Bell, M.M. (2011). 'Environmental Problem and Society' in *An Invitation to Environmental Sociology*. 4<sup>th</sup> edition. CA: Thousand Oaks. Sage. Chapter 1. Pp. 1-6.

Hannigan, J. A. (1995). 'Environmental Sociology : Issues and Theoretical Approaches' and 'Towards an Environmental Sociology :1970 to 1995' in *Environmental Sociology*. 2<sup>nd</sup> Edition. London and New York: Routledge. Chapters 1 & 2. Pp. 10- 35.

##### **b. Socio-Ecological Interconnectedness**

Mukerjee, R. (1994) (1932). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: Oxford University Press. Pp. 22-26.

##### **c. Realism and constructivism**

Evanoff, Richard J. (2005). 'Reconciling Realism and Constructivism in Environmental Ethics' in *Environmental Values*, 14(1). Pp. 61–81.

## **Unit 2 Theoretical Premises (15 Hours)**

### **a. Metabolic Rift**

Foster, J.B. (1999). 'Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology' in *American Journal of Sociology*, 105(2). Pp. 366-405.

### **b. Ecological Modernisation**

Mol, A. P. (2002). 'Ecological Modernization and the Global Economy' in *Global Environmental Politics*, 2(2). Pp. 92-115.

### **c. Feminist Environmentalism**

Agarwal, Bina (2007). 'The Gender and Environment Debate: Lessons from India' in MaheshRangarajan. (ed.) *Environmental Issues in India: A Reader*. New Delhi: Pearson Longman. Chapter 19. Pp. 316-324 and 342-352.

Shiva, V. (1988). 'Women in nature' in *Staying Alive: Women, Ecology and Development*. London: Zed Books. Chapter 3. Pp. 38-54.

## **Unit 3. Emerging environmental issues and movements (18 Hours)**

Bhattacharya, S. (2019). 'Groundwater, Gurus, and Governmentality: Seva in the Neo-liberal Development Regime in India' in *Economic & Political Weekly*, (August 10) LIV(32). Pp. 51-59.

Padel, F. & Das, S. (2008). 'Orissa's Highland Clearances: The Reality Gap' in R & R. *Social Change*, 38(4). Pp. 576-608.

Scoones, I. (2008). 'Mobilizing Against GM crops in India, South Africa and Brazil' in *Journal of Agrarian Change*, 8(2-3). Pp. 315-344.

Dietz, T., R. Shwom and C. Whitley (2020). 'Climate Change and Society' in *Annual Review of Sociology*. 46. Pp. 135-158.

### **Suggested Reading:**

Bell, M.M. (2008). *An Invitation to Environmental Sociology*, 3<sup>rd</sup> edition. CA: Thousand Oaks. Chapter 1.

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Egorova, Y. et al. (2015). An Analysis of the GM crop debate in India. In P. Macnaghten and S. Carro-Ripalda (eds.) *Governing Agricultural Sustainability: Global Lessons from GM crops*. New York: Routledge. Chapter 4. Pp.105-135.

Guha, R., & Alier, J. M. (1998). The Environmentalism of the Poor. In *Varieties of Environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Leahy, T. (2007). Sociology and the Environment. In *Germov, John and Marilyn, Poole (Eds.) Public Sociology: An Introduction to Australian Society*. NSW: Allen & Unwin. Chapter 21. Pp. 431-442.

Sharma, M. (2017) *Caste and Nature: Dalits and Indian Environmental Politics*. New Delhi: Oxford University Press.

Tanner, R. and C. Mitchell (2002). Introduction: Religion and Environment, In R. Tanner and C. Mitchell (Eds.) *Religion and the Environment*. New York: Palgrave. Pp. 1-16.

Tvedt, T. (2021). 'Water and Climate Change' in *Water and Society: Changing Perceptions of Societal and Historical Development*. New York: Bloomsbury Publishing. Chapter 9. Pp. 177-190.

### **Audio Visual Material**

1. "Anthropocene- the human epoch". (2018) <https://ihavenotv.com/anthropocene-the-human-epoch>.
2. "A Dream of trees a documentary from the Nature conservation foundation" (2020) <https://www.youtube.com/watch?v=biazSyLYsEY>
3. "Ejolt, Mapping Environmental Justice": <http://www.ejolt.org/>
4. "An Inconvenient Truth" (2006) Al Gore. 82. <https://watch.plex.tv/movie/an-inconvenient-truth>
5. "On The Fence: Chipko Movement Revisited" (2011) By Neelima and Pramod Mathur. <https://www.youtube.com/watch?v=tlooQxBTrL8>
6. "Drowned out" (2002) By Franny Armstrong. <https://www.youtube.com/watch?v=ICnSsK-ZHTg>
7. "The Call of Mother Earth- A Documentary on Niyamgiri"(2012) By Saroj Mahapatra. <https://www.youtube.com/watch?v=ohDdl7kY9WE>
8. "Seed: The Untold story" by Jon Betz and Taggart Seigel (2016) [https://watch.plex.tv/movie/seed-the-untold-story?autoplay=1&utm\\_content=62d15707fb662b3d68cababd&utm\\_medium=deeplink&utm\\_source=google-catalog](https://watch.plex.tv/movie/seed-the-untold-story?autoplay=1&utm_content=62d15707fb662b3d68cababd&utm_medium=deeplink&utm_source=google-catalog)

**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 Semester VI

## B.A. (Prog.) Sociology Discipline Specific Core (DSC) 11 Sociological Research-II

### DISCIPLINE SPECIFIC CORE -11 (DSC 11): SOCIOLOGICAL RESEARCH -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		
<b>DSC 11: Sociological Research-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog.) DSC 09 Sociological Research -I or equivalent course Nil</b>

#### Learning Objectives:

3. The course aims to introduce students to the systematic methods of social research.
4. It acquaints students to ethical issues in research.

#### Learning outcomes:

Students will be able to:

4. *Develop* an awareness of the building blocks of research and the basic methods of data collection.
5. *Evaluate* the strengths and weaknesses of various research techniques.
6. *Apply* research methods to study diverse social processes.

#### SYLLABUS OF DSC: Sociological Research-II

##### Unit I: Basic elements of Research (9 Hours)

*This unit introduces the building blocks of research concepts, hypotheses and sampling methods.*

- a. Concepts
- b. Hypotheses
- c. Sampling

## **Unit II: Methods of Data Collection (18 hours)**

*This unit describes various tools of doing social science research and how they function.*

### **a. Observation**

### **b. Questionnaire**

### **c. Interview**

### **d. Other Research Designs: Case Study, Community Study, Longitudinal Study, Cross Sectional Study, Focus Groups**

## **Unit III: Challenges in Conducting Research (6 hours)**

*This unit creates awareness of the ethical dimensions of research and problems that could arise in the field.*

### **a. Ethical Issues in Data Collection and Analysis**

### **b. Methodological Problems in the ‘field’**

## **Unit IV: Statistical Methods (12 Hours)**

*This unit moves to the basic statistical concepts that are the basis of data science.*

### **a. Measures of Central Tendency: Mean, Mode, Median**

### **b. Measures of Dispersion: Standard Deviation**

**Practical Component: NIL**

## **Essential/Recommended Readings:**

### **Unit I: Basic elements of Research**

#### **a. Concepts**

Becker, Howard S. ‘Concepts’ in *Tricks of the Trade : How to Think about Your Research While You’Re Doing It*. Chicago, Ill. :University of Chicago Press, 1998 pp. 152-198.

#### **b. Hypotheses**

Schutt, Russell K. *Investigating the Social World : the Process and Practice of Research*. Thousand Oaks, Calif. :Pine Forge Press, 2004.pp.123- 133.

#### **c. Sampling**

Bailey, K. (1994). *Survey Sampling in Methods of Social Research*, 4<sup>th</sup> edition. New York: Free Press. Chapter 5. Survey Sampling , Pp. 81- 98.

### **Unit II: Methods of Data Collection**

#### **a. Observation**

Bailey, K. (1994). 'Observation'. In *Methods of Social Research*, 4<sup>th</sup> edition. New York: Free Press. Chapter 10, Pp. 241-273.

Cargan, L. (2008). 'The Classic Studies'. In *Doing Social Research*. Rawat Publications., Pp.157-174.

### **b. Questionnaire**

### **c. Interview**

Babbie, E. (2016). *The Practice of Social Research*, 14<sup>th</sup> Edition. Boston: Cengage Learning, Pp. 246-286.

### **d. Other Research Designs: Case Study, Community Study, Longitudinal Study, Cross Sectional Study, Focus Groups**

Cargan, L. (2008). 'Collecting the Data: Some Special Designs' in *Doing Sociological Research*. Jaipur: Rawat Publications. Chapter 9. Survey Research , Pp. 203-227.

Liahana Gordon (2015). 'Focus Group' in *Real Research: Research Methods Sociology Students Can Use*, Sage Publications pp. 467-533.

Schutt, Russell K. *Investigating the Social World : the Process and Practice of Research*. Thousand Oaks, Calif. :Pine Forge Press, 2004.pp. 696-698.

## **Unit III: Challenges in Conducting Research**

### **a. Ethical Issues in Data Collection and Analysis**

Babbie, E. (2016). 'The Ethics and Politics of Social Research' in *The Practice of Social Research*, 14<sup>th</sup> edition. Boston: Cengage Learning. Chapter 3, Pp. 60-85.

### **b. Methodological problems in the 'field'**

Srinivas, M. N. (2004). 'The Insider versus the Outsider' In, Vinay Kumar Srivastava (Ed.) *The Study of Cultures in Methodology and Fieldwork*. New Delhi: Oxford University Press, Pp. 413-420.

## **Unit IV: Statistical Methods:**

Gupta, S. P. (2006). 'Diagrammatic and Graphic Presentation, Measures of Central Value and Measures of Variation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapters 6, 7, 8 Pp.101-108, 115- 118, 131-137, 155-168, 173-180, 187-197, 263-277.

## **Suggested Readings:**

Association of Social Anthropologists of the UK and Commonwealth, Ethical Guidelines for Good Research Practice

Seale, Clive (2008). *Social Research Methods: A Reader*. London: Routledge.

Denscombe, Martyn (1999). *The Good Research Guide for Small Scale Social Research Projects*. New Delhi: Viva Books.

Blaikie, Norman. (2000). *Designing Social Research*. Cambridge, UK: Polity.

**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 Discipline Specific Electives (DSE)

### BA (H) Sociology Discipline Specific Elective (DSE) 10 Animals and Society

**DISCIPLINE SPECIFIC ELECTIVE COURSE -10 (DSE - 10) : Animals 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		
<b>DSE 10 Animals and Society</b>	4	3	1	0	12 <sup>th</sup> Class Pass	Nil

#### Learning Objectives:

1. To introduce students to the sociological/anthropological study of human-animal relationships and how it can provide a nuanced understanding of interspecies issues in contemporary society.
2. To enable students to understand a variety of contexts of human-animal encounters and study the consequent meaning constructions, interactions, and evolving human attitudes.
3. To develop a critical understanding of the changing status of animals in society by knowing different perspectives regarding the ethical treatment of animals.

#### Learning outcomes:

Students will be able to:

1. *Outline* the substantive issues and debates within which classic and contemporary human-animal scholarship is situated.
2. *Examine* the sociological, political, personal and legal aspects of human-animal relationships.
3. *Identify* the intersections of gender, caste, class and other identities that shape human-animal interactions.

#### SYLLABUS OF DSE 10:Animals and Society

**Unit I: The Sociological Encounter with Animals (12 Hours)**

*This unit introduces the range and scope of sociological and anthropological scholarship on human-animal relationships.*

**Unit II: Animals and Culture (12 Hours)**

*This unit outlines the metaphorical, symbolic and material uses of animals in human societies/affairs.*

**Unit III: Human-Animal Relatedness (12 Hours)**

*This unit addresses various forms of bonds established between humans and animals, focusing on their everyday interactions.*

**Unit IV: Law and Ethics (9 Hours)**

*The final unit considers the changing nature of human-animal relationships, concerning questions of animal mis/treatment, ethics and rights.*

**Practical Component: NIL**

**Essential/Recommended Readings:****Unit I: The Sociological Encounter with Animals**

Kirksey, E., & Helmreich, S. (2010). 'The Emergence of Multispecies Ethnography' in *Cultural Anthropology*, 25, Pp. 545-576.

Segata, J., & Lewgoy, B. (2016). 'Animals in Anthropology' in *VIBRANT - Vibrant Virtual Brazilian Anthropology*, 13(2), Pp. 27-37.

Peggs, K. (2012). 'Town and Country: Animals, Space and Place' in *Animals and Sociology*. (The Palgrave Macmillan Animal Ethics Series). Palgrave Macmillan. Pp. 65-99.

**Unit II: Animals and Culture**

Evans-Pritchard, E. E. (1953). 'The Sacrificial Role of Cattle among the Nuer in Africa' in *Journal of the International African Institute*, 23(3), Pp. 181-198.

Leach, E. (1989). 'Anthropological Aspects of Language: Animal Categories and Verbal Abuse', in *Anthrozoös*, 2:3, Pp. 151-165.

Adams, C. J. (1990). 'The Sexual Politics of Meat' in *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. New York, Continuum. Pp. 35-49.

Rashkow, E. (2015). 'Resistance to Hunting in Pre-independence India: Religious Environmentalism, Ecological Nationalism or Cultural Conservation?' in *Modern Asian Studies*, 49 (2), Pp. 270-301.

**Unit III: Human-Animal Relatedness**

Charles, N. (2014). 'Animals Just Love You as You Are: Experiencing Kinship across the Species Barrier' in *Sociology*, 48(4), Pp. 715-730.

Porcher, Jocelyne & Schmitt, T. (2012). Dairy Cows: Workers in the Shadows?. *Society & Animals*. 20. Pp. 39-60.

Govindrajan, R. (2018). 'Outsider Monkey, Insider Monkey: On the Politics of Exclusion and Belonging' in *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas*. Chicago: University of Chicago Press. Pp. 90-118.

Braverman, I. (2012). 'Naturalizing Zoo Animals' in *Zooland: The Institution of Captivity*, Redwood City: Stanford University Press, Pp. 25-50.

#### **Unit IV: Law and Ethics**

Francione, Gary L. and Anna E. Charlton. (2017). 'Animal Rights' in Linda Kalof (ed.) *The Oxford Handbook of Animal Studies*. Oxford University Press.

Kansal, Vishrut (2016) The Curious Case of *Nagaraja* in India: Are Animals Still Regarded as "Property" With No Claim Rights?, *Journal of International Wildlife Law & Policy*, 19:3, 256-267.

Birke, L. (2022). 'Into the Laboratory', in *The Animals Reader: The Essential Classic and Contemporary Writings*. Second Edition, (Eds) Linda Kalof Amy Fitzgerald. Routledge. Pp. 486-499.

#### **Suggested Readings:**

Lévi-Strauss, C. (1962). 'The Totemic Illusion' in *Totemism*. Merlin Press. London. Pp. 15-32.

Haraway, D. J. (2003). *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. Chicago, Ill. : Bristol :Prickly Paradigm ; University Presses Marketing.

Geertz, C (1973). 'Notes on the Balinese Cockfight' in *The Interpretation of Cultures*, Basic Books. Pp. 412-454.

Bryant, C. D. (1979). The Zoological Connection: Animal-Related Human Behavior. *Social Forces*, 58(2), Pp. 399–421.

Wilson, M.W., Ridlon, A.D., Gaynor, K.M., Gaines, S.D., Stier, A.C. and Halpern, B.S. (2020). 'Ecological Impacts of Human-Induced Animal Behaviour Change'. *Ecol. Lett.*, 23: Pp. 1522-1536.

Berger, J. (1980). Why Look at Animals? In *About Looking*. New York: Pantheon, Pp. 1-28.

Nussbaum, M. (2022). 'Frontiers of Justice: Capabilities and Animals, in *The Animals Reader: The Essential Classic and Contemporary Writings*. Second Edition, (Eds) Linda Kalof Amy Fitzgerald. Routledge. Pp. 55-62.

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

**B.A. (H) Sociology**  
**Discipline Specific Elective (DSE) 11**  
**Sociology of Care**

**DICIPLINE SPECIFIC ELECTIVE – 11 (DSE 11) : SOCIOLOGY OF CARE**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 11 Sociology of Care</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. The course introduces ‘care’ as a sociological concept, with its diverse themes, theoretical perspectives, key debates and empirical practices.
2. It attempts to develop a critical understanding of care as a multi-layered concept and its operationalisation in society.

**Learning outcomes:**

Students will be able to:

1. *Identify* and *assess*, the concept of ‘care’ and its intersectional nature, from a sociological lens.
2. *Evaluate* the significance of multi-layered nature of ‘care’ practices, further translating the conceptual and empirical knowledge in both application-based research and in academic discourses.

**SYLLABUS OF DSE-11: Sociology of Care**

**Unit I Conceptualising ‘Care’ and its Multiple Dimensions (15 hrs)**

*This unit introduces students to the concept of care and its different dimensions.*

**Unit II Themes in the ‘Sociology of Care’ (21 hrs)**

*This unit maps the multiple themes in the sociology of care through analytical essays and case studies.*

- a. Moral and Political
- b. Economy and Policy
- c. Care as Social Justice
- d. Global Care Complex

### **Unit III Care: Contexts, Practices and Current Concerns (09 hrs)**

*This unit explores the divergent contexts, practices, and current concerns of the sociology of care.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I. Conceptualising ‘Care’ and its Multiple Dimensions**

Armenia, Amy. (2018). ‘Caring as Work: Research and Theory’, in Barbara J. Risman, Carissa Froyum, and William J. Scarborough, eds. *Handbook of the Sociology of Gender*. Cham: Springer International Publishing. Pp. 469-478.

Bulmer, Martin. (1993). ‘The Social Basis of Community Care’, in Joanna Bornat et.al. (eds.) *Community Care: A Reader*, London: Macmillan, Pp. 45-51.

Thomas, Carol. (1993). ‘De-constructing concepts of care’. *Sociology* 27, no. 4. Pp. 649-669.

#### **Unit II Themes in the ‘Sociology of Care’**

##### **a. Moral and Political**

Tronto, Joan C. (1993). *Moral Boundaries: A Political Argument for an Ethic of Care*, Ch.4: Care, New York & London: Routledge. Pp. 101-124.

Wuthnow, Robert. (1995). ‘Reasons to Care: Multiple Voices of Modern Society’ in *Learning to Care: Elementary Kindness in an Age of Indifference*, Ch.4, Oxford: Oxford University Press. Pp. 59-81.

##### **b. Economy and Policy**

Folbre, Nancy. (2006). ‘Measuring Care: Gender, Empowerment, and the Care Economy.’ *Journal of human development* 7, no. 2. Pp. 183-199.

Daly, Mary. (2002). ‘Care as a Good for Social Policy.’ *Journal of Social Policy* 31, no. 2. Pp. 251-270.

##### **c. Care as Social Justice**

Lynch, Kathleen, Manolis Kalaitzake, and Mags Crean. (2021). 'Care and Affective Relations: Social Justice and Sociology.' *The Sociological Review* 69, no. 1. Pp. 53-71.

White, Julie A. & Joan C. Tronto. (2004). 'Political Practices of Care: Needs and Rights', *Ratio Juris*, Vol.17, no.4. Pp. 425-453.

#### **d. Global Care Complex**

Yeates, Nicola. (2004). 'Global care chains.' *International Feminist Journal of Politics* 6, no. 3. Pp. 369-391.

Müller, Beatrice. (2019). 'The Careless Society—Dependency and Care Work in Capitalist Societies.' *Frontiers in Sociology*. Pp 1-10.

#### **Unit III: Care: Contexts, Practices and Current Concerns**

Abel, Emily K. (2000). 'Conclusion: The Uses of the Past' in *Hearts of Wisdom: American Women Caring for Kin, 1850-1940*, Cambridge & London: Harvard University Press. Pp. 251-275.

Ruby, Sophie, and Sylka Scholz. (2018). 'Care, Care Work and the Struggle for a Careful World from the Perspective of the Sociology of Masculinities.' *Österreichische Zeitschrift für Soziologie* 43, no. 1. Pp 73-83.

Akkan, Başak. (2020). 'An Egalitarian Politics of Care: Young Female Carers and the Intersectional Inequalities of Gender, Class and Age.' *Feminist Theory* 21. no. 1. Pp. 47-64.

#### **Suggested Readings:**

Aulenbacher, Brigitte, Helma Lutz, and Birgit Riegraf. (2018). 'Introduction: Towards a global sociology of care and care work.' *Current Sociology* 66. no. 4. Pp. 495-502.

Daly, Mary, ed. (2001). *Care work: The quest for security*. Geneva. International Labour Organization.

Duffy, Mignon, Amy Armenia, and Clare L. Stacey. (2015). *Caring on the Clock: The Complexities and Contradictions of Paid Care Work*. Rutgers University Press.

England, Paula. (2005). 'Emerging theories of care work.' *Annual Review of Sociology*. 31. Pp. 381-399.

Fine, Michael. (2005). 'Individualization, risk and the body: Sociology and care.' *Journal of Sociology* 41. no. 3. Pp. 247-266.

Folbre, Nancy, and Michael Bittman, eds. (2004). *Family Time: The Social Organization of Care*. Vol. 2. Psychology Press.

Glenn, Evelyn Nakano. (2010). *Forced to Care: Coercion and Caregiving in America*. Harvard University Press.

- Held, Virginia. (2006). *The Ethics of Care: Personal, Political, and Global*. Oxford University.
- Ilan, Susan. (2009). "Privatizing responsibility: Public sector reform under neoliberal government." *Canadian Review of Sociology/Revue canadienne de sociologie* 46, no. 3. Pp. 207-234.
- Isaksen, Lise, Uma Devi, and Arlie Hochschild. (2008). "Global Care Crisis. Mother and Child's-eye View." *SOCIOLOGIA, PROBLEMAS E PRÁTICAS*. no/56. Pp. 61-83.
- Joanna Bornat, Julia Johnson, Charmaine Pereira, David Pilgrim and Fiona Williams (eds). (1997). *Community Care: A Reader*. Macmillan in association with The Open University, Basingstoke.
- Lam, Winnie Wing Yee, Karina Nielsen, and Ciara M. Kelly. (2023). "The Experience of Working Informal Carers of Older People: A Qualitative Diary Study." *International Journal of Care and Caring*. Pp.1-16.
- Luttrell, Wendy. (2020). *Children Framing Childhoods: Working-class Kids' Visions of Care*. Policy Press.
- Lynch, Kathleen. (2007). "Love Labour as a Distinct and Non-commodifiable form of Care Labour." *The Sociological Review* 55. no. 3. Pp. 550-570.
- Weicht, Bernhard. (2008). "The Morality of Caring: The Discursive Construction of Informal Care." *Enquire* 1. no. 2. Pp. 120-143.

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

**Discipline Specific Elective (DSE) 12**  
**Research Methodology for Sociology**  
**(As Mandated by UGCF22)**  
 (On offer in Semesters VI & VII)

**DICIPLINE SPECIFIC ELECTIVE – 12 (DSE 12) : Research Methodology for Sociology**

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

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

**Learning Objectives:**

1. This course builds on concepts and methodology of sociological research to enable students to view the whole research process from design to final report.
2. It exposes students to a wide range of research methods they could use in isolation or combination to achieve an explanation of social reality.

**Learning Outcomes:**

Students will be able to:

1. *Apply* each of the research methods in a practical context.
2. *Evaluate* the relative merits of each method in relation to a research problem.
3. *Comprehend* the issues around research design and its various facets.
4. *Write* a comprehensive research proposal and a research project.

**SYLLABUS OF DSC 12: Research Methodology for Sociology**

**Unit I: Social Research (9 Hours)**

*This unit discusses various facets of Research Design.*

- a. Research Design
- b. Triangulation

**Unit II: Research Methods (24 hours)**



*This unit focuses on discussions of a wide range of research methods available to social scientists.*

- a. Ethnography**
- b. Action Research**
- c. Content Analysis**
- d. Photography and Research**
- e. Case study**
- f. Indigenous Methodologies**

### **Unit III: Writing Research Proposal and Report (12 hours)**

*This unit focuses on the important part of the research process – developing an understanding of writing the research proposal and the culmination of research activity that is writing the final report.*

- a. Writing a Research Proposal**
- b. Writing a Research Report**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Social Research**

##### **a. Research Design**

Blaikie, Norman. (2009) 'Preparing Research Designs and Designing Social Research' in *Designing Social Research*, 2nd Edition, Polity, UK. Ch.1, 2 Pp.12-55.

##### **b. Triangulation**

Fusch, Patricia et al, (2018) 'Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research' in *Social Journal*, volume 10, issue 1, Pp.19-32.

#### **Unit II: Research Methods**

##### **a. Ethnography**

Fetterman, David M., (2010). 'The First Step: An Overview' in *Ethnography Step by Step*, Sage Publications: Los Angeles. Chapter 1, Pp. 1-14.

##### **b. Action Research**

Noffke, Susan and Bridget Somekh. (2005). 'Action Research' in Bridget Somekh and Cathy Lewin (eds), *Research Methods in the Social Sciences*, Sage Publications, London, Ch. 10 Pp. 89-96.

##### **c. Content Analysis**

Krippendorff, Klaus. (2004). 'Conceptualizing Content Analysis and Conceptual Foundation' in *Content Analysis: An Introduction to Its Methodology* Chapters 1, 2, in, Sage Publications, Thousand Oaks, pp. 3-43.

##### **d. Photography and Research**

Pinny, Christopher (2004) 'Sparks of Contingency: Photography and Anthropology in India', in VK Srivastava ed. *Methodology and Fieldwork*, Oxford University Press, pp.257-264.

#### **e. Case Study**

Stark, Sheila and Harry Torrance, (2005) 'Case Study' in Bridget Somekh and Cathy Lewin ed. *Research Methods in the Social Sciences*, Sage, London, pp. 33-39

#### **f. Indigenous Methodologies**

Denzin, Norman K. and Yvonna S.Lincoln Margaret Kovach, (2018) 'Doing Indigenous Methodologies: A Letter to a Research Class' in *The Sage Handbook of Qualitative Research* Ed. (5<sup>th</sup> Edition), Chap 9, Pp. 383-411.

### **Unit III: Writing Research**

#### **a. Writing a Research Proposal**

Creswell, John W., (2009). 'Writing Strategies and Ethical Considerations' in *Research Design, Qualitative, Quantitative, and Mixed methods Approaches*, Sage, Los Angeles, Ch. 4, pp.73-94.

#### **b. Writing a Research Report**

Edwards, M. (2015). 'Section III- Writing Qualitative Papers & Section IV- Chapter 17- Writing a Book Review' in *Writing in Sociology*, (2<sup>nd</sup> Edition) Sage Publication: London, pp.79-118 & 135-138.

Soichru, C.O. (2023). 'Writing Strategies and Ethical Considerations' in *A Student Guide to Writing Research Reports, Papers, Theses and Dissertations*. Routledge: London. Chapter-9 Academic Writing, Pp- 197-215.

#### **Suggested Readings:**

Srivastava, V.K. et al (Ed.) (2004) *Methodology and Fieldwork*, New Delhi: OUP *Introduction* Pp- 1-14

Bernard, H.Russell and Clarence C. Gravlee ed. *Handbook of Methods in Cultural Anthropology*, Second Edition, Bowman & Littlefield, UK, 2014, Chapter 3, *Research Design and Research Strategies* Pp- 97-129

Brewer, J.D. (2010). *Ethnography*, Jaipur: Rawat Publication (Indian Reprint), Chapter 1- *What is Ethnography?* Pp-10-25

Balmer, A.,& Murcott, A. (2017). *The craft of writing in sociology: Developing the argument in undergraduate essays and dissertations*. Manchester University Press. Chapter 2,3, 4 & 5 Pg 32-105

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

# Common List of Generic Electives (GE)

## Semester VI

### Sociology Generic Elective (GE) 16 Media, Culture and Society

#### GENERIC ELECTIVE COURSE-16 (GE-16) : Media, Culture 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		
<b>GE 16 Media, Culture and Society</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

#### Learning Objectives:

1. To provide an interdisciplinary introduction to media modernity through a close examination of the relationship between culture, media and society.
2. To acquaint students with the necessary concepts and theories to grasp complex articulations of media, culture and society.
3. To familiarise students with novelty, complexity and ever-accelerating dynamics of media, culture and society in our times.

#### Learning outcomes:

Students will be able to:

1. *Identify*, describe and explain the key institutions and processes of mediatised cultures of our times.
2. *Apply* the learning to formulate, analyse and examine the key conundrums in the arena of media, culture and society.
3. *Evaluate* the contemporary cultural phenomenon from a conceptually informed interdisciplinary perspective.

#### SYLLABUS OF GE-16: Media, Culture and Society

##### Course Outline:

##### Unit I: Media and Modernity (9 Hours)

*This unit traces the rise of modern media from the early modern era to our own times, paying special attention to the constitution of the Indian public sphere.*

### **Unit II: Theories and Approaches (21 Hours)**

*This unit introduces students to key theoretical approaches to the study of media such as the Frankfurt school, British cultural studies, semiotics, feminism, post-colonial theory and post-modernist theory.*

### **Unit III: Media, Culture and Society: Contemporary Configurations (15 Hours)**

*This unit focuses on contemporary phenomena in this arena such as televised family dramas, ubiquitous celebrity culture and selfie culture. These seemingly ordinary actions and processes are examined for their deeper cultural and social significance and embeddedness.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Media and Modernity**

Thompson, John B. *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP, 1995. Chapter 2, 'The Media and the Development of Modern Societies' Pp. 52-80.

Rajagopal, Arvind. *The Indian Public Sphere: Readings in Media History*. Delhi: OUP India, 2009. Introduction: The Public Sphere in India: Structure and Transformation. Pp. 1-28.

#### **Unit 2: Theories and Approaches**

Kellner, Douglas. Frankfurt School, Media, and the Culture Industry, in *The International Encyclopedia of Media Studies: Research Methods in Media Studies*. Volume I. United Kingdom, Wiley-Blackwell, 2014.

Carey, James W. *Communication as Culture, Revised Edition: Essays on Media and Society*. Ukraine, Taylor & Francis, 2008. Chapter 2. Mass Communication and Cultural Studies. Pp. 29-52.

Danesi, Marcel. *Understanding Media Semiotics*. United Kingdom, Bloomsbury Publishing, 2018. Chapter 2. An Outline of Semiotic Theory. Pp. 28-53.

Thornham, Sue. *Women, Feminism and Media*. United Kingdom, Edinburgh University Press, 2007. Introduction: Thinking women/ media/feminism. Pp. 1- 22.

Boyd-Barrett, Oliver. *Media Imperialism: Continuity and Change*. United States, Rowman & Littlefield Publishers, 2019. Chapters. 3 & 4. Pp. 34-64.

Poster, Mark, and Aronowitz, Stanley. *Information Subject*. Netherlands, Taylor & Francis, 2013. Chapter 4. Postmodern Virtualities. Pp. 71 – 92.

#### **Unit 3: Media, Culture and Society: Contemporary Configurations**

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

Muralidharan, Sukumar. Media, Modernity and Minorities: Subtleties of Exclusion in the 'Public Discourse'. *Social Scientist*, 2012, Vol. 40, No. 5/6, pp. 19-52.

Mankekar, Purnima. Entangled Spaces of Modernity: The Viewing Family, the Consuming Nation, and Television in India. *Visual Anthropology Review*, 1998, Vol.14. No. 2, pp 32–45.

ShIPLEY, Jesse Weaver. Selfie Love: Public Lives in an Era of Celebrity Pleasure, Violence, and Social Media. *American Anthropologist*, 2015, Vol. 117. No. 2, pp. 403–413.

Juris, Jeffrey S. Reflections on #Occupy Everywhere: Social Media, Public Space, and Emerging Logics of Aggregation. *American Ethnologist*, 2012, Vol. 39: pp. 259-274.

### **Suggested Readings:**

Curran, James. *Media and Democracy*. London: Taylor & Francis, 2011.

Edwards, David, and Cromwell, David. *Guardians of Power: The Myth of the Liberal Media. United Kingdom*, Pluto Press, 2006.

Enzensberger, Hans, Constituents of a Theory of the Media, *NLR I/64*, Nov/Dec 1970. Pp. 13-36.

Keane, John. *Democracy and Media Decadence*. United Kingdom, Cambridge University Press, 2013.

Kittler, Friedrich A. *Gramophone, Film, Typewriter*. United States, Stanford University Press, 1999.

Lacey, Kate. *Listening Publics: The Politics and Experience of Listening in the Media Age*. Germany, Polity Press, 2013.

*Media and Cultural Studies: Keywords*. London, Wiley, 2009

Michael Gurevitch et al. (eds.) *Culture, Society and the Media*. United Kingdom, Taylor & Francis, 2005.

Miller, Daniel. *Tales from Facebook*. Cambridge: Polity Press, 2013. Pp. 164- 204

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. United States, Penguin Publishing Group, 2005.

Simon, Joel. *The New Censorship: Inside the Global Battle for Media Freedom*. United States, Columbia University Press, 2014.

*The Routledge Companion to Global Popular Culture*. United Kingdom, Taylor & Francis, 2014.

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

### **Sociology**

## Generic Elective (GE) 17 Sociology of Tourism

### GENERIC ELECTIVE COURSE-17 (GE-17) : Sociology of Tourism

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 17 Sociology of Tourism</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

#### Learning Objectives:

1. This course explores the idea of travel as a social category and the various perspectives in understanding the same.
2. To examine tourism as an activity beyond leisure and contextualise it within a sociological analysis on multiple axes.
3. To understand tourism as a development issue with significant consequences for communities.

#### Learning outcomes:

Students will be able to:

1. *Develop* a theoretical understanding of tourism as a social category.
2. *Apply* the perspective of commodification and social change in understanding tourism as a social activity.
3. *Assess* the relationship between tourism, state, and communities in the context of globalisation.

#### SYLLABUS OF GE- 17: Sociology of Tourism

##### Unit I: Why do people Travel? Conceptualizing Travel and Tourism (15 hours)

*This unit will enable students to understand tourism as a sociological and an anthropological category.*

##### Unit II: Tourist and their Choices: Travel beyond Leisure (18 hours)

*This unit will introduce tourism as a social activity that is more than a mere leisure activity. It elucidates the varieties of travel and the purposes of travel as an outcome of complex interactions between various forces.*

### **Unit III: Political Economy of Tourism: States and Communities (12 hours)**

*This unit explores the new challenges in the relationship of host communities and guests and the institutions of state and tourism in a globalised world.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Why do people Travel? Conceptualizing Travel and Tourism**

Greenblat, Cathay Stein and Gagon, John. H. 1983. 'Temporary Strangers: Travel and Tourism from a Sociological Perspective'. *Sociological Perspectives*, Vol. 26 No. 1. pp. 89-110

MacCannell, Dean. 1973. 'Staged Authenticity: Arrangements of Social Space in Tourist Settings'. *American Journal of Sociology*. Vol. 79. No. 3. pp. 589-603

Urry, John and Larsen, Jonas. 2011. 'Theories' in *The Tourist Gaze 3.0*. New Delhi: Sage. Chapter 1. pp 1-30

#### **Unit II: Tourist and their Choices: Travel beyond Leisure**

LeDuc, Mathew. 2012. 'Discourses of Heritage and Tourism at a World Heritage Site: The Case of Hampi, India' in *Practicing Anthropology Tourism: Beyond Hosts and Guests* Vol. 34, No. 3, pp. 29-33.

Sharpley, Richard and Sundaram, Priya. 2005. 'Tourism: A Sacred Journey? The Case of Ashram Tourism, India'. *International Journal of Tourism Research*. Vol 7. pp. 161–171.

Bookman, Milica Z. & Karla R. Bookman. 2007. 'Offshore Doctors: The Demand for Medical Tourism' in *Medical Tourism in Developing Countries*. New York: Palgrave Macmillan. Chapter 3. pp. 40-64.

Sengupta, Amit. 2011. 'Medical Tourism: Reverse Subsidy for the Elite'. *Signs*. Vol. 36. No. 2. pp. 312-319.

Rattan, Jasveen K., Eagles, Paul F.J and Mair, Heather L. 2011. 'Volunteer Tourism: Its Role in Creating Conservation Awareness'. *Journal of Ecotourism* Vol 11. No.1. pp. 1-15.

Amram, Azri. 2019. 'Digesting the Massacre: Food Tours in Palestinian Towns in Israel'. *Gastronomica*. Vol 19. No.4. pp. 60-73.

Iwashita, Chieko. 2002. 'Media Construction of Britain as a Destination for Japanese Tourists: Social Constructionism and Tourism'. *Tourism and Hospitality Research*. Special Issue. Vol 4. No.4. pp-331-340.

### **Unit III: Political Economy of Tourism: States and Communities**

Gray, Matthew. 1997. 'The Political Economy of Tourism in Syria: State, Society, and Economic Liberalization'. *Arab Studies Quarterly*. Vol 19. No 2. pp 57-73.

Stronzo, Amanda. 2001. 'Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives'. *Annual Review of Anthropology*. Vol 30. pp 261-283.

Sherlock, Kirsty. 2001. 'Revisiting the Concept of Hosts and Guests' *Tourist Studies*. Vol 1. No.3.pp. 271–295.

Barbosa, Raoni Borges. *et. al.* 2021. 'The Effects of COVID-19 in the Tourist Society: An Anthropological Insight of the Trivialisation of Death and Life'. *International Journal Tourism Anthropology*. Vol. 8. No. 2. pp. 179-189.

### **Practical Component: NIL**

#### **Suggested Readings:**

Cohen, Erik. 1972. Towards a Sociology of International Tourism. *Social Research*. Vol 39. No. 1. pp 164-182.

Howe, Alyssa Cymene. 2001. Queer Pilgrimage: The San Francisco Homeland and Identity Tourism. *Cultural Anthropology*. Vol. 16. No.1. pp. 35-61

Jacobs, Claude F. 2001. Folk for Whom? Tourist Guidebooks, Local Color, and the Spiritual Churches of New Orleans. *The Journal of American Folklore*. Vol 114. No. 453. pp. 309-330

MacCannell, Dean. 1999. *The Tourist. A New Theory of the Leisure Class*. Berkeley: University of California Press.

Richter, Linda K. 1989 (republished 2019). *The Politics of Tourism in Asia*. University of Hawai'i Press.

Stoddart, Mark. C.J. and Graham, Paula. 2016. Nature, History, and Culture as Tourism Attractors: The Double Translation of Insider and Outsider Media. *Nature and Culture*. Vol 11. No.1. pp. 22-43

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



**Sociology**  
**Generic Elective (GE) 18**  
**Sociology of Ageing**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 18 Sociology of Ageing</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. The course introduces students to the concept of ageing and outlines the relevance of its study in society through cross-cultural research.
2. The course examines ageing as a socially constructed phenomenon.
3. The course familiarises students with the social, institutional and technological support for the aged.

**Learning Outcomes:**

Students will be able to:

1. *Analyse* ageing as a sociocultural process and recognise different attitudes and beliefs that shape ageing and develop a more informed and nuanced perspective on the ageing process.
2. *Assess* age-based discrimination and its intersection with other dimensions of inequality.
3. *Examine* the various perspectives on the challenges of ageing and the responses through policy programs.

**SYLLABUS OF GE- 18: Sociology of Ageing**

**Unit I: Understanding Sociology of Ageing (12 hours)**

*This unit provides an overview of the concept of ageing and the significance of its study.*

**Unit II: Ageing: Individual, Family and Society (9 hours)**

*This unit provides an understanding of the interplay between societal responses to ageing and the lived experiences of the individuals within the context of family.*

**Unit III: Ageing and Social Processes (12 hours)**

*This section discusses age-based discrimination and its intersection with other dimensions of inequality.*

**Unit IV: Ageing: Challenges and Responses (12 hours)**

*This section examines the challenges of ageing and the responses through policy programs.*

**Practical Component: NIL**

## **Essential/Recommended Readings:**

### **Unit I: Understanding Sociology of Ageing**

S Raju. 2014. 'Studies on Ageing in India: A Review' in G.Girdhar, K.M.Satyanarayana, Sanjay Kumar, K.S.James and Moneer Alam(eds.), *Population Ageing in India*. Cambridge University Press. Chapter 7. Pp.180-224.

Achenbaum, W. Andrew. 2020. 'Past as Prologue: Toward a Global History of Ageing' in D.Dannefer and C.Philipson (eds.) *The Sage Handbook of Social Gerontology*. Sage Publications. Chapter 2. Pp. 20-32.

Woodward, Janis and Culbert, Brandan. 2019. 'AAGE and Age: A Conversation with Dr. Christine L. Fry, Founding President of AAGE' in *Anthropology and Ageing*. Vol 40, No. 2. Pp. 72-75.

Harper, Sarah. 2006. 'Understanding Age and Ageing' in *Ageing Societies: Myths, Challenges and Opportunities*. Hodder Arnold. Chapter 3. Pp. 66-92.

### **Unit II: Ageing: Individual, Family and Society**

Gangopadhyay, Jagriti. 2020. 'Examining the Lived Experiences of Ageing Among Older Adults Living Alone in India' in M.K.Shankardass (eds.) *Ageing Issues and Responses in India*. Chapter 13. Springer Publications. Pp. 207-220.

Lamb, Sarah. 2007. 'Lives Outside The Family: Gender And The Rise Of Elderly Residences In India' in *International Journal of Sociology of the Family*. Vol. 33, No. 1, Aging in Asia. Pp.43-61.

Biswas, K. Ashok., Leshabari, Kelvin. and Gebuis, P.A. Edward. 2015. ' Living with Family at Old Age' in *The International Journal of Collaborative Research on Internal Medicine and Public Health*. Vol.7, No.10. Pp. 186-195.

### **Unit III: Ageing and Social Processes**

Gopal, Meena. 2006. 'Gender, Ageing and Social Security' in *Economic and Political Weekly*. Vol. 41, No. 42. Pp. 4477-4486.

Soletti, B. Asha. and Laavanya, P.V. 2020. 'Revered or Abused: Exploring Reasons for Abuse Within Family from the Narratives of Three Elderly Women in Chennai' in M.K.Shankardass (eds.) *Ageing Issues and Responses in India*. Springer Publications. Chapter 14. Pp. 221-234.

Previtali,Federica., Keskinen, Katri Keskinen., Niska, Miira and Nikander, Pirjo. 2022. 'Ageism in Working Life: A Scoping Review on Discursive Approaches' in *Gerontologist*. Vol 62, No. 2. Pp. 97-111.

Katz, Stephen. 2020. 'Sociocultural Perspectives on Ageing Bodies' in D.Dannefer and C.Philipson (eds.) *The Sage Handbook of Social Gerontology*. Sage Publications. Chapter 27. Pp. 357-366.

#### **Unit IV: Ageing: Challenges and Responses**

Ranjan, Alok and V R, Muraleedharan. 2020. 'Higher Disease Burden in India's Elderly' in *Economic and Political Weekly*. Vol. IV, No. 35. Pp. 13-16.

Mathur, Arvind. 2023. 'Geriatric Co-Management' in *The Journal of the Indian Academy of Geriatrics*. Vol 19. Issue 1. Pp. 1-2.

McCreadie, Claudine. 2020. 'Technology and Older People' in D.Dannefer and C.Philipson (eds.) *The Sage Handbook of Social Gerontology*. Chapter 47. Pp. 607-617.

Gupta, Sandhya. 2020. 'Institutional Care For Elderly' in M.K.Shankardass (eds.) *Ageing Issues and Responses in India*. Springer Publications. Chapter 9. Pp.143-155.

Willcox, D. Craig., Willcox, J. Bradley., Sokolovsky, Jay and Sakihara, Seizo. 2007. 'The Cultural Context of "Successful Aging" Among Older Women Weavers in a Northern Okinawan Village: The Role of Productive Activity' in *Journal of Cross-Cultural Gerontology*. Springer. Vol 22. Pp. 137-165.

Kapur, Sarita. 2020. 'Senior Citizens – Protections in Laws, an Overview' in M.K.Shankardass (eds.) *Ageing Issues and Responses in India*. Chapter 9. Springer Publications. Pp.171-184.

#### **Suggested Readings:**

Alam, Moneer and Karan, Anup. 2011. *Elderly Health in India: Dimension, Differentials and Determinants*, BKPAI Working Paper No. 3, United Nations Population Fund (UNFPA), New Delhi.

Alam, Moneer. 2006. *Ageing in India: Socio-Economic and Health Dimensions*. Academic Foundations.

Sharma, K.L. 2009. *Dimensions of Ageing: Indian Studies*. Rawat Publications.

Vatuk, S. 1990. 'To Be a Burden on Others: Dependency Anxiety Among the Elderly in India', in O.M. Lynch (eds). *Divine Passions: The Social Construction of Emotion in India*. University of California Press. Pp.64–88.

Dannefer, Dale. 2021. *Age and the Reach of Sociological Imagination Power, Ideology and the Life Course*. Routledge.

Montgomery, J. V. Rhonda. 1984. 'Teaching Social Gerontology' in *Teaching Sociology*. Vol 11, No. 4. Pp. 455-468

Dominguez, Marti and Pina, Tatiana. 2020. 'Aging through Cartoons: The Unbearable Lightness of Old People Stereotypes' in Vincent Salvador and Agnese Sampietro (eds.). *Understanding the Discourse of Aging: A Multifaceted Perspective*. Cambridge Scholars Publishing. Chapter 16. Pp. 307-324.

Amado, Abarrategui Lucía, Villas-Boas, Susana and Espinilla, Pascual Sergi in Vincent Salvador and Agnese Sampietro. 2020. 'How do Adolescents See their Grandparents and Older People? A Discursive Approach to Gender and Age Stereotypes by means of the Radio Editorial', in Vincent Salvador and Agnese Sampietro (eds.). *Understanding the Discourse of Aging: A Multifaceted Perspective*. Cambridge Scholars Publishing. Chapter 17. Pp. 325-339.

Angouri, Jo. 2012. 'The Older I Get the Less I Trust people: Constructing Age Identities in the Workplace' in *Pragmatics*. Vol. 22, No. 2. Pp. 255-277.

Gangopadhyay, Jagriti and He, Longtao. 2022. *Eldercare Issues in China and India*. Routledge.

Formosa, Marvin and Higgs, Paula. 2015. *Social Class in Later Life: Power, Identity and Lifestyle*. Policy Press.

Wanka, A. and Gallistl, V. 2018. 'Doing Age in a Digitized World—A Material Praxeology of Aging With Technology', in *Frontiers in Sociology*. Vol 3. Article 6. Pp. 1-16.

Artner, L. 2018. 'Materialities in and of Institutional Care for Elderly People', in *Frontiers in Sociology*. Vol 3. Article 30. Pp. 1-12.

WHO's work on the UN Decade of Healthy Ageing (2021-2030). <https://www.who.int/initiatives/decade-of-healthy-ageing#:~:text=The%20United%20Nations%20Decade%20of,communities%20in%20which%20they%20live>.

Tyagi, R. and Paltasingh T. 2015. *Caring for the Elderly: Social Gerontology in the Indian Context*. Sage Publications.

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

## SEMESTERS–IV

### DEPARTMENT OF ECONOMICS

#### Category-I

(B.A. Honours in Economics in three years)

### STRUCTURE OF FOURTH SEMESTER

#### DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10): Intermediate Microeconomics II: Market, Government and Welfare

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Intermediate Microeconomics II: Market, Government and Welfare - ECON010	4	3	1	0	Class 12th with Mathematics	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces students to analysis of multi-commodity markets.
- The efficiency results, known as welfare theorems, are central to understanding of market economy.
- The course also discusses inefficiencies coming from market concentration and externalities.
- It further would discuss the role of government to deal with the inefficiencies and resultant welfare outcomes.

#### Learning outcomes

The Learning outcomes of this course are as follows:

- This course helps the students to understand efficiency of markets and the environment where the standard market mechanism fails to generate the desirable outcomes in simple general equilibrium settings.
- The issues of market imperfection and market failures lead students to the economics of policy design. The students will learn the efficacy of government interventions for the improved welfare.

#### Syllabus

**UNIT I:** Monopoly (9 hours)

Monopoly pricing, Inefficiency, Price discrimination, Regulation

**UNIT II:** General equilibrium (9 hours)

Exchange economy, Robinson Crusoe economy, Pareto optimality, Welfare theorems, Welfare and social choice

**UNIT III:** Models of Monopolistic Competition (9 hours)

Firms with differentiated products, mark-up, short-run and long-run equilibrium

**UNIT IV: Externalities (9 hours)**

Market inefficiency under externalities, Pigou tax, Coase theorem, Market creation and other solutions

**UNIT V: Public Good (9 hours)**

Inefficiency of market equilibrium, Optimal public good provision, Free rider problem, Lindahl taxes

**Recommended readings**

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

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

## DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11): Intermediate Macroeconomics II: Policy Issues

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Intermediate Macroeconomics Policy Issues ECON011	4	3	1	0	Class 12th with Mathematics	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course trains the students in policy issues faced by macroeconomists in the real world.
- It discusses issues in monetary and fiscal policies as well as exchange rate dynamics.
- It also introduces the students to the financial system and dynamics of financial crises.
- The students are introduced to macroeconomic concepts in the context of open economies and the policy issues therein.

### Learning outcomes

The Learning outcomes of this course are as follows:

- This course enables students to analyse the functioning of macroeconomic policies in the real world in both closed and open economies, understand the dilemmas faced by the policymakers both in the domestic economy and in the globalised world.

### Syllabus

**UNIT I:** Fiscal and monetary policies (15 hours)

Active or passive monetary policies; time inconsistency, monetary policy objectives and targets; rules versus discretion, IS-PC-MR model, fiscal policy, the government budget constraint; government debt and Ricardian equivalence.

**UNIT II:** Financial markets and crisis (15 hours)

Introduction to financial markets, Financial crises and liquidity trap

**UNIT III:** Issues in open economy (15 hours)

Short-run open economy models; Mundell-Fleming model, Exchange rate determination; purchasing power parity, asset market approach, Dornbusch's overshooting model; monetary approach to balance of payments, International financial markets.

### Recommended readings

- Blanchard, O. (2006). *Macroeconomics*, 4th, 6th and 7th ed. Pearson Education.
- Salvatore, D. (2007), *International Economics*, Wiley.
- Dornbusch, R., Fischer, S. (1994). *Macroeconomics*, 6th ed. McGraw-Hill.
- Mishkin, Frederic (2012). *Macroeconomics: Policy & Practice*, Pearson.
- Jones, C. (2016). *Macroeconomics*, 4th ed. W. W. Norton.
- Carlin, Wendy and Soskice, David (2015) *Macroeconomics: Institutions, Instability and the Financial System*. 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 -12 (DSC-12): Introductory Econometrics

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Introductory Econometrics ECON012</b>	– 4	3	0	1	<b>Class 12th with Mathematics</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces a basic set of the econometric methods to conduct empirical analysis in economics and social sciences.
- The course is designed to provide the students with the basic quantitative techniques needed to undertake applied research projects.
- It also provides the base for more advanced optional courses in econometrics.
- The tools of econometrics will be useful to establish relationships among economic variables.
- This course will be taught as a combination of theory and practicals.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to estimate linear models using the method of ordinary least squares and make inferences about population parameters.
- They will also understand the issues of estimation arising due to misspecification of models and violations of assumptions.
- Students will also gain hands-on-experience of applying the concepts learnt to a wide range of problems using econometric software.

### Syllabus

#### UNIT I: Linear Regression Model (9 hours)

OLS method of Estimation and Properties of estimators, Measures of Fit, Testing of Hypotheses, Prediction, Introduction to econometric software and practical application using econometric software (GRETLEViews/ R/Stata/EXCELEtc.)

#### UNIT II: Multiple Regression Model (9 hours)

OLS method of estimation and Properties of OLS estimators, Testing of Hypotheses, Measures of fit, practical application using econometric software (GRETLEViews/ R/Stata/EXCEL etc.)

#### UNIT III: Functional Forms and Qualitative independent variables (9 hours)

Nonlinear Models and Transformations of Variables, Dummy variables, practical application using econometric software (GRETLEViews/ R/Stata/EXCEL etc.)

#### UNIT IV: Violations of Assumptions (9 hours)

Consequences, Detection, and Remedies: Multicollinearity, Heteroscedasticity, Serial Correlation, practical application using econometric software (GRETLEViews/R/Stata/EXCEL etc.)

#### UNIT V: Specification Bias (9 hours)



Model selection criteria, types of specification errors, omitted variable bias, inclusion of irrelevant variables, incorrect functional form, errors of measurement, practical application using econometric software (GRETLEViews/ R/Stata/EXCEL etc.)

**Recommended readings**

- James H. Stock and Mark W. Watson (2019) *Introduction to Econometrics*, Fourth Edition, Pearsons.
- Wooldridge, J. M. (2019). *Introductory econometrics: A modern approach*. 7th edition, Cengage learning.

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

## Category II

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

#### **DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7):Intermediate Macroeconomics I: Foundations of Aggregate Income Determination**

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

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

#### **Learning outcomes**

The Learning outcomes of this course are as follows:

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

#### **Syllabus**

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

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

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

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

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

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

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

**Recommended readings**

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

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## DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8): Basic Econometrics

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Basic Econometrics – ECON024	4	3	1	0	Class 12th	Basic Statistics for Economics (ECON022)

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces students to the econometric methods used to conduct empirical analysis based on the basic statistics.
- It offers the basic quantitative techniques needed to undertake applied research projects to establish the relationship between variables of interests across wide variety of disciplines.

### Learning outcomes

The Learning outcomes of this course are as follows:

- Students will learn to estimate simple estimation and inferences about population parameters, to formulate empirical models and analyze data.
- An expertise in econometrics increases the job prospect of the students significantly.

### Syllabus

#### UNIT I: Regression Models (15 hours)

OLS estimators, hypothesis Testing using software and practical application; multiple Regression Model - estimation, Testing and practical application using software like GRETL/EViews/ R/Stata/EXCEL etc.

#### UNIT II: Qualitative variables and Estimation (15 hours)

Application of qualitative variables, Nonlinear Models, Applications of dummy variables

#### UNIT III: Issues with Classical Assumptions (15 hours)

Violation of normal distribution, Collinearity with independent variables, heteroscedasticity, autocorrelation, practical application

### Recommended readings

- Christopher Dougherty, *Introduction to Econometrics*, 4th edition, OUP, Indian edition.
- Damodar Gujarati, *Econometrics by Example*, 2nd edition, Palgrave Macmillan, 2014.
- Gujarati,D.,Porter,D.(2010).*Essentials of Econometrics*,4thed.McGraw-Hill.

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

## Category III

### **Economics Courses for Undergraduate Programme of study with Economics as one of the Core Disciplines (B.A. Programmes with Economics as non-Major or Minor discipline)**

#### **DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4):Intermediate Macroeconomics I: Foundations of Aggregate Income**

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

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

#### **Learning outcomes**

The Learning outcomes of this course are as follows:

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

#### **Syllabus**

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

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

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

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

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

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

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

**Recommended readings**

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

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**Semester-V**  
**DEPARTMENT OF ECONOMICS**  
**Category I**

(B.A. Honours in Economics in three years)

**DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13): Game Theory and Strategic Interactions**

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Game Theory and Strategic Interactions – ECON013	4	3	1	0	Class 12th with Mathematics	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- This course introduces students to formal analysis of game theory and its applications on the micro-economic issues.
- Game theory will be used to analyse market power, commitment problem, coordination problem and various modern market design tools like contract and auction.

**Learning outcomes**

The Learning outcomes of this course are as follows:

- This course helps the students to understand strategic interactions and importance of information in strategic situations.
- The concepts and tools developed in this course will enable the students to analyse various strategic relations seen in various disciplines, like in economics, management and other social sciences.

**Syllabus**

**UNIT I:** Complete information simultaneous move game, Dominance, Nash equilibrium, Mixed strategy Nash equilibrium (9 hours)

**UNIT II:** Complete information extensive form game (9 hours)  
 Sequential rationality and subgame perfection

**UNIT III:** Topics from Industrial Organization (9 hours)

**UNIT IV:** Incomplete information (9 hours)  
 Bayes Nash equilibrium, Auction, Moral Hazard, Contract

**UNIT V:** Communicating information (9 hours)  
 Perfect Bayesian equilibrium, Job market signaling and reputation

**Recommended readings**

- Watson, J. (2002). *Strategy: an introduction to game theory*. New York: WW Norton.
- Muñoz-Garcia, F. (2017). *Advanced microeconomic theory: an intuitive approach with Final Examination problems*. MIT Press.
- Muñoz-Garcia, F. (2017). *Practice Exercises for Advanced Microeconomic Theory*. MIT Press.
- Dunaway, E., Strandholm, J. C., Espinola-Arredondo, A., & Muñoz-Garcia, F. (2020). *Practice Exercises for Intermediate Microeconomic Theory*. MIT Press.

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## DISCIPLINE SPECIFIC CORE COURSE -14 (DSC-14):Economic Growth and Business Cycles

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Economic Growth and Business Cycles – ECON014</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th with Mathematics</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces the students to the models of economic growth and business cycles.
- The literature on the differences in the growth rates across economies is discussed.
- Further, the student is exposed to the preliminaries of macroeconomic modelling through different growth models.
- It introduces business cycles through the Real Business Cycle and the New Keynesian approaches.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The student would understand the basic drivers of economic growth that are developed through the different approaches using exogenous, semi-endogenous and endogenous models.
- The student will be able to apprise and analyse better the business cycles and familiarise with the debates between the schools of macroeconomic thoughts like Real Business Cycles and New Keynesian Economics.

### Syllabus

#### UNIT I: Introduction to Economic Growth (15 hours)

Introduction to economic growth, data on economic growth, stylised facts of economic growth. Economic growth and economic development, economic growth and income difference, absolute and conditional convergence.

#### UNIT II: Models of Economic Growth (15 hours)

Solow model and the steady state. Solow model with technology, growth accounting, Economics of ideas and innovation, Romer model, Growth through creative destruction, Growth and technology transfer, institutions, Simple endogenous growth model.

#### UNIT III: Business Cycles (15 hours)

Real business cycle model, productivity shocks and business cycle fluctuations, New Keynesian models, new Keynesian Short-run AS Phillips curve and dynamics IS curve. Comparison between business cycle models. Introduction to dynamic general equilibrium models.

### Recommended readings

- Jones, Charles I and Vollrath, Dietrich (2013) *Introduction to Economic Growth*.
- W. W. Norton & Co.
- Aghion, Philippe and Howitt, Peter (2010) *The Economics of Growth*. Prentice Hall. Eastern Economy Edition.
- Mishkin, Frederic S (2017) *Macroeconomics: Policy and Practice*. Pearson.
- Jones, Charles I (2018) *Macroeconomics*. W W Norton & Co.

- Sorenson, Peter and Whitta-Jacobson, Hans Jorgen (2010) *Introducing Advanced Macroeconomics: Growth and Business Cycles*. McGraw Hill Education
- Barro, R, Chu, A and Cozzie, G (2017), *Intermediate macroeconomics*, First Edn. Cengage Learning.
- Weil, David N (2014) *Economic Growth*. Routledge.
- Gordon, Robert J (2015) *Macroeconomics*. Pearson

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## DISCIPLINE SPECIFIC CORE COURSE -15 (DSC-15): Introductory Development Economics

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Introductory Development Economics – ECON015</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th with Mathematics</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course discusses the basic concept of growth and further links it up with alternative conceptions of development.
- It then proceeds to examine the aspects of poverty and inequality, not just in terms of income and wealth, but in terms of capabilities too.
- The axiomatic basis for inequality measurement is used to develop measures of inequality and poverty.
- It further explores the connections between growth and inequality.
- The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students would distinguish between growth and development and get an idea about the factors affecting the level of development as well as the process of economic development.
- Further, they comprehend and analyse various concepts and measures of underdevelopment including poverty and inequality.

### Syllabus

#### **UNIT I: Introducing Economic Development: Global Perspective (12 hours)**

Conceptions of Economic Growth and Development; Concepts of economic growth and linking it up with alternative measures of development, including human development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

#### **UNIT II: Theories of Economic Development (12 hours)**

Classic Theories of Economic Growth and Development - four approaches (linear- stages theories, structural change models, international dependence, neoclassical)

#### **UNIT III: The Strategy of Economic Development: Institutional Pathways (9 hours)**

Balanced and Unbalanced growth, interlinkages, big-push and the role of markets and state, alternative institutional trajectories and their relationship with economic performance

#### **UNIT IV: Poverty and Inequality (12 hours)**

Definitions, Measures and Mechanisms, Inequality axioms and principles; a comparison of commonly used diagrammatic and mathematical inequality measures, their deficiencies and usage; connections between

inequality and development; inequality trends at international level; conceptualisation of the poverty lines at domestic and international levels; poverty measurement; characteristics of the poor; capability approach to poverty; mechanisms that generate poverty traps and path dependence of growth processes.

### Recommended readings

- Partha Dasgupta (2007), *Economics: A Very Short Introduction*, (AVSI), Oxford University Press.
- Perkins, D. H., Radelet, S. C., Lindauer, D. L., & Block, S. A. (2013). *Economics of Development*. 7th Edition, New York: WW Norton & Company.
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.
- Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Gustav Ranis et al., Economic Growth and Human Development (2000), *World Development* Vol. 28, No. 2, Elsevier Science Ltd.
- Pranab Bardhan (2010), *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*, OUP.
- Thomas Dietz, Elinor Ostrom and Paul C. Stern, 'The Struggle to Govern the Commons', *Science*, vol. 302, No. 5652 (Dec. 12, 2003), pp. 1907-1912.
- Mancur Olson, Jr. (1996), 'Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor', *Journal of Economic Perspectives*, vol. 10, no. 2, pp. 3-24.
- Albert O. Hirschman, *Rival Views of Market Society and Other Essays*, Ch. 3: 'Linkages in Economic Development'.
- Nurkse, Ragnar (1961). *Problems of Capital Formation in Underdeveloped Countries*. New York: Oxford University Press. Chapter 3.
- Rodenstein Rodan, PN (1943) Problems of Industrialization of eastern and south eastern Europe, *Economic Journal*, vol. LIII, p. 202-11.
- Dani Rodrik (2009), *One Economics, Many Recipes: Globalization, Institutions and Economic Growth*, Princeton University Press.
- Andre Shleifer and Robert W. Vishny (1993), 'Corruption', *Quarterly Journal of Economics*, 108(3), pp. 599-617.

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## Category II

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

#### **DISCIPLINE SPECIFIC CORE COURSE -9 (DSC-9): Intermediate Microeconomics II: Market, Government and Welfare**

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Intermediate Microeconomics II: Market, Government and Welfare - ECON010</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>Introductory/Principles of Microeconomics</b>

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- This course introduces students to analysis of multi-commodity markets.
- The efficiency results, known as welfare theorems, are central to understanding of market economy.
- The course also discusses inefficiencies coming from market concentration and externalities.
- It further would discuss the role of government to deal with the inefficiencies and resultant welfare outcomes.

#### **Learning outcomes**

The Learning outcomes of this course are as follows:

- This course helps the students to understand efficiency of markets and the environment where the standard market mechanism fails to generate the desirable outcomes in simple general equilibrium settings.
- The issues of market imperfection and market failures lead students to the economics of policy design. The students will learn the efficacy of government interventions for the improved welfare.

#### **Syllabus**

**UNIT I: Monopoly (9 hours)**

Monopoly pricing, Inefficiency, Price discrimination, Regulation

**UNIT II: General equilibrium (9 hours)**

Exchange economy, Robinson Crusoe economy, Pareto optimality, Welfare theorems, Welfare and social choice

**UNIT III: Models of Monopolistic Competition (9 hours)**

Firms with differentiated products, mark-up, short-run and long-run equilibrium

**UNIT IV: Externalities (9 hours)**

Market inefficiency under externalities, Pigou tax, Coase theorem, Market creation and other solutions

**UNIT V: Public Good (9 hours)**

Inefficiency of market equilibrium, Optimal public good provision, Free rider problem, Lindahl taxes

**Recommended readings**

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

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## DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10): Introductory Development Economics

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Introductory Development Economics – ECON015</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course discusses the basic concept of growth and further links it up with alternative conceptions of development.
- It then proceeds to examine the aspects of poverty and inequality, not just in terms of income and wealth, but in terms of capabilities too.
- The axiomatic basis for inequality measurement is used to develop measures of inequality and poverty.
- It further explores the connections between growth and inequality.
- The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students would distinguish between growth and development and get an idea about the factors affecting the level of development as well as the process of economic development.
- Further, they comprehend and analyse various concepts and measures of underdevelopment including poverty and inequality.

### Syllabus

#### UNIT I: Introducing Economic Development: Global Perspective (12 hours)

Conceptions of Economic Growth and Development; Concepts of economic growth and linking it up with alternative measures of development, including human development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

#### UNIT II: Theories of Economic Development (12 hours)

Classic Theories of Economic Growth and Development - four approaches (linear- stages theories, structural change models, international dependence, neoclassical)

#### UNIT III: The Strategy of Economic Development: Institutional Pathways (9 hours)

Balanced and Unbalanced growth, interlinkages, big-push and the role of markets and state, alternative institutional trajectories and their relationship with economic performance

#### UNIT IV: Poverty and Inequality (12 hours)

Definitions, Measures and Mechanisms, Inequality axioms and principles; a comparison of commonly used diagrammatic and mathematical inequality measures, their deficiencies and usage; connections between inequality and development; inequality trends at international level; conceptualisation of the poverty lines at

domestic and international levels; poverty measurement; characteristics of the poor; capability approach to poverty; mechanisms that generate poverty traps and path dependence of growth processes.

### Recommended readings

- Partha Dasgupta (2007), *Economics: A Very Short Introduction*, (AVSI), Oxford University Press.
- Perkins, D. H., Radelet, S. C., Lindauer, D. L., & Block, S. A. (2013). *Economics of Development*. 7th Edition, New York: WW Norton & Company.
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.
- Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Gustav Ranis et al., Economic Growth and Human Development (2000), *World Development* Vol. 28, No. 2, Elsevier Science Ltd.
- Pranab Bardhan (2010), *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*, OUP.
- Thomas Dietz, Elinor Ostrom and Paul C. Stern, 'The Struggle to Govern the Commons', *Science*, vol. 302, No. 5652 (Dec. 12, 2003), pp. 1907-1912.
- Mancur Olson, Jr. (1996), 'Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor', *Journal of Economic Perspectives*, vol. 10, no. 2, pp. 3-24.
- Albert O. Hirschman, *Rival Views of Market Society and Other Essays*, Ch. 3: 'Linkages in Economic Development'.
- Nurkse, Ragnar (1961). *Problems of Capital Formation in Underdeveloped Countries*. New York: Oxford University Press. Chapter 3.
- Rodenstein Rodan, PN (1943) Problems of Industrialization of eastern and south eastern Europe, *Economic Journal*, vol. LIII, p. 202-11.
- Dani Rodrik (2009), *One Economics, Many Recipes: Globalization, Institutions and Economic Growth*, Princeton University Press.
- Andre Shleifer and Robert W. Vishny (1993), 'Corruption', *Quarterly Journal of Economics*, 108(3), pp. 599-617.

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### Category III

#### **Economics Courses for Undergraduate Programme of study with Economics as one of the Core Disciplines (B.A. Programmes with Economics as non-Major or Minor discipline)**

#### **DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5): Introductory Development Economics**

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Introductory Development Economics – ECON015</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th</b>	<b>NIL</b>

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- This course discusses the basic concept of growth and further links it up with alternative conceptions of development.
- It then proceeds to examine the aspects of poverty and inequality, not just in terms of income and wealth, but in terms of capabilities too.
- The axiomatic basis for inequality measurement is used to develop measures of inequality and poverty.
- It further explores the connections between growth and inequality.
- The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

#### **Learning outcomes**

The Learning outcomes of this course are as follows:

- The students would distinguish between growth and development and get an idea about the factors affecting the level of development as well as the process of economic development.
- Further, they comprehend and analyse various concepts and measures of underdevelopment including poverty and inequality.

#### **Syllabus**

##### **UNIT I: Introducing Economic Development: Global Perspective (12 hours)**

Conceptions of Economic Growth and Development; Concepts of economic growth and linking it up with alternative measures of development, including human development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

##### **UNIT II: Theories of Economic Development (12 hours)**

Classic Theories of Economic Growth and Development - four approaches (linear- stages theories, structural change models, international dependence, neoclassical

##### **UNIT III: The Strategy of Economic Development: Institutional Pathways (9 hours)**

Balanced and Unbalanced growth, interlinkages, big-push and the role of markets and state, alternative institutional trajectories and their relationship with economic performance

**UNIT IV: Poverty and Inequality (12 hours)**

Definitions, Measures and Mechanisms, Inequality axioms and principles; a comparison of commonly used diagrammatic and mathematical inequality measures, their deficiencies and usage; connections between inequality and development; inequality trends at international level; conceptualisation of the poverty lines at domestic and international levels; poverty measurement; characteristics of the poor; capability approach to poverty; mechanisms that generate poverty traps and path dependence of growth processes.

**Recommended readings**

- Partha Dasgupta (2007), *Economics: A Very Short Introduction*, (AVSI), Oxford University Press.
- Perkins, D. H., Radelet, S. C., Lindauer, D. L., & Block, S. A. (2013). *Economics of Development*. 7th Edition, New York: WW Norton & Company.
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.
- Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Gustav Ranis et al, Economic Growth and Human Development (2000), *World Development* Vol. 28, No. 2, Elsevier Science Ltd.
- Pranab Bardhan (2010), *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*, OUP.
- Thomas Dietz, Elinor Ostrom and Paul C. Stern, 'The Struggle to Govern the Commons', *Science*, vol.302, No.5652 (Dec.12,2003), pp.1907-1912.
- Mancur Olson, Jr. (1996), 'Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor', *Journal of Economic Perspectives*, vol.10, no.2, pp3-24.
- Albert O. Hirschman, *Rival Views of Market Society and Other Essays*, Ch. 3: 'Linkages in Economic Development'.
- Nurkse, Ragnar (1961). *Problems of Capital Formation in Underdeveloped Countries*. New York: Oxford University Press. Chapter 3.
- Rodenstein Rodan, PN (1943) Problems of Industrialization of eastern and south eastern Europe, *Economic Journal*, vol LIII, p202-11.
- Dani Rodrik (2009), *One Economics, Many Recipes: Globalization, Institutions and Economic Growth*, Princeton University Press.
- Andre Shleifer and Robert W. Vishny (1993), 'Corruption', *Quarterly Journal of Economics*, 108(3), pp599-617.

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## SEMESTERS–VI

### DEPARTMENT OF ECONOMICS

#### Category I

(B.A. Honours in Economics in three years)

### DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16): International Trade

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical / Practice		
International Trade – ECON016	4	3	1	0	Class 12th with Mathematics	Introductory/Principles of Microeconomics

#### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces the basics of international trade theory and examines the effects of trade policies for domestic and world welfare. It covers both classical and new trade theories.
- This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade.
- Apart from the introduction to theoretical models, students will also be exposed to real-world examples and casestudies.

#### Learning outcomes

The Learning outcomes of this course are as follows:

- The students would be able to understand the main theoretical and empirical concepts in international trade that equip them with a thorough analytical grasp of trade theories, ranging from Ricardian comparative advantage to intra-industry trade.
- It familiarises students with the main issues in trade policy and with the basic features of the international trading regime.

#### Syllabus

##### UNIT I: Neoclassical Trade Theories (15 hours)

Ricardian trade theory of comparative advantage. Gains from trade. Comparative advantage with many goods; Specific factor model; income distribution and trade policy, international factor mobility models; Standard Trade Model, economic growth, immiserizing growth and intertemporal trade; Heckscher-Ohlin theory; factor price equalisation, Rybczynski and Stolper-Samuelson theorems, Heckscher-Ohlin-Vanek Model, Offercurve.

##### UNIT II: New trade theories and firms in the global economy (15 hours)

External Economies of Scale, learning curve, intra-industry trade, monopolistic competition and firm responses to trade; international Location of Production, horizontal and vertical multinationals; Gravity model, Firms in the global economy. Global value chain and offshoring of goods and services.

**UNIT III: International Trade Policy Concerns (15 hours)**

Instruments of trade policy, static welfare analysis of tariffs, quotas and subsidies. Equivalence of tariffs and quotas. Effective rate of protection. Export subsidies and countervailing duties; Oligopoly and International trade. Strategic trade policy; International Agreements: Trade, Labour and Environment Multilateralism, WTO, Regional Trade Agreements and New Protectionism

**Recommended readings**

- Feenstra, R., Taylor, A. (2014). *International Trade*, 3rd ed. Worth Publishers. (Abbreviation used: FT)
- Krugman, P., Obstfeld, M., Melitz, M. (2018). *International Economics - Theory and Policy*, 11th ed. Pearson Education. (Abbreviation used: KOM)
- Gandolfo, G. (2014), *International Trade Theory and Policy (with contribution from Federico Trionfetti)* 2nd ed., Springer.

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## DISCIPLINE SPECIFIC CORE COURSE -17 (DSC-17): Development Theory and Experience

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Development Theory and Experience – ECON017	4	3	1	0	Class 12th with Mathematics	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- It highlights the dynamic interconnections between the social and economic aspects of the development process.
- In particular, the course deals with the macro and micro aspects of demography, fertility choices and gender bias.
- It also discusses the process of migration through elaborate models highlighting the rural-urban sectoral interrelationships.
- It describes the peculiar characteristics of rural institutions which shape contracts across labour, land and credit markets in the rural economy.
- It discusses the efficiency of such contracts even while they deviate from the traditional competitive market contracts.

## Learning outcomes

The Learning outcomes of this course are as follows:

- This course updates the students the unprecedented progress that has been made in many parts of the developing world—but fully confronts the enormous problems and challenges experienced during the recent decades.
- The student would understand the wide diversity of development approaches adopted across the developing world, and the differing positions in the global economy held by developing countries.
- This will help them understand better the economic development policy and programmes across employed by World Bank and national economies.

## Syllabus

### UNIT I: Demography, Gender and Development (12 hours)

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and the impact of intra-household gender inequality (in allocation of resources) and labour markets as gendered institutions.

### UNIT II: Migration and Development (9 hours)

Models of migration, sectoral dynamics and the relationship between rural and urban sectors.

### UNIT III: Land, Labour and Credit Markets (12 hours)

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; micro-finance; inter-linkages between rural factor markets.

### UNIT IV: Institutions and coordination (12 hours)

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

### Recommended readings

- Acemoglu, D., & Robinson, J. A. (2006). *Economic origins of dictatorship and democracy*. Cambridge University Press.
- Robinson, J. A., & Acemoglu, D. (2012). *Why nations fail: The origins of power, prosperity and poverty*. London: Profile.
- Perkins, D. H., Radelet, S. C., Lindauer, D. L., & Block, S. A. (2013). *Economics of Development*. 7th Edition, New York: WW Norton & Company.
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.
- Debraj Ray (2009), *Development Economics*, Oxford University Press
- Robert T. Jensen (2010), *Economic Opportunities and Differences in Human Capital: Experimental Evidence for India*, NBER Working Paper No. 16021.
- Pitt, Mark, Mark Rosenzweig and Nazmul Hassan. (1990). "Productivity, Health and Inequality in the Intrahousehold Distribution of Food in Low-income Countries." *American Economic Review*, 80(5): 1130-1156.
- Elson, Diane (1999) Labour markets as gendered institutions: Equality, Efficiency and Empowerment Issues, *World Development*, vol 27(3), p611-627.

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

## DISCIPLINE SPECIFIC CORE COURSE -18 (DSC-18): Indian Growth and Development

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
<b>Indian Growth and Development</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th with Mathematics</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- Using appropriate analytical frameworks, this course reviews major trends in economic indicators of macro and development issues and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
- This course intends to give an introduction to students as to how they could explore 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 should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress.
- The students will acquire ability to explore current policy debates and contribute to policy making in an informed way using relevant databases.

### Syllabus

#### UNIT I: Economic Growth since Independence (12 hours)

Major features of the economy at independence; growth under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment

#### UNIT II: Sectoral Performances and Concerns (12 hours)

Issues in agriculture, industry and services.

#### UNIT III: Inclusive Growth - trends and patterns, Distributional Issues and Policies Demography, Poverty and Unemployment (9 hours)

#### UNIT IV: Economic Policies and their Impact (12 hours)

Evolution of macroeconomic framework applied in Indian economy and its impact, fiscal policy; financial and monetary policies; trade and investment policy, five-year plans

### Recommended readings

- Ahluwalia, M.S. (2019), "India's economic reforms: Achievements and Next Steps", *Asian Economic Policy Review*, 14(1), 46-62.
- Bosworth, B., Collins, S. M., & Virmani, A. (2007). *Sources of growth in the Indian economy*. Working Paper no. 12901, NBER.

- Pulapre Balakrishnan, (2007), “The Recovery of India: Economic Growth in the Nehru Era”, *Economic and Political Weekly*, November 10-23, 2007.
- Krishnamurty, K. (2002), Macroeconometric Models for India: Past, Present and Prospects *Economic and Political Weekly*, October 19, 2002.
- Arvind Subramanian and Josh Felman (2021) India’s Stalled Rise-How the State Has Stifled Growth, *Foreign Affairs* on 14.12.2021.
- Acharya, S. and Mehrotra, S. (2020), The Agricultural Market Reforms: Is there a trade-off between efficiency and equality? Working Paper Series, Institute of Human Development.
- Shah, Mihir (2007), Rural Credit in 20th Century India: Overview of History and Perspectives, *Economic and Political Weekly*, Vol.42, Issue No.15, 14 April 2007.
- Nagaraj R (2013), India’s Dream Run Understanding the Boom and Its Aftermath, *Economic and Political Weekly* Vol 48, No. 20, May 18, 2013.
- Chanda, R. (2019), India’s Services Sector; trends, opportunities and challenges, in Uma Kapila (ed.), *Indian economy-2: Macroeconomic policies, Sectoral Developments and Performance*.
- Dipak Mazumdar and Sandip Sarkar (2009) “The Employment Problem in India and the Phenomenon of the ‘Missing Middle’ *The Indian Journal of Labour Economics*, Vol. 52, No. 1, 2009
- Chakraborty, Achin, (2015), Reforming Labour Markets in States: Revisiting the Futility Thesis, *Economic and Political Weekly*, May 16.
- Thomas, J. J. (2020). ‘Labour Market Changes in India, 2005–18’, *Economic and Political Weekly*, 55(34), 57.
- 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.
- Drèze, J and Khera, R., 2016, ‘Recent Social Security Initiatives in India’ Available at <http://dx.doi.org/10.2139/ssrn.2800699>.
- Vijay Joshi, (2016), *India’s Long Road: The Search for Prosperity*, Allen Lane, Gurgaon, Ch2.
- Rakesh Mohan, (2019), *Moving India to a new Growth Trajectory: Need for a Comprehensive Big Push*, Brookings India, Section 1 and 2, 9-30.
- Jagdish Bhagwati and Arvind Panagariya, (2012), *India’s Tryst with Destiny*, Collins Business, Noida, pp.4-5, 32-38.
- Panagariya A (2020), *India Unlimited: Reclaiming the Lost Glory*, Chapter 2.
- Jean Dreze and Amartya Sen, (2013), *India: An Uncertain Glory*, Allen Lane, chapters 2, 3 (pp. 72-80 only).
- Kumar, R., & Patibandla, M. (2009). *Institutional dynamics and the evolution of the Indian economy*, Springer.
- McCartney, M. (2019). *The Indian Economy*. Agenda Publishing Limited.
- Goyal, A. (Ed.). (2019). *A Concise Handbook of the Indian Economy in the 21st Century*. 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 DISCIPLINE SPECIFIC ELECTIVE (DSE)  
COURSES  
FOR semester-IV/V/VI**

**Discipline Specific Elective 6 (DSE-6): Advanced Econometrics**

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	Advanced Econometrics – ECON036	4	3	1	0	Class 12th with Mathematics	Basic Econometrics (ECON024)

**Learning Objectives**

The Learning Objectives of this course are as follows:

- A prerequisite for this course is the knowledge of concepts in the Basic Econometrics course.
- It builds on the compulsory Basic Econometrics course and teaches students a broad set of commonly used econometric methods.
- These include estimating models with limited dependent variables, the use of instrumental variables to estimate models with endogenous regressors, as also estimation methods for time series and panel data sets.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

Students will learn the theoretical and practical basis for techniques widely used in empirical research and consider their application in a wide range of estimation problems.

**Syllabus**

**UNIT I:** Stages in empirical econometric research (3 hours)

**UNIT II:** The linear regression model: The matrix approach, Review of model specification, estimation and testing (6 hours)

**UNIT III:** Limited dependent variables: Logit and Probit models for binary responses, Tobit models for truncated data. (9 hours)

**UNIT IV:** Selected Topics: Instrumental variable estimation, Simultaneous equation models, Experiments and Quasi-Experiments. (9 hours)

**UNIT V:** Dynamic econometric models: distributed lag models, autoregressive models; Panel data models and estimation techniques (9 hours)

**UNIT VI:** Introduction to econometric software (R/GRETL/EViews/Stata: ANY ONE); publicly available data sets and software will be used to estimate models and apply the techniques learnt. (9 hours)



**Recommended readings**

- Wooldridge, J. (2014). Introduction to econometrics: A modern approach, 5th ed. Cengage Learning.
- Asteriou, D and Hall, Stephen G, Applied Econometrics, 4th Edition, 2021, Pal- grave Macmillan.
- James Stock and Mark Watson, Introduction to Econometrics, 4th Edition, 2019, Pearson.
- Gujarati, D., Porter, D. (2012). Basic econometrics, 5th ed. McGraw-Hill.
- Gujarati, D. (2014). Econometrics by Final Examinationple, 2nd ed. Palgrave Macmillan.
- G.S. Maddala and Kajal Lahiri, Introduction to Econometrics, 4th Edition, 2012, Wiley.
- Badi H. Baltagi, Econometrics, 5th Edition, 2011, Springer.
- J. Johnston and J. DiNardo (2001), Econometric Methods, Fourth Edition, Irwin Mcgraw Hill

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## Discipline Specific Elective 8 (DSE-8): Economics of Health

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	Economics of Health– ECON038	4	3	1	0	Class 12th Pass	Introductory/Principles of Microeconomics

### Learning Objectives

The Learning Objectives of this course are as follows:

- Health is important not only for human well-being but also for economic growth. This course provides a framework to understand the need for the study of health economics and the relationship of health with the GDP of a nation.
- The course also looks at the determinants of health, the demand for health and the need for government intervention in provision of health care. Economic evaluation / health technology assessment is also covered in the course.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will learn the economic dimensions of health, determinants of health and microeconomic tools for the study of health care and expenditure.
- The course will enable the students to apply the theory to understand the various policies and market mechanisms in the field of health care. They will also be equipped with the fundamental techniques of economic evaluation of health interventions.

### Syllabus

#### UNIT I: Health Economics (12 hours)

Significance and linkages with the economy:

The need for health economics as a discipline of study, importance of health in the development of an economy and its relationship with macroeconomic performance

#### UNIT II: Theoretical foundations of Health Economics (12 hours)

Demand for health and health care services, determinants of health, market failure and rationale for public intervention; and health insurance

#### UNIT III: Economic Evaluation of Health Sector (12 hours)

Cost-effective Analysis, cost-benefit analysis, cost-utility analysis

#### UNIT IV: Health Systems (9 hours)

An overview of international health systems and Indian experiences, and healthcare financing

### Recommended readings

- Phelps, C. E. (2017). Health economics. Routledge
- Jay Bhattacharya Timothy Hyde Peter Tu (2014), Health Economics, Palgrave Macmillan
- William, Jack. (1999) Principles of Health Economics for Developing Countries, World Bank

Institute Development Studies.

- Glied, S., & Smith, P. C. (Eds.). (2013). *The Oxford Handbook of Health Economics*. Oxford University Press.
- *Situational Analysis: Backdrop to the National Health Policy 2017*, Ministry of Health and Family Welfare, Government of India
- Mills, A., & Hsu, J. (2014), “Health services in low-and middle-income countries: financing, payment, and provision”, *Encyclopedia of Health Economics*, pp 422- 434

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

## Discipline Specific Elective 9 (DSE-9): Environmental Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	<b>Environmental Economics– ECON039</b>	4	3	1	0	<b>Class 12th Pass</b>	<b>Introductory/Principles of Microeconomics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course provides basic knowledge of environmental economics, its relationship with microeconomics and welfare economics, to present and explains the significance and application in the present environmental challenges.
- It aims to describe and comprehend various environmental policies by deploying various policy instruments and to understand and measure the various market and non-market benefits of environmental policies.
- The course addresses the problems related to climate change, transboundary environmental problems, and challenges related to trade and the environment also.

### Learning outcomes

The Learning Outcomes of this course are as follows:

The students will learn the trade-offs of economy and environment, and related challenges. They will comprehend the role of state and institutions to minimise the trade-offs.

### Syllabus

**UNIT I:** Introduction to Environment Economics (9 hours)

What is environmental economics? review of microeconomics and welfare economics; Overview of environmental problems in India

**UNIT II:** Design and Implementation of Environmental Policy (12 hours)

Overview; Pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy.

**UNIT III:** Measuring the Benefits of Environmental Improvements (12 hours)

Non-market values and measurement methods; risk assessment and perception.

**UNIT IV:** International Environmental Problems (12 hours)

Transboundary environmental problems; economics of climate change; trade and environment.

### Recommended readings

- Charles Kolstad. Intermediate Environmental Economics, Oxford University Press, 2nd edition (2012).
- Roger Perman, Yue Ma, James McGilvray and Michael Common. Natural Resource and Environmental Economics, Pearson Education/Addison Wesley, 4th edition (2011).
- Robert N. Stavins (ed.). Economics of the Environment: Selected Readings, W.W. Norton, 6th edition (2012).

- Don Fullerton and Robert Stavins (1998). “How Economists See the Environment.” *Nature*, Vol. 395, Oct 1, 1998, pp. 433-434.
- State of Environment Report: India 2009 (Ministry of Environment and Forests, Government of India, 2009): Chapter 2 (State and Trends of the Environment): Land. Air, Water, Biodiversity (p. 9 to 71).
- Schmalensee, Richard and Robert N. Stavins (2017). “The design of environmental markets: What have we learned from experience with cap and trade?” *Oxford Review of Economic Policy*, Vol. 33, No. 4, pp. 572-588.
- Blackman, Allen, Li, Z., and Liu, A. A. (2018). “Efficacy of command-and-control and market-based environmental regulation in developing countries,” *Annual Review of Resource Economics*, Vol. 10, pp. 381-404.
- Jonathan Harris and Brian Roach (2018). *Environmental and Natural Resource Economics: A Contemporary Approach*, Routledge.
- Nordhaus, William D. (2013). *Climate Casino: Risk, Uncertainty, and Economics for a Warming World*, Yale University Press.
- Richard Newell, William Pizer and Daniel Raimi (2013). “Carbon markets 15 years after Kyoto: Lessons learned, new challenges,” *Journal of Economic Perspectives*, Vol. 27, No. 1, pp. 123-46.
- Stern, N. (2008) The economics of climate change, *American Economic Review*, 98(2): 1–37.

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## Discipline Specific Elective 10 (DSE-10): Gender and Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	<b>Gender and Development– ECON040</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th Pass</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to deepen students' understanding on the main theoretical approaches used in gender analysis of development issues, and understanding of the differential impacts of development interventions on women and men.
- The course aims to enable students to become familiar with the gender theories, use of these theories to Final Examination in detail issues of production (formal and informal work), reproduction (health, child survival, and fertility), the family/household nexus (where production and reproduction meet), and gender biases and inequality in terms of health, education, labour and inheritance.

### Learning outcomes

The Learning Outcomes of this course are as follows:

The course aims at making students to be aware about the issues and concepts of gender and development, importance of mainstreaming gender, gender and work relations and gender bias and inequality.

### Syllabus

**UNIT I:** Conceptualising and theorizing gender and development (12 hours)

Concepts in gender and development studies: Distinction between gender and sex, patriarchy and matriarchy; women in development (WID) and women and development (WAD)

**UNIT II:** Mainstreaming gender (12 hours)

Institutionalization of gender in growth and development, gender and bureaucracy, intra-household bargaining, changing gender relations and gender budgeting.

**UNIT III:** Work and Gender Relations (Inside/Outside the House) (12 hours)

Gender dynamics within a household, bargaining models, balance of productive and reproductive roles of women, agency, inheritance, unpaid work, marriage, and bride price.

**UNIT IV:** Gender and Inequality (9 hours)

Gender bias and gender inequality in terms of opportunities available: health and education, occupational segregation and gender wage gap.

### Recommended readings

- Anderson, S. (2007). The economics of dowry and brideprice. *Journal of Economic Perspectives*, 21(4), 151-174.
- Aizer, A. (2010). The gender wage gap and domestic violence. *American Economic Review*, 100(4), 1847-59.
- Heath, R. (2014). Women's access to labor market opportunities, control of household resources, and domestic violence: Evidence from Bangladesh. *World Development*, 57, 32-46.
- Goel, P. A., & Barua, R. (2021). Female education, marital assortative mating, and dowry: Theory and evidence from districts of India. *Journal of Demographic Economics*, 1-27.
- Rai, S. M., Brown, B. D., & Ruwanpura, K. N. (2019). SDG 8: Decent work and economic growth—A gendered analysis. *World Development*, 113, 368-380.
- Kantor, P. (2003). Women's empowerment through home-based work: Evidence from India. *Development and Change*, 34(3), 425-445
- Neetha, N. (2018). *Migration, gender and care economy*. Routledge India
- Boeri, N. (2018). Challenging the gendered entrepreneurial subject: Gender, development, and the informal economy in India. *Gender & Society*, 32(2), 157-179.
- World Bank. (2011). *World development report 2012: Gender equality and development*. The World Bank.
- Kabeer, N. (2003). *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders*. Commonwealth Secretariat.
- Coles, A., Gray, L., & Momsen, J. (Eds.). (2015). *The Routledge handbook of gender and development*. Routledge.
- Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2013). *Gender Development*. Psychology Press.
- Momsen, Janet (2020). *Gender and Development*. Routledge. 3rd Edition
- Moser, C. (2012). *Gender Planning and Development* (pp. 63-87). Routledge.
- Andrea Cornwall et al (eds): *Feminisms in Development: Contradictions, Contestations and Challenges* (Zed 2007).
- Cecile Jackson & Ruth Pearson (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (Routledge, 1998)
- Agenor, P. R., & Canuto, O. (2015). Gender equality and economic growth in Brazil: a long-run analysis. *Journal of Macroeconomics*, 43, 155-172.
- Nilsson, P. (2013). Gender and development: The challenge of mainstream. *Consilience*, (10), 125-135.
- Cornwall, A., Harrison, E., & Whitehead, A. (2007). Gender myths and feminist fables: The struggle for interpretive power in gender and development. *Development and Change*, 38(1), 1-20.
- Agarwal, B. (1997). "Bargaining" and gender relations: Within and beyond the household. *Feminist economics*, 3(1), 1-51.
- Doss, C. (2013). Intra-household bargaining and resource allocation in developing countries. *The World Bank Research Observer*, 28(1), 52-78.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. *Gender & Development*, 13(1), 13-24.
- Folbre, N. (2006). Measuring care: Gender, empowerment, and the care economy. *Journal of Human Development*, 7(2), 183-199.
- Jayachandran, S. (2015). The roots of gender inequality in developing countries, *Economics*, 7(1), 63-88.
- Mitra, A., Bang, J. T., & Biswas, A. (2015). Gender equality and economic growth: Is it equality of opportunity or equality of outcomes? *Feminist Economics*, 21(1), 110-135.
- Dercon, S., & Singh, A. (2013). From nutrition to aspirations and self-efficacy: gender bias over time among children in four countries. *World Development*, 45, 31-50.
- Azam, M., & Kingdon, G. G. (2013). Are girls the fairer sex in India? Revisiting intra-household allocation of education expenditure. *World Development*, 42, 143-164.
- Nguyen, C. P. (2021). Gender equality and economic complexity. *Economic Systems*, 45(4), 100921.
- Jayachandran, S., & Pande, R. (2017). Why are Indian children so short? The role of birth order and son preference. *American Economic Review*, 107(9), 2600-2629.

- Barcellos, S. H., Carvalho, L. S., & Lleras-Muney, A. (2014). Child gender and parental investments in India: Are boys and girls treated differently?. *American Economic Journal: Applied Economics*, 6(1), 157-89.
- Joy, L. (2000). Do colleges shortchange women? Gender differences in the transition from college to work. *American Economic Review*, 90(2), 471-475.
- Mbaye, L. M., & Wagner, N. (2017). Bride price and fertility decisions: Evidence from rural Senegal. *The Journal of Development Studies*, 53(6), 891-910.
- Babcock, L., Recalde, M. P., Vesterlund, L., & Weingart, L. (2017). Gender differences in accepting and receiving requests for tasks with low promotability. *American Economic Review*, 107(3), 714-47.
- Pande, R. (2015). 'I arranged my own marriage': arranged marriages and post-colonial feminism. *Gender, Place & Culture*, 22(2), 172-187.
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American economic review*, 94(4), 991-1013.
- Duraisamy, M., & Duraisamy, P. (2016). Gender wage gap across the wage distribution in different segments of the Indian labour market, 1983–2012: exploring the glass ceiling or sticky floor phenomenon. *Applied Economics*, 48(43), 4098-4111.
- LEE, Jong-Wha; Wie, Dainn (2017). Wage Structure and Gender Earnings Differentials in China and India. *World Development*, 97, 313–329

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



## Discipline Specific Elective 11 (DSE-11): Law and Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	Law and Economics – ECON041	4	3	1	0	Class 12th Pass	Intermediate Microeconomics II: Market, Government and Welfare - ECON010

### Learning Objectives

The Learning Objectives of this course are as follows:

- Law and Economics is an interdisciplinary course, devoted to understanding laws and legal institutions using the tools of economic theory.
- This is essentially an economic analysis of the laws.
- Topics include an introduction to legal institutions and legal analysis, application of economic concepts to the law of property, contracts, torts and criminal law and anti-trust law.

### Learning outcomes

The Learning Outcomes of this course are as follows:

This course is designed to gain familiarity with basic facts and application of economic principles to analyse a wide range of legal issues, and better understanding the economic consequences of laws and regulations.

### Syllabus

**UNIT I:** Concepts of Law and uses of foundations of Economics (6 hours)

Tools for Law and Economics: Efficiency criteria in Welfare Economics; Coase theorem; Prisoners' Dilemma

**UNIT II:** Economics of Tort (Accident) Law/ Liability Rules (6 hours)

Liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off.

**UNIT III:** Economics of Property Law (6 hours)

Property rights and their role in resource allocation; Coase theorem; Legal remedies for breach of property rights and their economic effects, Eminent Domain (Market and non-market mechanism for land transfer)

**UNIT IV:** Intellectual Property Rights (IPRs) (6 hours)

Patents, Copyright and Trademarks. Cost and benefits of private IPRs; Individual rights vs common good

**UNIT V:** Economics of Contract Law (6 hours)

Legal contract; Role of Contracts for functioning of markets; Incomplete contracts; Efficient contracts; Damages measures and their efficiency properties.

**UNIT VI:** Economics of Criminal Law (6 hours)

Economics of Crime and Law Enforcement; Crime Vs Tort; Repeat Offenders; Death Penalty

**UNIT VII:** Anti-trust laws, Competition Policy (3 hours)

**UNIT VIII: Legal Process (6 hours)**

Litigation – its causes and consequences; Benefits of legal certainty

**Recommended readings**

- Miceli, Thomas J. , "The Economic Approach to Law" 3rd Edition Stanford University Press, 2017 (Indian edition, MPP House, 2020)
- Cooter, Robert and Thomas Ulen, Law and Economics, Sixth Edition, Addison Wesley 2013, ISBN 9780132540650. Free here Law and Economics, 6th edition (jku.at)
- Pal, Malabika, Economic Analysis of Tort Law - The Negligence Determination. Routledge, 2020.
- Bag, Sugata, Economic Analysis of Contract Law: Incomplete Contracts and Asymmetric Information. Springer/Palgrave, 2018.
- Basu, Kaushik, The Republic of Beliefs: A New Approach to Law and Economics, Princeton University Press, 2018
- Singh, Ram (2021) Land for Development: Market Versus Non-Market Mechanisms in S.Mani and C.G. Iyer (eds.) India's Economy and Society, Springer, pp.187-204.
- Bhattacharjea, Aditya. "Competition policy: India and the WTO." Economic and Political Weekly (2001): 4710-4713.
- Competition Commission of India, Competition Act of India 2002, [https : //www.cci.gov.in/sites/](https://www.cci.gov.in/sites/)

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

## Discipline Specific Elective 12 (DSE-12): Open Economy

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	Open Economy Macroeconomics – ECON042	4	3	1	0	Class 12th Pass	Intermediate Macroeconomics II (ECON011)

### Learning Objectives

The Learning Objectives of this course are as follows:

- The course is designed with the objective of introducing the students to the standard macroeconomic issues in an open economy framework using the Mundell-Fleming model and the exchange rate overshooting model.
- It further exposes them to the models of banking and currency crises which try to make sense of the risks and vulnerabilities in an interdependent economy.
- The course would give an exposure to contemporary concerns in the global economy and the challenges it poses to policy making.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The student would get a good exposure towards the process of macroeconomic policy-making in an open economy and the challenges involved.
- The course would facilitate learning the art of building macro-models in an open economy context. It would also enable the student to relate it to the contemporary issues.
- The student would learn to appreciate contemporary issues by relating the real world data to the theory in this regard.

### Syllabus

#### UNIT I: Introduction to Open Economy Macroeconomics (10 hours)

Intertemporal long run budget constraint, how much can a country borrow, external wealth, external assets and liabilities, net international investment position, financial flows and valuation effects, Feldstein Horioka Puzzle, Harberger-Laursen- Metzler effect, Foreign Exchange Market. An overview of the spot and forward markets, swaps, options and derivatives. Uncovered and Covered Interest Parity. Covered Interest Arbitrage.

#### UNIT II: Macro-modelling of the Open Economy (20 hours)

Mundell-Fleming model (with Flexible Prices). Dornbusch's exchange rate overshooting model with stability conditions. Monetary Approach to Balance of Payments. PPP and long run monetary approach, Balassa –Samuleson effect and non-tradables, Fisher effect. Portfolio and macroeconomic equilibrium in an open economy. 3 equation model for the open economy. Currency crises (first, second and third generation models). Optimum currency areas and monetary union.

#### UNIT III: International Monetary System and Policy Co-ordination (15 hours)

Classic specie price flow mechanism and the Gold Standard. Fixed exchange rate system under Bretton Woods. Triffin dilemma and the collapse of the Bretton Woods, SDRs, international consistency condition. Financial trilemma. International liquidity and demand for international reserves. Government policies towards capital market, exchange and capital controls. Central bank intervention, sterilization.

Prospects of Macroeconomic policy co-ordination in an open economy, Policy reaction function, Hamada diagram

**Recommended readings**

- Feenstra, Robert and Taylor, Alan (2020) International Macroeconomics, 3rd ed., Worth Publishers
- Feenstra, Robert and Taylor, Alan (2014) International Economics, 3rd ed., Worth Publishers
- Pugel, T International Economics, 16th ed., McGraw-Hill Education
- Gandolfo, Giancarlo (2016) International Finance and Open Economy Macroeconomics, Springer.
- Krugman, P., Obstfeld, M. and Melitz (2018) International Economics - Theory and Policy, 11th ed., Pearson Education.
- Carlin, Wendy and Soskice, David (2015) Macroeconomics: Institutions, Instability and the Financial System
- Wickens, Michael(2012) Macroeconomic Theory. Princeton University Press.
- Sorenson, Peter B and Whitta-Jacobson, Hans Jorgen(2010) Introducing Advanced Macroeconomics: Growth and Business Cycles. McGraw Hill Education

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

## Discipline Specific Elective 13 (DSE-13): Modern Political Economy

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	Modern Political Economy – ECON043	4	3	1	0	Class 12th Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course will use the methodology and tools of economics to study the implications of various political institutions and processes that determine the quantum, scope, and nature of the state's intervention in the economy.
- Political actors are assumed to be goal-oriented and political outcomes are explained by the interaction between these actors within their institutional environment.
- This course will complement the Public Economics course as its focus will be on the positive implications of the state's interventions rather than the normative aspects.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will learn to apply the economic paradigm to the study of political action and policy formation, and how economic and political forces may shape the incentives and constraints of policymakers and other political actors.
- They will understand the role of political institutions in shaping the actions of the state and the resulting outcomes.

### Syllabus

#### UNIT I: Collective choice and redistribution (12 hours)

Insurance motive; public good motive; fairness motive; allocative efficiency; determination of redistribution, Majority voting and direct democracy; unanimity rule; Con- direct cycles; one dimensional median voter theorem; multidimensional issues and median voter theorem; agenda manipulation; simple variations of majority voting such as the Borda rule and approval voting

#### UNIT II: Representative democracy: two-party competition; and multi-party competition (12 hours)

Downsian model; deterministic voting; cycles and median voter theorems; competition in a constrained policy space; uncovered set and valence values; model with probabilistic voting model and an application to taxation, proportionality, and electoral rules; goals of multiple parties; coalition formation with one-dimensional issue space; coalition formation with multi-dimensional issue space; strategic voting.

#### UNIT III: Rent-seeking; Tariffs and Political economy of taxation (12 hours)

Basic model of rent-seeking and variations; rent-seeking via regulation; effects of tariffs, quotas, and voluntary export restraints; corruption, Distortions, and Diamond-Mirrlees production efficiency theorem.

#### UNIT IV: Dictatorship; origins and Lobbying (9 hours)

Model of public goods provisioning; Win- Trobe's model, Interest groups, lobbying, and collective action; Olsonian model of collective action; Downsian models

### Recommended readings

- K. Shepsle and M. Bonchek (1997), *Analyzing Politics: Rationality, Behavior, and Institutions*, W. Norton
- D. Mueller (2003), *Public Choice III*, Cambridge University Press.
- K. Arrow (1963), *Social Choice and Individual Values*, Yale University Press.
- H. Demsetz (1968), Why regulate utilities? *Journal of Law and Economics* XI: 55-66.
- A. Dixit (1996), *The Making of Economic Policy*, MIT Press.
- A. Downs (1957), *An Economic Theory of Democracy*, Harper and Row.
- A. Krueger (1974), The political economy of a rent-seeking society, *American Economic Review* LXIV: 291-303.
- M. Olson (1965), *The Logic of Collective Action*, Harvard University Press.
- W. Niskanen (1995), *Bureaucracy and Public Economics*, Edward Elgar.
- D. North (1990), *Institutions, Institutional Change and Economic Performance*, Cambridge University Press.
- A. Shleifer (2005), Understanding Regulation, *European Financial Management* 11 (4); 439-451.
- A. Shleifer and R. Vishny (1993), Corruption, *Quarterly Journal of Economics* 108 (3): 599-617.
- Kiser, E., & Karceski, S. M. (2017). Political economy of taxation. *Annual review of political science*, 20, 75-92.
- Acemoglu, D., Golosov, M., & Tsyvinski, A. (2010). Dynamic Mirrlees taxation under political economy constraints. *The Review of Economic Studies*, 77(3), 841- 881.

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

## Discipline Specific Elective 14 (DSE-14): Public Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	<b>Public Economics – ECON045</b>	4	3	1	0	<b>Class 12<sup>th</sup> Pass</b>	<b>Intermediate Microeconomics II (ECON010)</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- Public economics is the study of government policy from the points of view of economic efficiency and equity.
- The course deals with the nature of government intervention and its implications for allocation, distribution and stabilization problems.
- Inherently, this study involves a formal analysis of government taxation and expenditures.
- The subject encompasses a host of topics including public goods, market failures and externalities.
- The course is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The course aims to introduce students to the main theoretical and empirical concepts in public economics, equip students with a thorough analytical grasp of implications of government intervention for allocation, distribution and stabilization, and familiarise students with the main issues in government revenues and expenditure.
- At the end, the students should be able to demonstrate their understanding of the public economics.

### Syllabus

#### UNIT I: Public Economic Theory (30 hours)

- Role of Public Sector - Justification of the Public Sector; Public Sector Growth; Excessive Government
- Political Economy of Public Sector - Public Mechanisms for allocation; Market and Non-Market Mechanism; Theory of Rent Seeking
- Taxation - Economic Effects of Tax; Tax incidence; Dead Weight Loss and Distortion; Efficiency and Equity Considerations; Optimal taxation; Commodity tax; Ramsey rule.

#### UNIT II: Indian Public Finances (15 hours)

- Tax System – Indian Tax system; Structure and Reforms. Budget, Deficits and Public debt

#### Recommended readings

- Cullis, J., Jones, P. (1998). Public finance and public choice, 2nd ed. Oxford University Press.
- Hindriks, J., Myles, G. (2013). Intermediate public economics, 2nd ed. MIT Press.
- Stiglitz, J. E. and Rosengard J. K. (2015). Economics of the Public Sector, 4th ed., W. W. Norton.
- Rao, M. Govinda and Sudhanshu Kumar (2017). "Envisioning Tax Policy for Accelerated Development in India," Working Paper No. 190, National Institute of Public Finance and Policy (NIPFP).

- Srivastava, D K et al. (2021), Taxing Petroleum Products: Sharing Revenue Space between Centre and States, Economic and Political Weekly, Vol. 56, Issue No. 9, 27 Feb, 2021.
- Bajaj & Dutt (2020), "Financing of fiscal response to COVID-19: a pragmatic Alternative", Indian Economic Review, Vol. 55. (Suppl 1): S149 - S160, Budget at Glance 2021-22.
- Chakraborty, Lekha (2021), Union Budget 2021-22: The Macroeconomic Framework, Economic and Political Weekly, Vol. 56, Issue No. 9, 27 Feb, 2021.
- Latest Economic Survey and Budget Documents.
- Other recent contributions in literature.

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## Discipline Specific Elective 15 (DSE-15): Research Methodology for Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI	<b>Research Methodology for Economics – ECON044</b>	4	3	1	0	<b>Class 12<sup>th</sup> Pass</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- The course offers the conceptual and methodological issues in details that go into successful conduction of a scientific research.
- That includes the theoretical and methodological approaches in measurement, proposing and testing hypotheses, scientific communication and the ethical issues in the practice of science.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will lean framing research problems, identifying gaps in literature and scientific approaches to conduct both theoretical and empirical research.
- This course will build the capacity to conduct research in the fourth year at the undergraduate level.

### Syllabus

#### UNIT I: Starting a Research Paper (9 hours)

Forming an economic hypotheses; Components of a Research Paper

#### UNIT II: Sources of Data and Literature (9 hours)

Familiarizing students with a wealth of Secondary Datasets that are available;

Exposing students to the basics of compiling data from Websites; outlets and search engines to study the literature

#### UNIT III: Creating New Data (9 hours)

Surveys and Experiments

#### UNIT IV: Analyzing Data (9 hours)

Data Discovery; Causal Inference; Big Data

#### UNIT V: Writing a Research Paper (9 hours)

Style of writing a Research Paper and Communicating the Results

### Recommended readings

- Jacobson, M., Neugeboren, R. H. (2005). Writing Economics. United States: Harvard University. (link)
- Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. United Kingdom: Penguin Publishing Group.

- Greenlaw, S. A. (2005). Doing economics : a guide to understanding and carrying out economic research. Boston: Cengage Learning.
- Thomson, W. (2001). A Guide for the Young Economist. United States: MIT Press.
- Glewwe, Paul; Todd, Petra. 2022. Impact Evaluation in International Development : Theory, Methods and Practice. Washington, DC: World Bank. (link)
- John A. Rice (2007). Mathematical Statistics and Data Analysis, 3rd ed. Thomson Brooks/Cole.
- Deaton, Angus. The analysis of household surveys (reissue edition with a new preface): A microeconomic approach to development policy. World Bank Publications, 2019.
- Haaland, Ingar, Christopher Roth, and Johannes Wohlfart. "Designing information provision experiments." JEL forthcoming
- Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volumes 1& 2. Elsevier, 2017
- List, John A. "Why Economists Should Conduct Field Experiments and 14 Tips for Pulling One Off." The Journal of Economic Perspectives, vol. 25, no. 3, American Economic Association, 2011, pp. 3-15,(link).
- Huntington-Klein, N. (2021). The effect: An introduction to research design and causality. Chapman and Hall/CRC.
- John Cochrane's Writing Group Webpage (link)

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## Discipline Specific Elective 16 (DSE-16): Financial Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical / Practice		
IV/VI/VIII	<b>Financial Economics – ECON046</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII with Mathematics</b>	<b>Introductory Mathematical Methods for Economics/ Basic Statistics</b>

### Learning Objectives

- To equip students with essential tools for understanding Finance at undergraduate level.
- To enable students to use modelling techniques to solve Financial Economics concepts.
- To develop necessary skill and knowledge for financial problem solving

### Learning outcomes

- After studying this course, students would be able to understand the basic concepts of finance and financial variables.
- They would develop an understanding of basics of finance including interest rates, annuity, and cash flow.
- The analytical approach adopted in this paper will strengthen and channelise their skills for more advanced approaches in finance.

### SYLLABUS OF DSE: FINANCIAL ECONOMICS

#### Unit 1. Deterministic cash-flow streams (12 Hours)

Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.

##### **Berk, DeMarzo**

Chapter 4: Time Value of Money (all sections)

Chapter 6: Valuing Bonds (all sections)

Chapter 7: Investment Decision Rules (all sections)

Brealey, Richard A., Myers, Stewart, C., Allen, Franklin:

Chapter 5: Net Present Value and Other Investment Criteria (Section 5.3, pages 107-115)

##### **Bodie, Kane, Marcus**

Chapter 14: Bond Prices and Yields (Section 14.1-14.3, Pages 445-460,

Chapter 15: Term Structure of Interest Rate (Section 15.1-15.5, Pages 487-504)

Chapter 16: Managing Bond Portfolios (Section 16.1, 16.3, Pages 515 – 525, 535 – 543)

#### Unit 2. Single-period random cash flows (12 Hours)

Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean – variance portfolio analysis; the Markowitz model; risk-free assets

Bodie, Kane, Marcus

Chapter 7: Optimal Risky Portfolio (Section 7.1 – 7.3, 7.4 Pages 205-218 till Example 7.3, 220 – 228)

Berk, DeMarzo

Chapter 11: Optimal Portfolio Choice and CAPM: (Sections 11.1 – 11.6, pages 351 – 378)

**Unit 3. Capital Asset Pricing Model (CAPM) (12 Hours)**

The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula. Arbitrage pricing theory(APT) and multi-factor model of risk and return.

Bodie, Kane, Marcus

Chapter 9: Capital Asset Pricing Model (Section 9.1, Pages 291-300)

Chapter 10: Arbitrage pricing theory(APT) and multi-factor model of risk and return.

Berk, DeMarzo

Chapter 11: Optimal Portfolio Choice and CAPM: (Sections 11.7 – 11.8 , pages 379 - 399)

Brealey, Richard A., Myers, Stewart, C., Allen, Franklin

Chapter 8: Portfolio Theory and the Capital Asset Pricing Model (Section 8.4, pages 199-203)

David G. Luenberger:

Chapter 7: The Capital Asset Pricing Model (Section 7.3 & 7.7, Pages 177 – 179, 187 - 190)

**Unit 4. Market Efficiency & Behavioural Finance(09 Hours)**

Bodie, Kane, Marcus

Chapter 11: Efficient Market Hypothesis (Sections 11.1-11.2, 11.4, Pages 349 – 357, 362-63)

Chapter 12: Behavioural Finance & Technical Analysis

Brealey, Richard A., Myers, Stewart, C., Allen, Franklin

Chapter 13: Efficient Markets & Behavioral Finance (Sections 13.2, 13.5, Pages 314 – 318, 329-333)

**Practical Component (30Hours)**

1. Present Value and Net Present Value
2. Internal Rate of Return and Loan Tables \
3. Multiple Internal Rates of Return
4. Future Values and Applications
5. Continuous Compounding
6. Analyzing the Cash Flows by NPV or IRR
7. Portfolio Models
8. Calculating Efficient Portfolios When There Are No Short-Sale Restrictions

**Reference for Practical:**

Simon Benninga, Financial Modelling, MIT Press, Third Edition, 2008:

Chapter 1: Basic Financial Calculations (Sections: 1.2, 1.3, 1.4, 1.6, 1.8)

Chapter 7: The Financial Analysis of Leveraged Leases(Sections: 7.1, 7.2, 7.3)

Chapter 8: Portfolio Models

Chapter 9: Calculating Efficient Portfolios When There Are No Short-Sale Restrictions

**Essential/recommended readings**

Bodie, Kane & Marcus, Investments McGraw Hill 10th Edition, 2014

Berk, DeMarzo, Corporate Finance, Pearson, 3rd Edition, 2014

Brealey, Richard A., Myers, Stewart, C., Allen, Franklin, Principles of Corporate Finance, McGraw Hill 10th Edition, 2011

David G. Luenberger, Investment Science, Oxford Press, 1998

Simon Benninga, Financial Modelling, MIT Press, Third Edition, 2008

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## Discipline Specific Elective 17 (DSE-17): Money and Financial Markets

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	Money and Financial Markets – ECON047	4	3	1	0	Class 12 <sup>th</sup> Pass	Introductory Macroeconomics

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

This allows students to understand current monetary policies and financial market outcomes. It also enables them to critically evaluate policies and role of the central bank.

### Syllabus

#### UNIT I: Money (9 hours)

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

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

Role of financial markets and institutions, Money and Capital markets: Pricing and other analytical issues, Financial derivatives: Futures, Options and Swaps, Financial markets in India: Organization, Structure and Reforms in India

#### UNIT III: Interest Rates (12 hours)

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

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

Central Bank: Functions and Balance Sheet, Monetary Policy: Targets and instruments, Monetary management in an open economy, Monetary Policy Framework in India: Evolution and current scenario, critical evaluation, Emerging issues in Monetary policy- Changing payment mechanism, Cryptocurrency and others

### Recommended readings

- F J Fabozzi et al: Foundations of Financial Markets and Institutions Pearson
- F S Mishkin, S G Eakins, T Jayakumar, R K Pattnaik : Financial Markets and Institutions Pearson
- N Jadhav: Monetary Policy, Financial stability and Central Banking in India Macmillan

- Report of the Working Group: Money Supply Analytics and Methodology of Compilation, 1998 Annual Report; Master Circular - Prudential Norms on Capital Adequacy - Basel I Framework - 2011; RBI Bulletin; Report of Currency and Finance (latest).
- Dua, P., "Monetary Policy Framework in India", Indian Economic Review, Vol. 55, Issue 1, June 2022
- Ghate, C., & Kletzer, K. M. (Eds.). (2016). Monetary policy in India: A modern macroeconomic perspective. Springer.
- Various publications of RBI and other agencies / institutions

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## Discipline Specific Elective 19 (DSE-19): Behavioural Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	<b>Behavioural Economics – ECON049</b>	4	3	1	0	Class 12 <sup>th</sup> Pass	<b>Game Theory and Strategic Interactions (ECON013)</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces departure in behaviour predicted by standard economic theories to provide insights into the new and evolving area of Behavioural Economics.
- First, it outlines the common ideas and theories of Behavioural Economics using the basic mathematical techniques and standard concepts of microeconomics. The empirical basis for the theories of Behavioural Economics is discussed briefly with particular emphasis on the role and nature of experiments.
- The last segment of the course discusses the policy implications of these experiments and policy lessons that have been implemented as a result of empirical support to the theories of behavioural economics.
- The course explains the origin of Behavioural Economics in terms of anomalies in behaviour that deviate from predicted rational behaviour. It introduces the common ideas and theories of Behavioural Economics. It further familiarise the student with the different types of experiments used for empirical studies.
- The students would demonstrate the policy lessons derived from theories of Behavioural Economics.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- This course equips students to contrast the outcomes of standard classical microeconomic theories with real outcomes, to apply the theories that explain anomalies/deviations from rational predicted behaviour.
- It communicate the basic theories of behavioural economics cogently and critically Final Examination in the findings from experiments in terms of their applicability to public policy settings.

### Syllabus

**UNIT I:** Biases/Anomalies and Overview (15 hours)

Some Common Anomalies from Benchmark Theories; Overview of Behavioural Economics

**UNIT II:** Common Ideas and Theories (15 hours)

Heuristic Thinking; Risk Preferences and Reference-Dependent Preferences; Time Preferences; Social Preferences; Probabilistic Reasoning and Beliefs; Limited Attention; Limited Rationality

**UNIT III:** Empirical Applications and Policy Suggestions (15 hours)

Methods: Natural experiments, Lab experiments, Field experiments, Survey; Empirical Applications and Policy Suggestions

**Recommended readings**

- Bernheim, B. Douglas, Stefano DellaVigna, and David Laibson. Handbook of Behavioral Economics-Foundations and Applications. Volumes 1 & 2. Elsevier, 2019.
- Dharami, Sanjit. The Foundations of Behavioral Economic Analysis. Oxford University Press, 2016.
- Angner, Erik. A Course in Behavioral Economics. Bloomsbury Publishing, 2020.
- Thaler, Richard H.. Misbehaving: The Making of Behavioral Economics. New York: WW Norton, 2015.
- Thaler, Richard H., and Cass R. Sunstein. Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press, 2008

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## Discipline Specific Elective 20 (DSE-20): Comparative Economic Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	Comparative Economic Development – ECON050	4	3	1	0	Class 12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course investigates selected issues in industrialization and development experiences and debates in comparative historical perspective.
- The course focuses on a set of countries (Britain, Japan and East Asian economies) which followed diverse trajectories of growth to achieve their industrial transition.
- It compares the outcomes of these diverse trajectories on sectoral change, intersectoral relations, labour processes and industrial relations.
- It also compares the role of the state in facilitating the respective trajectories.

### Learning outcomes

The Learning Outcomes of this course are as follows:

The students will be able to learn critical factors affected economic development in a historical perspective and assimilate materials from diverse narratives. It will help them to think in an interdisciplinary manner.

### Syllabus

#### UNIT I: Introduction (6 hours)

Theoretical issues and comparative historical background.

#### UNIT II: Agricultural transformation and its role in industrialization (6 hours)

Agrarian and land relations, production and productivity, agrarian surplus in industrial development. Case studies: Britain, Japan and East Asia.

#### UNIT III: The industrialization process of Britain, Japan and East Asia (6 hours)

#### UNIT IV: East Asian Development (9 hours)

A Theoretical Debates (Is it a miracle or not? Is it market or the state? Flying Geese Model? Can we have an “East Asian Model”? Lessons for the other countries.)

#### UNIT V: The factory system and making of the industrial working class. Case studies: Britain, Japan and EastAsia (6 hours)

#### UNIT VI: The role of the state in industrial and developmental transitions. Case studies: Britain, Japan and East Asia. (6 hours)

#### UNIT VII: Export Oriented Development in East Asian Countries? Trade and Industry. (Export-Oriented Industrialization (EOI) vs Import-substitution Industrialization (ISI) - International Context and Domestic Requirements. Importance of trade for underdevelopment vs development. ) (6 hours)

## Recommended readings

- Hughes, J., Cain, L. (1994). *American Economic History*, 4th ed. HarperCollins College Publishers.
- Hayami, Y. (1975). *A century of agricultural growth in pre-war Japan: Its relevance to Asian development*. University of Minnesota Press.
- Hobsbawm, E. (1968). *Industry and empire: An economic history of Britain since 1750*. Weidenfeld & Nicolson.
- Hobsbawm, E. (1984). *Worlds of labour: Further studies in the history of labour*. Weidenfeld & Nicolson.
- Johnson, C. (1982). *MITI and the Japanese miracle: The growth of industrial policy 1925-1975*. Stanford University Press.
- Macpherson, W. (1995). *The economic development of Japan 1868-1941*. Cambridge University Press.
- Norman, E. (2007). *Japan's emergence as a modern state: Political and economic problems of the Meiji period*. University of British Columbia Press.
- Okochi, K., Karsh, B., Levine, S. (1974). *Workers and employees in Japan: The Japanese employment relations system*. Princeton University Press.
- Maddison, Angus (2001). *The World Economy, Vol. 1: A Millennial Perspective*. OECD.
- G.M. Walton and H. Rock-off *History of the American Economy*, Eleventh Edition. Harcourt Brace Jovanovich.
- Sven Beckert (2015), *Empire of Cotton- A Global History*, Vintage.
- Michael Merrill, "Cash is Good to Eat: Self-Sufficiency and Exchange in the Rural Economy of the U.S.," *Radical History Review*, (Winter 1976-77), 42-71.
- Allan Kulikoff, "The Transition to Capitalism in Rural America," *William and Mary Quarterly* 46 (1989): 120-44.
- Paul David, "Technology, History, and Growth," in Paul David, *Technical Choice, Innovation and Economic Growth* (Cambridge, 1975).
- Gordon, Edwards, and Reich, *Segmented Work, Divided Workers*, ch. 4
- Naomi Lamoreaux, *The Great Merger Movement in American Business, 1895-1904*.
- Lipset, "Radicalism or Reformism: The Sources of Working-Class Politics," *American Political Science Review* 77:1 (Mar. 1983), 1-18.
- Sheila Collins and Gertrude Goldberg, *When Government Helped: Learning from the Successes and Failures of the New Deal*. Oxford, Oxford University Press: 2013.
- Morton Horwitz, *The Transformation of American Law, 1870-1960* (New York, 1992).
- Edward Baptist, *The Half has Never Been Told: Slavery and the Making of American Capitalism*. New York, Basic Books, 2014.
- Myers, R.H., 1991. How did the modern Chinese economy develop? - a review article. *The Journal of Asian Studies*, 50(3), pp.604-628.
- World Bank 1993. *The East Asian Miracle*, New York, Oxford University Press.
- Rodrik, D, 1994, 'King Kong Meets Godzilla' in A.Fishlow et al., *Miracle or Design? - Lessons from the East Asian Experience*, Washington, D.C., Overseas Development Council.
- Cheng, T, Haggard, S and Kang, D, 1998, 'Institutions and Growth in Korea and Taiwan: The Bureaucracy', *Journal of Development Studies*, vol. 34, no. 6.
- Best, M, 1990, *New Competition*, Cambridge, Polity Press.
- Amsden, A, 1992. *Asia's Next Giant: South Korea and Late Industrialization*, OUP
- Amsden, A, 1985, 'The State and Taiwan's Economic Development' in P. Evans, D. Rueschemeyer and T. Skocpol, 1985, eds., *Bringing the State Back In*, Cambridge, Cambridge University Press.
- Chang, H.J., 2006. *The East Asian development experience: The miracle, the crisis and the future*. Zed Books.
- Morrissey, O. and Nelson, D., 1998. East Asian economic performance: miracle or just a pleasant surprise?. *World Economy*, 21(7), pp.855-879.
- Crafts, N., 1999. East Asian growth before and after the crisis. *IMF Staff Papers*, 46(2), pp.139-166.
- Waldron, S., Brown, C. and Longworth, J., 2006. State Sector Reform and Agriculture in China. *The China Quarterly*, (186), p.277.
- Krugman, Paul (1994), "The Myth of Asia's Miracle," *Foreign Affairs*, Vol.73 Issue 6.

- Hau, Shiping (2017), "Introduction: East Asian Development Model,"
- Kuznets, Paul (1988), "An East Asian Model of Economic Development: Japan, Taiwan, and South Korea," *Economic Development and Cultural Change*, Vol.36 No.3.
- Cline, William (1982), "Can the East Asian Model of Development be Generalized?"
- *World Development*, Vol.10 Issue 2.
- Aoki, Masahiko (2013), "Historical Sources of Institutional Trajectories in Economic Development: China, Japan and Korea Compared."
- Lawrence & Weinstein (2001), "Trade and Growth: Import Led or Export Led? Evidence from Japan and Korea" in Stiglitz & Yusuf.
- Weiss, John (2005), *Export and Industrial Policy: Lessons from East Asian Miracle Experience*
- Dregger, Christian and Herzer, Dierk (2013), "A Further Final Examination of the Export-Led Growth Hypothesis," *Empirical Economics* Vol.45 Issue 1.

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

## Discipline Specific Elective 21 (DSE-21): Corporate Finance and Governance

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	Corporate Finance and Governance – ECON051	4	3	1	0	Class 12 <sup>th</sup> Pass	Game Theory and Strategic Interactions (ECON013)

### Learning Objectives

The Learning Objectives of this course are as follows:

- The field of corporate finance has undergone a tremendous mutation in the past three decades, specially after the global financial crisis. A substantial and important body of empirical work has provided a clearer picture of patterns of corporate financing and governance, and of their impact for firm behavior and macroeconomic activity.
- This course aims to introduce the conceptual foundation of those issues. It will introduce firm's behaviour of finance choice in the presence of tax distortions, transaction costs, informational asymmetries etc.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will understand the variety of institutions running corporate business in present day world and will be familiar with the strategies to govern them effectively.

### Syllabus

**UNIT I:** An economic overview of corporate institutions (9 hours)

**UNIT II:** Corporate Governance (9 hours)

Separation of ownership and control, managerial incentives, investor's activism, takeover, leverage buyout

**UNIT III:** Corporate Financing and Agency Costs Outside Financing Capacity (6 hours)

**UNIT IV:** Determination of borrowing capacity (6 hours)

**UNIT V:** Corporate financing under asymmetric information (9 hours)

**UNIT VI:** Exit and voice: Passive and active monitoring (6 hours)

### Recommended readings

- Tirole, J. (2010). The theory of corporate finance. Princeton university press.
- Vernimmen, P., Quiry, P., & Le Fur, Y. (2022). Corporate finance: theory and practice. John Wiley & Sons.

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

## Discipline Specific Elective 22 (DSE-22): Economics of Education

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	<b>Economics of Education – ECON052</b>	4	3	1	0	Class 12 <sup>th</sup> Pass	<b>Introductory /Principles of Microeconomics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course discusses the economic aspects of current issues in education, using both economic theory and econometric tools.
- Topics include discussion of basic human capital theory, production of education, costing and finance of education, the growing impact of education on earnings and earnings inequality, the labour market for teachers, implications of the introduction of technology (computers) on education, the effectiveness of mid-career training for adult workers, the roles of school choice, and educational outcomes and inequality in demand for education and educational outcomes.

### Learning outcomes

The Learning outcomes of this course are as follows:

- This course will develop skills amongst the students to conduct research and analysis in the field of economics of education.

### Syllabus

#### **UNIT I: The Role of Education in Human Development (12 hours)**

Macro issues in education, human capital theory, returns to education, signalling theory, education and labour market outcomes, costs and benefits of education, education production analysis and early childhood education.

#### **UNIT II: Analysis of School Education (12 hours)**

Challenges, educational interventions and attainments, financing, accountability and standards

#### **UNIT III: Higher Education and Training (9 hours)**

Issues of higher education in India, role of internship and apprenticeship in improving labour market outcomes

#### **UNIT IV: Education and Inequality (12 hours)**

Inequality in uptake and outcomes, and the role of affirmative action.

### Recommended readings

- Bradley, S., & Green, C. (Eds.). (2020). The Economics of Education: A Comprehensive Overview.
- Lovenheim, M., & Turner, S. E. (2017). Economics of education. Macmillan Higher Education.
- Altinok, Nadir, and Geeta Kingdon. "New evidence on class size effects: A pupil fixed effects approach." Oxford Bulletin of Economics and Statistics 74, no. 2 (2012):203-234.

- Angrist, Joshua D., and Victor Lavy. "Using Maimonides' rule to estimate the effect of class size on scholastic achievement." *The Quarterly Journal of Economics* 114, no. 2 (1999):533-575
- Abhijit Banerjee, Shawn Cole, Esther Duflo, Leigh Linden. "Remedying Education: Evidence from Two Randomized Experiments in India", *Quarterly Journal of Economics*, 122, No. 3, Aug 2007, Pages 1235–1264.
- Hanushek, Eric A. "Assessing the effects of school resources on student performance: An update." *Educational evaluation and policy analysis* 19, no. 2 (1997a): 141-164.
- Hanushek, Eric A. "Outcomes, incentives, and beliefs: Reflections on analysis of the economics of schools." *Educational Evaluation and Policy Analysis* 19, no. 4 (1997b):301-308.
- Hattie, John. "The paradox of reducing class size and improving learning outcomes." *International journal of educational research* 43, no. 6 (2005):387-425.
- Hanushek, E. A., Machin, S. J., & Woessmann, L. (Eds.). (2016). *Handbook of the economics of education*. Elsevier.
- Ronald G., Ehrenberg and Robert S., Smith. *Modern Labor Economics: Theory and Public Policy*, 11th edition, Addison Wesley
- Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning.
- Majumdar, M. (2017). Access, success, and excess: Debating shadow education in India. In *Routledge Handbook of Education in India* (pp. 273-284). Routledge India.
- Blatchford, P., & Mortimore, P. (1994). The issue of class size for young children in schools: What can we learn from research?. *Oxford review of education*, 20(4), 411-428.
- Kingdon, G. G., & Teal, F. (2007). Does performance related pay for teachers improve student performance? Some evidence from India. *Economics of Education Review*, 26(4), 473-486.
- Kingdon, G. G. (2020). The private schooling phenomenon in India: A review. *The Journal of Development Studies*, 56(10), 1795-1817.
- Varughese, A. R., & Bairagya, I. (2021). Interstate variation in household spending on education in India: Does it influence educational status?. *Structural Change and Economic Dynamics*, 59, 405-415.
- Haveman, R., & Smeeding, T. (2006). The role of higher education in social mobility. *The Future of children*, 125-150.
- Afridi, F., Barooah, B., & Somanathan, R. (2020). Designing effective transfers: Lessons from India's school meal program. *Review of Development Economics*, 24(1), 45-61.
- Singh, A., Park, A., & Dercon, S. (2014). School meals as a safety net: an evaluation of the midday meal scheme in India. *Economic Development and Cultural Change*, 62(2), 275-306.
- Afridi, F., Barooah, B., & Somanathan, R. (2020). Improving learning outcomes through information provision: Experimental evidence from Indian villages. *Journal of Development Economics*, 146, 102276.
- Banerjee, A. V., Cole, S., Duflo, E., & Linden, L. (2007). Remedying education: Evidence from two randomized experiments in India. *The Quarterly Journal of Economics*, 122(3), 1235-1264.
- Coate, Stephen, and Glenn C. Loury (1993) 'Will Affirmative Action Policies Eliminate Negative Stereotypes.' *American Economic Review* 83(5), 1220–1240
- Cullen, Julie Berry, Brian A Jacob, and Steven Levitt (2006) 'The effect of school choice on participants: Evidence from randomized lotteries.' *Econometrica* 74(5), 1191–1230
- Kingdon, G. G. (2007). The progress of school education in India. *Oxford Review of Economic Policy*, 23(2), 168-195
- Barooah, V. K. (2012). Social identity and educational attainment: the role of caste and religion in explaining differences between children in India. *Journal of Development Studies*, 48(7), 887-903.
- Chin, A. (2005). Can redistributing teachers across schools raise educational attainment? Evidence from Operation Blackboard in India. *Journal of development Economics*, 78(2), 384-405.
- Ghosh, P., & Bray, M. (2018). Credentialism and demand for private supplementary tutoring: A comparative study of students following two Examination boards in India. *International Journal of Comparative Education and Development*.
- Gandhi Kingdon, G. (2002). The gender gap in educational attainment in India: How much can be explained?. *Journal of Development Studies*, 39(2), 25-53.
- Azam, M., & Kingdon, G. G. (2013). Are girls the fairer sex in India? Revisiting intra-household allocation of education expenditure. *World Development*, 42, 143- 164.

- Asadullah, M. N. (2005). The effect of class size on student achievement: Evidence from Bangladesh. *Applied Economics Letters*, 12(4),217-221.
- Tholen, G., Brown, P., Power, S., &Allouch, A. (2013). The role of networks and connections in educational elites' labour market entrance. *Research in Social Stratification and Mobility*, 34,142-154.
- Silva, P., Lopes, B., Costa, M., Melo, A. I., Dias, G. P., Brito, E., & Seabra, D. (2018). The million-dollar question: can internships boost employment?.*StudiesinHigher Education*, 43(1),2-21.
- Wright, E., &Mulvey, B. (2021). Internships and the graduate labour market: how upper-middle-class students 'get ahead'. *British Journal of Sociology of Education*, 42(3),339-356.
- Deshpande, A. (2005). Affirmative action in India and the UnitedStates.

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## Discipline Specific Elective 23 (DSE-23): Forecasting Methods for Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	<b>Forecasting Methods for Economics – ECON053</b>	4	3	1	0	Class 12 <sup>th</sup> Pass	Basic Econometrics (ECON024)

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course builds on the compulsory Basic Econometrics course and teaches students a broad set of commonly used econometric methods for forecasting econometric variables.
- These include both quantitative and qualitative Forecasting Techniques including VAR, VECM, ARIMA etc.

### Learning outcomes

The Learning outcomes of this course are as follows:

- Students will learn the theoretical and practical basis for forecasting techniques widely used in empirical research and consider their application in a wide range of problems.

### Syllabus

#### UNIT I: Basics of Forecasting (6 hours)

Tools for forecasting, forecasting methods and applications, forecast horizon

#### UNIT II: Quantitative Forecasting Techniques (9 hours)

Definition, Time Series-Naïve, Average, Simple Moving Average, Weighted Moving Average, Exponential Smoothing; Forecast Errors Accuracy, Trend Projection, Seasonal Indexes, Holt's, winter's Model, Linear Regression. Smoothing Techniques, Exponential smoothing methods, Decomposition methods.

**UNIT III: Box-Jenkins Methodology:** Unit roots; Autoregressive models, moving average models, mixed autoregressive and moving average models; Identification, estimation, diagnostic checking and Forecasting (9 hours)

#### UNIT IV: Forecasting with Multiple Regression Models (6 hours)

#### UNIT V: Cointegration, Granger Causality, Error Correction (6 hours)

#### UNIT VI: Qualitative Forecasting Techniques (9 hours)

Definition, Delphi, Precautions in administering Delphi, Sales force composite, Consumer Panel Survey, Nominal group, and their Drawbacks.

### Recommended readings

- Spyros G. Makridakis, Steven C. Wheelwright, Rob J Hyndman (2008), Forecasting: Methods and Applications, Wiley Publications.



- Dimitrios Asteriou and Stephen G. Hall, 4th edition, Applied Econometrics, 2021, PalgraveMacmillan.
- Hyndman, R.J., & Athanasopoulos, G. (2021) Forecasting: principles and practice, 3rd edition, OTexts: Melbourne, Australia.OTexts.com/fpp3.
- Asteriou, D and Hall, Stephen G, Applied Econometrics, 4th Edition, 2021, Palgrave Macmillan.
- James Stock and Mark Watson, Introduction to Econometrics, 4th Edition, 2019, Pearson.
- Wooldridge, J. (2014). Introduction to econometrics: A modern approach, 5th ed. Cengage Learning.
- Gujarati, D., Porter, D. (2012). Basic econometrics, 5th ed.McGraw-Hill.
- Badi H. Baltagi, Econometrics, 5th Edition, 2011, Springer.
- J. Johnston and J. DiNardo (2001), Econometric Methods, Fourth Edition, Irwin McgrawHill
- G.S. Maddala and Kajal Lahiri, Introduction to Econometrics, 4th Edition, 2012, Wiley.
- Diebold, F.X. (2017), Forecasting, Department of Economics, University of Pennsylvania.

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## Discipline Specific Elective 24 (DSE-24): History of Economic Thought

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	History of Economic Thought – ECON054	4	3	1	0	Class 12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course intends to acquaint students to an evolution of the history of economic thought from its initial thinkers to ideas of institutionalism and the reinvention of liberalism.
- The course will discuss selected authors on economic theory to understand them within the framework of intellectual debate and change.
- The idea is to expose students to the milestones in economic theory and provide a more holistic understanding of the evolution of contemporary economics.
- The course attempts to fulfil the need to integrate the history of economics with the teaching of the principles of economics.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will develop an understanding of the historical antecedents and methodological premises of the theories in economics.
- They will also have a grounding in the set of ideas that inform academic debates and the making of policies related to the economy in the contemporary world.

### Syllabus

**UNIT I:** Introduction (9 hours)

Why study economic thought; history of economic thought or histories of economic thought.

**UNIT II:** The surplus approach and the rise of political economy (9 hours)

Value, Price, Money, Income Distribution, Macroeconomic Setting, Growth and Trade: Reading Adam Smith, David Ricardo and Karl Marx.

**UNIT III:** Marginalism and Keynesianism (9 hours)

Utility, technology and price : Jevons, Menger, Walras and Marshall. Keynes, Kalecki and the principle of effective demand.

**UNIT IV:** Institutionalism and Evolutionary Economics (9 hours)

Industrial and Pecuniary employments in Thorstein Veblen; labour as an overhead cost: competition and Knowledge – perfect, imperfect and Rivalrous; Schumpeter: creative destruction, innovation and business cycle.

**UNIT V:** Neoliberalism and Post-Keynesianism Theory, policy, critique and prospects. Milton Friedman (9

hours)

### Recommended readings

- Munday, S. C. (1996). A Brief History of Economic Thought. In Current Developments in Economics (pp. 15-32). Palgrave, London.
- Roncaglia, Alessandro (2017). *A Brief History of Economic Thought*. Cambridge University Press
- Sandelin, B., Trautwein, H. M., & Wundrak, R. (2014). A short history of economic thought. Routledge.
- Medema, S. G., & Samuels, W. J. (2013). The history of economic thought: a reader. Routledge.
- Backhouse, R.E., 1987. A history of modern economic analysis. Basil Blackwell.
- Schumpeter, Joseph A: "The Development of Economics as a Science" in Economic Doctrine and Method. New York, OUP. 1954, Chapter 1, pp 9-44
- Kaul, Nitasha: *Imagining Economics Otherwise, Encounters With Identity/Difference*. First published in 2008, Reprint 2009. Routledge, New Delhi, pp 73-79
- Foley, D. 2009. *Adam's Fallacy: A Guide to Economic Theology*. Cambridge, MA and London, England: Harvard University Press.
- Galbraith, J.K., 1987. A history of economics: The past as the present. London: H. Hamilton.
- Foley, D. 2009. *Adam's Fallacy: A Guide to Economic Theology*. Cambridge, MA and London, England: Harvard University Press.
- Hunt, E.K. and Lautzenheiser, M., 2015. History of economic thought: A critical perspective. Routledge.
- Martins, N.O., 2013. The Cambridge revival of political economy. Routledge.
- Mazzucato, M., 2018. The value of everything: Making and taking in the global economy. Hachette UK.
- Medema, S.G. and Samuels, W.J., 2013. The history of economic thought: a reader. Routledge
- Screpanti, E. and Zamagni, S., 2005. An outline of the history of economic thought. OUP Oxford.
- Temin, P. and Vines, D., 2014. Keynes: useful economics for the world economy. MIT Press.
- Vaggi, G. and Groenewegen, P., 2016. A concise history of economic thought: From mercantilism to monetarism. Springer.
- Gustafsson, B., Knudsen, C. and Uskali, M. eds., 1993. Rationality, institutions and economic methodology. Routledge.
- Veblen, T B: *The Engineers and the Price System*. New York, Augustus M Kelley, 1965. Pp 27-51
- Commons, J R: *Institutional Economics*. AER, Volume 21 1931, pp 648-657
- Clark, J M: *Studies in the Economics of Overhead Costs*. University of Chicago Press, 1923. Pp 357-385
- Stigler: Perfect Competition, "Historically Contemplated", in JPE, vol. 65, Number 1, February 1957, pp 1-17
- Kirzner, I: *Competition Regulation and the Market Process: An Austrian Perspective*. (Link to be provided).
- Friedman, M: "Neo Liberalism and its Prospects", from *The Collected Works of Milton Friedman* pp 89-93
- Chernomas, Robert and Hudson, Ian: *The Profit Doctrine*. Pluto Press. Chapter Title: 'Milton Friedman: The Godfather of the Age of Instability and Inequality.
- Bo Sandelin, Hans-Michael Trautwein, Richard Wundrak *A Short History of Economic Thought*. Routledge. Third Edition. 2014.
- Daron Acemoglu, Francisco A. Gallego, and James A. Robinson *Institutions, Human Capital and Development*. NBER Working Paper No. 19933. February 2014.
- Daron Acemoglu, Simon Johnson, and James Robinson. *Institutions as the Fundamental Cause of Long-Run Growth*. NBER Working Paper No. 10481. May 2004
- Heilbroner, R.L. (1986). *The Worldly Philosophers*. New York, Simon & Schuster.

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## Discipline Specific Elective 25 (DSE-25): Industrial Organisation

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	<b>Industrial Organisation – ECON055</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Game Theory and Strategic Interactions (ECON013)</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- The course assumes knowledge of intermediate microeconomics and game theoretical tools. The students should also be comfortable with applications of calculus.
- This course studies imperfectly competitive market and primarily focuses on firms' strategies in oligopolistic market environments.
- This is the foundation course which aims to prepare the students for further study and research.
- Along with classical models of industrial organisation, the course also covers some contemporary topics like mergers and acquisitions, patents, advertising and networks.
- The learning from this course would be useful to understand and analyse different anti-competitive practices of the firms and the need for designing better competition policy for regulating the market.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to learn classical models in imperfectly competitive market, understand why regulation of firms is necessary.
- They will be able to relate modern issues of industrial organisation

### Syllabus

**UNIT I:** Imperfectly Competitive Market Product Differentiation, Bertrand, Cournot, Hotelling, Salop, Monopolistic Competition (6 hours)

**UNIT II:** Dynamic Models of Oligopoly, Cartels, Collusion and Entry Deterrence, Anti-trust (9 hours)

**UNIT III:** Vertical Relation and Vertical Restraint; Double Marginalization, Successive Oligopoly, Raising Rival's Cost, Resale Price Maintenance (RPM), Exclusive Dealing (6 hours)

**UNIT IV:** Mergers and Acquisitions, Horizontal and Vertical Integration (6 hours)

**UNIT V:** Technology, Innovation, R&D; Market structure and innovation, R&D, Patents, Technology Transfer (6 hours)

**UNIT VI:** Networks; network Effects, Markets for a Single Network Good and Several Network goods (6 hours)

**UNIT VII:** Advertisement; Social Costs and Benefits of Advertising, Market Structure, Advertising as Barrier to Entry, Product Differentiation and Competition (6 hours)

**Recommended readings**

- Cabral, L. M. B. (2017), *Introduction to Industrial Organization*. Second edition, Cambridge, Mass: MIT Press.
- Church, J. R., and Roger Ware, (2000), *Industrial Organization: A Strategic Approach*. Boston: Irwin McGraw Hill.
- Shy, O., (1995), *Industrial Organization-Theory and Applications*, MIT Press.
- Watson, J., (2013) *Strategy: An Introduction to Game Theory*, W. W Norton & Company.
- Waldman, D. and Jansen E., (2013), *Industrial Organization: Markets and Strategies* (second edition), Pearson.
- Belleflamme, P., and Peitz, M. (2010), *Industrial organization: markets and strategies*. Cambridge, UK, Cambridge University Press.
- Tirole, J. (1988), *The theory of industrial organization*, Cambridge, MA: MIT Press.

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## Discipline Specific Elective 26 (DSE-26): Introduction to Causal Inference

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	Introduction to Causal Inference– ECON056	4	3	2	0	Class 12 <sup>th</sup> Pass	Basic Econometrics (ECON024)

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course intends to provide students with the essential econometric tools required for causal inference analysis.
- The course will give an overview about potential outcomes framework, data design and analysis.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to understand, design and implement various techniques of causal inference for data analysis as a tool for research.
- The students will be able to do an independent research project based on the techniques they will learn in this course.

### Syllabus

**UNIT I:** Potential Outcomes Framework (9 hours)

Causal Inference and Potential Outcomes Framework

**UNIT II:** Research Design (9 hours)

Observational data and experimental data; sample selection

**UNIT III:** Methods of Analysis (9 hours)

Overview: Ordinary Least Squares (OLS) and Limited Dependent Variables (LDV) Models, Instrumental Variables

**UNIT IV:** Panel Data (including Difference-in-Difference) (9 hours)

Regression Discontinuity Design (RDD); Introduction to Matching

**UNIT V:** Hands-on Training (9 hours)

Project work using econometric software (EViews/ R/Stata/EXCEL/SPSS/Julia)

### Recommended readings

- Huntington-Klein, N. (2021). The effect: An introduction to research design and causality. Chapman and Hall/CRC.
- Imbens, G. W., & Rubin, D. B. (2015). Causal inference in statistics, social, and biomedical sciences. Cambridge University Press.
- Stock, J. H., & Watson, M. W. (2015). Introduction to econometrics (3rd updated edition).
- Rosenbaum, P. (2018). Observation and experiment. Harvard University Press.

- Angrist, J. D., & Pischke, J. S. (2014). *Mastering metrics: The path from cause to effect*. Princeton university press.
- Imai, K. (2018). *Quantitative social science: An introduction*. Princeton University Press.
- Cunningham, S. (2018). *Causal inference: The mixtape (V. 1.7)*
- Gertler, Paul J.; Martinez, Sebastian; Premand, Patrick; Rawlings, Laura B.; Vermeersch, Christel M. J.. (2016). *Impact Evaluation in Practice, Second Edition*. Washington, DC: Inter-American Development Bank and World Bank.
- White, H., Raitzer, D. A. (2017). *Impact Evaluation of Development Interventions: A Practical Guide*. Philippines: Asian Development Bank.
- Glewwe, P., & Todd, P. (2022). *Impact Evaluation in International Development*.
- Carolina Arteaga, The effect of human capital on earnings: Evidence from a reform at Colombia's top university, *Journal of Public Economics*, Volume 157, 2018, 212- 225
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, 94(4), 991-1013.

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

## Discipline Specific Elective 27 (DSE-27): Introduction to Macroeconomic Dynamics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	<b>Introduction to Macroeconomic Dynamics – ECON057</b>	4	3	1	0	<b>Class 12th with Mathematics</b>	<b>Advanced Mathematical Methods for Economics (ECON009) And Intermediate Macroeconomics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This is a course which introduces the student to the basics of macroeconomic modelling through dynamic optimization.
- This includes Bellman equation, Euler's equation, Hamiltonian techniques and optimal control approaches.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The student gets insights about the construction of abstract macroeconomic models.
- This enables appreciation of a good body of macroeconomic literature in different spheres.
- The course would prove to particularly useful for those interested in pursuing macroeconomics as a field of research and inquiry.

### Syllabus

**UNIT I:** Dynamic Optimization (15 hours)

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

**UNIT II:** Infinite Horizon and Overlapping Generations model (15 hours)

Optimal growth, Ramsey Cass Koopmans model; overlapping generations model, Diamond Dybvig Model

**UNIT III:** Optimal Control Theory (15 hours)

### Recommended readings

- Hoy, Livernois, McKenna, Rees, Stengos (2011), *Mathematics for Economics*, Addison- Wesley.
- Chiang, Alpha C (1992), *Elements of Dynamic Optimization*, McGraw Hill.
- Romer, David (2019) *Advanced Macroeconomics*. McGraw Hill India.
- Barro, Robert and Sala-i-Martin, Xavier (2004) *Economic Growth*. Second Edition
- Blanchard, Olivier and Fischer, Stanley (1996), *Lectures on Macroeconomics*, Prentice Hall. Eastern Economy Edition.



- Turnovsky, Stephen(1995) *Methods of macroeconomic dynamics* Prentice Hall India. Eastern Economy Edition.
- Heijdra, Ben (2017) *Foundations of Modern Macroeconomics*. Oxford.

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

## Discipline Specific Elective 28 (DSE-28): Labour Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	<b>Labour Economics– ECON058</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Introductory /Principles of Microeconomics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- The curriculum is an introduction to labor economics, with an emphasis on applied microeconomic theory and empirical methods critical to microeconomic analysis, as well as the link between research and public policy.
- This course particularly focuses on some of the core theories on labor economics e.g. labor supply, labor demand, role of human capital, incentives, agency, efficiency wages, wage differential and discrimination. The main objective of this course is to enlighten students with some core topics in labor economics with some of the important empirical methods.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to understand basic theories of labor markets, issues of un-employment, and forms of employment.
- They will learn to critically analyse labour markets in diverse settings including in the macroeconomic context.
- This course will enable the students to evaluate the government policies on labor market critically.

### Syllabus

#### UNIT I: Labor Supply (Static and Intertemporal) (9 hours)

Measuring the Labor Force, Basic Facts about Labor Supply, The Worker's Preferences, The Budget Constraint, The Hours of Work Decision, To Work or Not to Work? The Labor Supply Curve, Estimates of the Labor Supply Elasticity, Labor Supply of Women, Labor Supply over the Life Cycle, Policy Application: Welfare Programs and Work Incentives, Policy Application: The Earned Income Tax Credit, Policy Application: The Decline in Work Attachment among Older Workers.

#### UNIT II: Labor Demand (9 hours)

The Production Function, The Employment Decision in the Short Run, The Employment Decision in the Long Run, The Long-Run Demand Curve for Labor, The Elasticity of Substitution, Marshall's Rules of Derived Demand, Factor Demand with Many Inputs, Overview of Labor Market Equilibrium, Adjustment Costs and Labor Demand, Trade and Labor Demand, Policy Application: Affirmative Action and Production Costs, Policy Application: The Employment Effects of Minimum Wages Application: Rosie the Riveter as

an Instrumental Variable

**UNIT III: Human Capital (6 hours)**

Education in the Labor Market: Some Stylized Facts, The Schooling Model, Education and Earnings, Estimating the Rate of Return to Schooling, Do Workers Maximize Lifetime Earnings? Schooling as a Signal, Post school Human Capital Investments, On-the-Job Training, On-the-Job Training and the Age-Earnings Profile, Policy Application: School Construction in Indonesia, Policy Application: School Quality and Earnings, Policy Application: Evaluating Government Training Programs

**UNIT IV: Incentives, Agency and Efficiency Wages (6 hours)**

Moral Hazard, Moral Hazard with Limited Liability, Multitasking, Career Concerns, and Applications, Efficiency Wage Models

**UNIT V: Wage Differential and Wage Structure (9 hours)**

The Market for Risky Jobs, The Hedonic Wage Function, Compensating Differentials and Job Amenities, The Earning Distribution, Measuring Inequality, The Wage Structure: Basic Facts, Inequality across generations. Policy Application: How much is a life worth? Policy Application: Safety and Health Regulations, Policy Application: Health Insurance and the Labor Market, Policy Application: Why did wage inequality increase?

**UNIT VI: Discrimination (Race and Gender) (6 hours)**

Race and Gender in the Labor Market, The Discrimination Coefficient, Employer Discrimination, Employee Discrimination, Customer Discrimination, Statistical Discrimination, Experimental Evidence on Discrimination, Measuring Discrimination, Discrimination against Other Groups, Policy Application: Determinants of the Black–White Wage Ratio, Policy Application: Determinants of the Female–Male Wage Ratio.

**Recommended readings**

- George J. Borjas, *Labor Economics*, McGraw Hill (7th Edition)
- P. Cahuc, Stéphane Carillo, and André Zylberberg. *Labor Economics*, Second Edition. MIT Press, 2014
- Lectures in Labor Economics By Daron Acemoglu and David Autor
- Acemoglu, D., D. Autor and D. Lyle, “Women, War and Wages: The Effect of Female Labor Supply on the Wage Structure at Mid-century,” *Journal of Political Economy* (2004) 112:497-551.
- Angrist, J. D., & Pischke, J. S. (2008). *Mostly harmless econometrics*. Princeton university press.
- Angrist, J. D., Caldwell, S., & Hall, J. V. (2021). Uber versus taxi: A driver’s eye view. *American Economic Journal: Applied Economics*, 13(3), 272-308.
- Ashenfelter, O., K. Doran, and B. Schaller, “A Shred of Credible Evidence on the Long-run Elasticity of Labour Supply,” *Economica* (2010), 77:637
- Bertrand, M. and S. Mullainathan, “Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” *American Economic Review* 94(2004):991-1013 (Primary Reading)
- Cappelli, Peter and Keith Chauvin (1991) “An Interplant Test of the Efficiency Wage Hypothesis.” *Quarterly Journal of Economics*, 106(3), 769 – 787.
- Card, David and A. B. Krueger, “Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania,” *American Economic Review* (1994) 84:772-793.
- Carl Shapiro and Joseph Stiglitz (1984) “Equilibrium Unemployment as Worker Discipline Device,” *American Economic Review*, vol. 74(3), pages 433-44, June.
- Cesarini, D., Lindqvist, E., Notowidigdo, M. J., & Ötling, R. (2017). The effect of wealth on individual and household labor supply: evidence from Swedish lotteries. *American Economic Review*, 107(12), 3917-46.
- Charles, K.K. and J. Guryan, “Prejudice and Wages: An Empirical Assessment of Becker’s The Economics of Discrimination,” *Journal of Political Economy* (2008), 116(5):773-809.
- D. Acemoglu, and J-S. Pischke (1999). “Beyond Becker: Training in Imperfect Labor Markets,” *Economic Journal* vol 109 February 1999, pp F112-142.
- D. Autor, (2001) “Why Do Temporary Help Firms Provide Free General Skills Training?”, *Quarterly Journal of Economics*, Vol. 116, No. 3, pp. 1409-1448. (M)

- D. Card, "Using Regional Variation to Measure the Effect of the Federal Minimum Wage," *Industrial and Labor Relations Review*, October 1992.
- D. Card, "Estimating the Return to Schooling: Progress on Some Persistent Econometric Problems." *Econometrica* 69 (September 2001).
- Fehr, E. and L. Goette, "Do Workers Work More if Wages are High? Evidence from a Randomized Field Experiment," *American Economic Review* (2007), 1:298-317.
- Goldin, C., and C. Rouse, "Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians," *American Economic Review* (2000), 90 (4):715-741.
- Imbens, D. Rubin, and B. Sacerdote, "Estimating the Effect of Unearned Income on Labor Supply: Evidence from a Survey of Lottery Players," *American Economic Review* 91 (2001).
- J. Tyler, Richard J. Murnane and John Willett, "Estimating the Labor Market Signaling Value of the GED," *Quarterly Journal of Economics*, May 2000. (M)
- J.D. Angrist and A. Krueger, "Does Compulsory Schooling Attendance Affect Schooling and Earnings?" *Quarterly Journal of Economics*, 106[4], Nov 1991, 979-1014.
- Krueger, Alan B, and Lawrence H. Summers (1988) "Efficiency Wages and the Inter-Industry Wage Structure," *Econometrica*, 56(2)259-93.
- Maiti, D., & Mukherjee, A. (2013). Trade cost reduction, subcontracting and unionised wage. *Labour Economics*, 21, 103-110.
- P. Martorell and D. Clark, "The Signaling Value of a High School Diploma," *Journal of Political Economy*, 122[2], April 2014.
- Saha, B., Sen, K., & Maiti, D. (2013). Trade openness, labour institutions and flexibilisation: Theory and evidence from India. *Labour Economics*, 24, 180-195.
- T. MaCurdy, "An Empirical Model of Labor Supply in a Life-Cycle Setting," *Journal of Political Economy*, 89[6], December 1981, 1059-1085.
- Weber, A. and E. Del Bono "Do Wages Compensate for Anticipated Working Time Restrictions? Evidence from Seasonal Employment in Austria", *Journal of Labor Economics*, 26(1), 181-221, 2008.

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

## Discipline Specific Elective 29 (DSE-29): Sectoral Issues in Indian Economy

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	Sectoral Issue in Indian Economy – ECON059	4	3	1	0	Class 12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

The course imparts in-depth knowledge on the issues relating to the agricultural and industrial economy of India, with the focus on the evolutionary path undertaken and the resultant concerns. This will cover issues of MSMEs and small farms to in form the problems industrialisation as well as increased productivity of agriculture.

### Learning outcomes

The Learning outcomes of this course are as follows:

This course will familiarize students with the problems, issues, current debates, and policy interventions for long-term sustainability, efficiency, and resilience. The students will be able to understand, comprehend and critically analyse the issues and policies and would be able to form a well-informed and well-articulated opinion of their own.

### Syllabus

**UNIT I:** Agricultural Performance since Independence: (6 hours)

Output and productivity growth Agricultural Performance since Independence in the context of land and labour

**UNIT II:** The Policy Environment: Food security and nutritional concerns, MSPs, Agricultural price policy, subsidies/cash transfers, The public distribution system; Capital formation (9 hours)

**UNIT III:** Current Issues in Indian Agriculture (selected topics) (15 hours)

Resource Use Efficiency-Fertiliser, Water, Other inputs; Diversification for future Growth and enhanced farm income; Sustainable agricultural growth—concepts and constraints; Prospects for dryland/organic/zero budget farming; trade and competitiveness; use of new technology and artificial intelligence; Marketing/infrastructure; Crop insurance/agricultural finance

**UNIT IV:** Industry (15 hours)

Overview of the Industrial Scene in India- Trends in growth and productivity; Competitiveness and changes in Policy Regimes- domestic competitiveness and export; Issues relating to Indian Industry (selected topics); Scale and ownership, MSMEs and large industries, Public and Private Sector, Employment growth, labour and capital (domestic and foreign), formal and informal sectors, Infrastructural bottle-necks, research and development.

### Recommended readings

- Sukhamoy Chakravarty (1984) Aspects of India's Development Strategy for 1980s? EPW vol 19 no 20-21
- J. Bhagwati (1993), India in Transition: Freeing the Economy, Clarendon Oxford 1993
- K. V. Ramaswamy (2015) Labour, Employment and Economic Growth in India Cambridge University Press
- Isher Judge Ahluwalia (1985) Industrial Growth in India: Stagnation Since the Mid-sixties, Oxford University Press
- R. Nagaraj (2015) Can the Public Sector Revive the Economy? Review of the Evidence and a Policy Suggestion EPW vol 50 no 5
- S N Rajesh Raj, Kunal Sen (2020) The 'Missing Middle' Problem in Indian Manufacturing. What Role Do Institutions Play? EPW April 18, 2020 vol 55 no 16
- Indian Industrialisation, ICSSR Research and Surveys and Explorations in Economics vol.1 (2015)- C P Chandrasekhar (ed), Oxford University Press, Delhi
- Sabyasachi Mitra, Abhijit Sen Gupta, and Atul Sanganerla (2020) Drivers and Benefits of Enhancing Participation in Global Value Chains: Lessons for India, ADB South Asia Working Paper No. 79
- Raghuram Rajan (2015) Make in India, largely for India, Indian Journal of Industrial Relations, Vol. 50, No. 3 (January 2015), pp.361-372
- Vaidyanathan, A. (1994), "Performance of Indian Agriculture since Independence" in Kaushik Basu (ed.), Agrarian Questions Oxford University Press.
- Mahendra Dev (2016) Water Management and Resilience in Agriculture vol 51, No 8 EPW Economic & Political Weekly
- Ramesh Chand (2012) Development Policies and Agricultural Markets EPW DECEMBER 29, 2012 vol 47 no 52
- Yoginder K Alagh (2021) Globalisation and the Indian Farmer EPW vol 56 no 28
- Chatterjee, S., Kapur, D. (2017). Six puzzles in Indian agriculture. India Policy Forum 2016, Vol. 17.
- NABARD Foundation Day, Paper on enhancing Farmers' income by K J S Satyasai and Nirupam Mehrotra. 12 July 2016
- Acharya, S.S. (2007) "Agribusiness in India: Facts and Emerging Issues", Agricultural Economics Research Review, Vol. 20, Conference Issue, pp.409-424
- Mohan, R., (2006) Agricultural Credit in India: Status, Issues and Future Agenda, Economic and Political Weekly, March 18, 2006, pp 1013-1021.
- Mishra S.N. and Chand, R., (1995) Public and Private Capital Formation in Indian Agriculture: Comments on Complementarity Hypothesis, Economic and Political Weekly, June 24th, 1995
- GOI (2007), Report of The Working Group on Risk Management in Agriculture for the Eleventh Five Year Plan (2007-2012), GOI, New Delhi
- Indian Agriculture Towards 2030-Pathways for Enhancing Farmers' Income, Nutritional Security and Sustainable Food and Farm Systems (2021) An open-access Springer publication.
- Government of India (2017) "Report of the Committee on Doubling Farmers' Income". Ministry of Agriculture and Farmers' Welfare, Government of India
- PRS Legislative Research (2017), Swaminathan Report: National Commission on Farmers, at Swaminathan Report: National Commission on Farmers, PRS India
- Acharya SS and NL Agarwal (2016), Agricultural Marketing in India, New Delhi: CBS Publishers and Distributors
- Expert Committee Report on Marketing Infrastructure & Agricultural Marketing Reforms (2000) Government of India, Department of Agricultural & Cooperation Krishi Bhavan, New Delhi

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

## Discipline Specific Elective 30 (DSE-30): Topics in Game Theory

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VI/VIII	Topics in Game Theory – ECON060	4	3	1	0	Class 12th with Mathematics	Game Theory and Strategic Interactions (ECON013)

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course deals with extensive form games. Students learn the concepts of subgame- perfect equilibrium, Bayesian and Perfect Bayesian equilibrium in static and dynamic forms.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will learn how to model multi-person decision making in an interactive setting.
- They will understand how to formulate different real-life situations as games and learn to predict the optimal strategies of players and how the players can exploit strategic situations for their own benefit.

### Syllabus

#### UNIT I: Extensive form games with perfect information (9 hours)

Extensive games with perfect information; strategies and outcomes; Nash equilibrium; subgame perfect equilibrium; backward induction in finite games; commitment; bargaining; Stackelberg's model of duopoly; a race; other illustrations

#### UNIT II: Simultaneous move games (9 hours)

Entry into a monopolized industry; electoral competition with strategic voters; committee decision-making; exit from a declining industry

#### UNIT III: Bayesian games (9 hours)

Strategies; Bayesian Nash equilibrium; Cournot's duopoly game with imperfect information; providing a public good; auctions; juries; other applications.

#### UNIT IV: Extensive form games with imperfect information (9 hours)

Strategies; Nash equilibrium; beliefs and sequential equilibrium; perfect Bayesian equilibrium; signaling games; applications.

#### UNIT V: Repeated Games (9 hours)

Payoffs, strategies, Nash equilibrium and subgame perfect equilibrium of repeated games

### Recommended readings

- Martin J. Osborne, *An Introduction to Game Theory*, Oxford University Press, New Delhi, 2004.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE 31(DSE-31) : FINANCIAL DERIVATIVES

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

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical / Practice		
VI/VIII	Financial Derivatives ECON077	4	3	1	0	Class XII with Mathematics	Introductory Mathematical Methods for Economics ECON002

#### Learning Objectives

- To equip students with essentials tools for understanding Finance at undergraduate level.
- To provide analytical knowledge to understand complex financial Derivatives.
- To provide advance skills for pricing and formulating trading strategies using Derivative products

#### Learning outcomes

- After studying this course, students would be able to understand the core concepts of financial derivatives. The course would develop an analytical knowledge for understanding the mechanics and characteristics of derivative products such as Future, Options and SWAP agreements.
- After studying this course, students would be able to understand and formulate complex trading strategies adopted using financial derivate products.

#### SYLLABUS OF DSE: FINANCIAL DERIVATIVES

##### Unit 1: Futures Contract & SWAP (15 Hours)

##### Part I: Futures/Forward Contracts: Properties, Pricing and Hedging

a) Introduction to derivatives and options; forward and futures contracts; options; other derivatives

Hull Chapter - 2: Mechanics of Futures Markets (Sections 2.1 - 2.4 & 2.11)

b) Forward and future prices

Hull Chapter-5: Determination of Forward & Futures Prices (Sections 5.1 - 5.5, 5.9, 5.11 & 5.12)

c) Stock index futures & the use of futures for hedging

Hull Chapter - 3: Hedging Strategies using Futures

##### Part II: Interest Rate Futures

d) Interest rate futures & duration-based hedging strategies

Hull Chapter - 6: Interest rate futures (6.1 to 6.4) [exclude page-158 & 159]

##### Part III: SWAP & FRA

e) Forward Rate, Forward Rate Agreement and SWAP

Hull Chapter - 4: Interest rate (4.1 to 4.3, 4.6 and 4.7)

Kolb Chapter – 37: Forward Rate Agreements (Page 575- 577)

Hull Chapter - 7: Swaps (7.1 to 7.4)

Kolb Chapter – 1: Swap Contracts (Page 11-13); Chapter - 28: Pricing and Valuation of SWAP (page 407-410)

**Unit 2: Options Contract (30 Hours)**

**Part I: Introduction and Properties of Option Contracts**

f) Option markets; call and put options; factors affecting option prices; put-call parity

Hull Chapter - 10: Mechanics of options markets (10.1 to 10.7);

Hull Chapter -11: Properties of stock options (Full Chapter)

**Part II: Option Strategies**

g) Option trading strategies: spreads; straddles; strips and straps; strangles

Hull Chapter -12: Trading strategies involving options (Full Chapter)

**Part III: Pricing of Options, BSM and Greek letters**

h) The principle of arbitrage; discrete processes and the binomial tree model; risk

neutral valuation, Black Scholes Merton (BSM) Model, Greek letters

Hull Chapter - 13: Binomial trees. Sections 13.1-13.4, 13.6 - 13.9 & Appendix (Derivation of BSM)

Hull Chapter - 14: Section 14.6 ITO'S Lemma

Hull Chapter - 15: The Black–Scholes–Merton Model: Sections 15.3, 15.4, 15.5, 15.6, 15.8,15.11

Hull Chapter - 19: The Greek Letters

**Recommended readings**

Hull, John C.,Options, Futures and Other Derivatives, Pearson Education, Inc, 9th Edition (Global Edition), 2018.

Robert W. Kolb, James A. Overdahl, Financial Derivatives: Pricing and Risk Management, John Wiley & Sons, 2010

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



## Discipline Specific Elective 32 (DSE-32): Political Economy and Globalisation

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	Political Economy and Globalisation – ECON078	4	3	1	0	Class 12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To explore some of the fundamental structural changes and dynamics of the advanced capitalist system since the early twentieth century to the contemporary period.
- To analyse the changes in the organization of production, labour market institutions as well as shifts in corporate, managerial, fiscal, financial and inter-firm governance structures.
- To analyse the role of state in the era of globalization. It also integrates contemporary issues of gender and environment in a political economy framework.

### Learning outcomes

After completion of the course the learners will be able to:

- Do critical analysis in an integrated and broader political economy framework.
- Analyze some of the most contemporary trends and developments at the global level and evaluate them.
- Analyze the issues studied in the compulsory courses on the Indian Economy and Development Economics.

### Syllabus

**UNIT I:** Changing Dynamics of Capitalist Production, Organisational Form and Labour Process (9 hours)  
Historical Overview; changing dynamics of the organisation of production, markets and labour process; Evolution of the multinational corporations and their economic logic; changing nature of employment, job security and labour rights.

**UNIT II:** The State and the Economy (9 hours)

State and the economy; political economy of macroeconomic policy; state in the international political economy - globalisation and imperialism.

**UNIT III:** Neoclassical political economy (9 hours)

State and rent seeking; market failure; government failure and decentralized development; institutions and economic development; theory of political transitions.

**UNIT IV:** Political economy of fiscal consolidation and financialization (9 hours)

Principles of Political economy of Taxation; changing role of finance and the shifts in corporate governance structures: financialization – its nature and consequences.

## UNIT V: Broader Perspectives (Gender and Environment) (9 hours)

Dimensions of Gender in work, accumulation and globalization; political economic issues in environment, sustainability and inequality.

### Recommended readings

- Acemoglu, D and J. A. Robinson (2001). "A Theory of Political Transitions", *The American Economic Review*, Vol. 91, No. 4 (September), pp. 938-963
- Acemoglu, D., & Robinson, J. A. (1999). On the political economy of institutions and development. *American Economic Review*, 91(4), 938-63.
- Acemoglu, D., Golosov, M., & Tsyvinski, A. (2007). Political economy and the structure of taxation. MIT mimeo.
- Bardhan, Pranab (1996) Decentralised development. *Indian Economic Review*, 1996.
- Beaud, Michel (2001). A History of Capitalism, 1500-2000, translated by Tom Dickman and Anny Lefebvre, New York: Monthly Review Press.
- Boyce, J. K. (2002). *The Political Economy of the Environment*, Edward Elgar.
- Chang, D. (2009). "Informalising Labour in Asia's Global Factory" *Journal of Contemporary Asia*, 39:2, 161-179.
- Datta-chaudhuri, Mrinal (1990) Market failure and Government Failure. *Journal of Economic Perspectives*. Volume 4, Number 3—Summer 1990—Pages 25–39.
- Di John, J. (2006). The political economy of taxation and tax reform in developing countries (No. 2006/74). WIDER research paper.
- Dore, Ronald (2008). "Financialization of the Global Economy", *Industrial and Corporate Change*, Volume 17, Number 6, pp. 1097-1112.
- Gandini, Alessandro (2019). "Labour Process Theory and the Gig Economy", *Human Relations*, Vol. 72(6). [Particularly pages 1044-1051. The sections of "The point of production in the gig economy", "Emotional labour and gig work", and "Control"].
- Gereffi, G, J. Humphrey and T. Sturgeon (2005): "The Governance of Global Value Chains", *Review of International Political Economy*, Volume 12, pp. 78-104.
- Gottfried, Heidi (2013). *Gender, Work and Economy - Unpacking the Global Economy, Polity*. [Chapter 10 "Gender, Global Labor Markets, Commodity Chains and Mobilities"]
- Hall, P. A. and D. Soskice (2001) 'An Introduction to Varieties of Capitalism' in Hall, P. A. and D. Soskice Varieties of Capitalism: the institutional foundation of comparative advantage, Oxford University Press, pp 1-68
- Huws, Ursula (2016). "A New Paradigm for work Organisation?", *Work Organisation, Labour & Globalisation*, Vol 10 No. 1 pp 7-26, Pluto Journals.
- Hymer, Stephen (1975). "The Multinational Corporation and the Law of Un-even Development", in H. Radice (ed.) *International Firms and Modern Imperialism*, Penguin Books.
- Kim, S. Y., & Spilker, G. (2019). Global value chains and the political economy of WTO disputes. *The Review of International Organizations*, 14(2), 239-260.
- Kiser, E., & Karceski, S. M. (2017). Political economy of taxation. *Annual review of political science*, 20, 75-92.
- Sen, Amartya K. (1990): "Gender and Cooperative Conflicts" in Irene Tinker (ed.) *Persistent Inequalities - Women and World Development*, OUP.
- Srinivasan T N (1985) Neoclassical political economy, the state and economic development. *Asian Development Review* Vol. 3. 1985, 2, p. 38-58

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF GE-1

##### UNIT – I: Introduction (12 hours)

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

##### UNIT – II: Consumer Theory (12 hours)

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

**UNIT – III: Production and Costs (12 hours)**

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

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

**UNIT – IV: Perfect Competition (09 hours)**

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

Welfare: allocative efficiency under perfect competition.

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

**Essential/recommended readings**

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

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

## GENERIC ELECTIVES (GE-2): BASIC DEVELOPMENT ECONOMICS

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF GE-2

**UNIT – I:** Development and underdevelopment (12 hours)

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

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

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

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

**UNIT – IV:** Globalisation and development (9 hours)

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

#### Essential/recommended readings

- Debraj Ray, *Development Economics*, (DE), Princeton University Press, 1998.
- Robinson, J. A., & Acemoglu, D. (2012). *Why nations fail: The origins of power, prosperity and poverty* (pp. 45-47). London: Profile.
- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (eds), *Understanding Poverty* (UP), Oxford University Press, 2006.

- Angus Deaton, *The Great Escape: Health, Wealth and the Origins of Inequality*, Princeton University Press, 2013.
- Gustav Ranis et.al, Economic Growth and Human Development, *World Development* Vol. 28, No. 2, Elsevier Science Ltd., 2000
- Amartya Sen, *Development as Freedom*, OUP, 2000
- Thomas Piketty and Emmanuel Saez, ‘Inequality in the Long Run’, *Science*, 344 (838), 2014
- Piketty, Thomas, 2019, *Capital and Ideology*, Harvard University Press,
- Séverine Deneulin with Lila Shahani (ed.), *An Introduction to the Human Development and Capability Approach: Freedom and Agency*, Routledge, 2009

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

## GENERIC ELECTIVES (GE-3): ESSENTIALS OF ECONOMICS

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE-3

#### UNIT – I: Microeconomic Foundations (15 hours)

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

#### UNIT – II: Macroeconomic Foundations (15 hours)

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

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

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

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

#### Essential/recommended readings

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

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

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

## GENERIC ELECTIVES (GE-4): PRINCIPLES OF MACROECONOMICS I

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

Semester	Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
			Lecture	Tutorial	Practical/ Practice		
II/IV/VI/VIII	<b>Principles of Macroeconomics I ECON026</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII pass</b>	<b>NIL</b>

#### 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 (9 hours)

What is macroeconomics? Macroeconomic issues in an economy

##### UNIT – II: National Income Accounting (9 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 (9 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 (9 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 (9 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**

**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*(7thedition).Pearson
- Blanchard,O.(2006).*Macroeconomics*(6thedition).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

Semester	Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
			Lecture	Tutorial	Practical/ Practice		
II/IV/VI/VIII	<b>Basic Statistics for Economics ECON022</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII pass</b>	<b>Knowledge of Class XII standard Mathematics</b>

#### 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 (12 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 (9 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**

**Recommended readings**

- Larsen, R., Marx, M. (2011). *An Introduction to Mathematical Statistics and its Applications*, PrenticeHall.
- James McClave, P. George Benson, Terry Sincich (2017), *Statistics for Business and Economics*, PearsonsPublication.
- Anderson D. R, Sweeney D.J. et. al (2019), *Statistics for Business & Economics*, 13th ed. CengageLearning.
- SheldonRoss(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

Semester	Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
			Lecture	Tutorial	Practical/ Practice		
II/IV/VI/VIII	<b>Indian Economy ECON030</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII pass</b>	<b>NIL</b>

#### 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 (9 hours)

**Unit 2 :** Growth and structural change (9 hours)

**Unit 3 :** The Indian economy in a comparative perspective (9 hours)

**Unit 4 :** Key issues: poverty, inequality, education, health and gender (9 hours)

**Unit 5 :** Agriculture, industry, services and international trade (9 hours)

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

#### Recommended readings

- Kumar, Dharma (2005) ed the article on The Indian Economy 1970 to 2003 in revised version of CEHI Vol III
- 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

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

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	Theory of Public Finance – ECON061	4	3	1	0	Class 12 <sup>th</sup> Pass	Introductory /Principles of Microeconomics

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### Syllabus

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

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

**UNIT II:** Market Failure (12 hours)

Sources of Market failures; Public Goods; and Externalities.

**UNIT III:** Theories of Taxation (12 hours)

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

**UNIT IV:** Working of Fiscal and Monetary Policies (9 hours)

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

### Recommended readings

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

- Jonathan Gruber, (2011), Public Finance and Public Policy, 3rd edition, Worth Publishers.  
(MainTextbook)
- Cullis, J., Jones, P. (1998). Public finance and public choice, 2nd ed. Oxford University Press.
- Hindriks, J., Myles, G. (2013). Intermediate public economics, 2nd ed. MIT Press.
- A. Bagchi (ed.): Readings in public finance. Oxford University Press.
- Stiglitz, J. (2009). Economics of the public sector, 3rd ed. W. W. Norton.

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## Generic Elective (GE-8): Money and Banking

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	<b>Money and Banking – ECON062</b>	4	3	1	0	Class 12 <sup>th</sup> Pass	<b>Introductory / Principles of Macroeconomics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### Syllabus

#### UNIT I: Money (9 hours)

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

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

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

#### UNIT III: Interest Rates (12 hours)

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

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

Central Bank: Functions and Balance Sheet

Monetary Policy: Targets and instruments, Monetary management in an open economy

Monetary Policy Framework in India: Evolution and current scenario, critical evaluation

Digital currency: implications and emerging issues in Indian economy

### Recommended readings

- F J Fabozzi et al: Foundations of Financial Markets and Institutions, Pearson
- F S Mishkin , S G Eakins, T Jayakumar, R K Pattnaik : Financial Markets and Institutions Pearson
- N Jadhav: Monetary Policy, Financial stability and Central Banking in India Macmillan



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

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

## Generic Elective (GE-9): Digitalisation and Development

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### Syllabus

**UNIT I:** Digital development - India and the World (12 hours)

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

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

**UNIT IV:** Access to ICT and poverty and wellbeing, work-life balance (9 hours)

### Recommended readings

- Goldfarb, A., Gans, J., & Agrawal, A. (2019). *The Economics of Artificial Intelligence: An Agenda*. University of Chicago Press.
- Agrawal, A., Gans, J., & Goldfarb, A. (2018). *Prediction machines: the simple economics of artificial intelligence*. Harvard Business Press.
- Goldfarb, A., & Tucker, C. (2019). Digital economics. *Journal of Economic Literature*, 57(1), 3-43.
- Goldfarb, A., Greenstein, S. M., & Tucker, C. E. (Eds.). (2015). *Economic analysis of the digital economy*. University of Chicago Press.
- Maiti, D., & Awasthi, A. (2020). ICT exposure and the level of wellbeing and progress: A cross country analysis. *Social Indicators Research*, 147(1), 311-343.
- Acemoglu, D., & Restrepo, P. (2018). Artificial intelligence, automation, and work. In *The economics of artificial intelligence: An agenda* (pp. 197-236). University of Chicago Press.
- Acemoglu, D., & Restrepo, P. (2018). The race between man and machine: Implications of technology for growth, factor shares, and employment. *American Economic Review*, 108(6), 1488-1542.

- Varian, H. R. (2001). Economics of information technology. University of California, Berkeley.
- Maiti, D., Castellacci, F., & Melchior, A. (2020). Digitalisation and development: issues for India and beyond. In *Digitalisation and Development* (pp. 3-29). Springer, Singapore.
- Singh, N. (2016). Information technology and its role in India's economic development: A review. *Development in India*, 283-312.
- Castellacci, F., & Tveito, V. (2016). The Effects of ICTs on Well-being: A Survey and a Theoretical Framework (No. 20161004). Centre for Technology, Innovation and Culture, University of Oslo.
- Huyer, S., & Mitter, S. (2003). ICTs, globalisation and poverty reduction: Gender dimensions of the knowledge society. Kampala (Uganda): <http://gab.wigsat.org/policy.htm>.

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### Syllabus

**UNIT I:** Introduction (9 hours)

Theoretical issues and comparative historical background.

**UNIT II:** Agricultural transformation and its role in industrialization (9 hours)

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

**UNIT III:** The industrialization process of Britain, Japan and U.S.S.R. (9 hours)

**UNIT IV:** The factory system and making of the industrial working class. Case studies: Britain and Japan (9 hours)

**UNIT V:** The role of the state in industrial and developmental transitions. Case studies: Britain, Japan and U.S.S.R. (9 hours)

### Recommended readings

- Davies, R. (1998). Soviet economic development from Lenin to Khrushchev. Cambridge University Press.
- Dobb, M. (1966). Soviet economic development since 1917. Routledge.

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

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## Generic Elective (GE-11): Education and Development

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### Syllabus

#### UNIT I: Introduction (9 hours)

Defining the educational problem

#### UNIT II: Human capital theory (6 hours)

The basic economic perspective on education

**UNIT III:** Early childhood education: How important? When did earnings become so dependent on education? Do our regression estimates overestimate the impact of education on earnings? The case of ability bias. (9 hours)

#### UNIT IV: Education as a signal of skill (9 hours)

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

#### UNIT V: Schooling and Achievement (6 hours)

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

#### UNIT VI: Higher Education (6 hours)

Basic issues and structure; Higher education policy

### Recommended readings

- Borjas, George. Labor Economics. Boston, MA: McGraw-Hill, 2005
- Lovenheim, M., & Turner, S. E. (2017). Economics of education. Macmillan Higher Education.

- Feinstein, Leon. "Inequality in the Early Cognitive Development of British Children in the 1970 Cohort." *Economica* 70, no. 277 (2003): 73-97.
- Duflo, Esther. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." *American Economic Review* 91, no. 4 (2001): 795-800.
- Levy, Frank, and Richard J. Murnane. "Computers, Offshoring, and Skills." Working Paper. September 18, 2005..
- Hanushek, E. A., Machin, S. J., & Woessmann, L. (Eds.). (2016). *Handbook of the economics of education*. Elsevier.
- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*.
- Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning.
- Goldin, C., & Katz, L. F. (2010). *The race between education and technology*. harvard university press.
- Haveman, R., & Smeeding, T. (2006). *The role of higher education in social mobility. The Future of children*, 125-150.
- Singh, A., Park, A., & Dercon, S. (2014). *School meals as a safety net: an evaluation of the midday meal scheme in India. Economic Development and Cultural Change*, 62(2), 275-306.
- Krueger, Alan B. "Experimental Estimates of Education Production Functions." *Quarterly Journal of Economics* 114, no. 2 (1999): 497-532.
- Loeb, Susanna, and Marianne E. Page. "Final Examinationining the Link between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-pecuniary Variation." *Review of Economics and Statistics* 82, no. 3 (2000): 393-408.
- Winston, Gordon. "Subsidies, Hierarchy and Peers: The Awkward Economics of Higher Education." *Journal of Economic Perspectives* 13, no. 1 (1999): 13-36.
- Azam, M., & Kingdon, G. G. (2015). *Assessing teacher quality in India. Journal of Development Economics*, 117, 74-83.

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

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
III/V/VII	<b>Basic Resource and Energy Economics – ECON066</b>	4	3	2	0	<b>Class 12th with Mathematics</b>	<b>Introductory /Principles of Microeconomics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning outcomes of this course are as follows:

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

### Syllabus

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

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

**UNIT II:** Energy Economics (15 hours)

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

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

### Recommended readings

- Tom Tietenberg and Lynne Lewis, Environment and Natural Resource Economics, 9th edition
- Review of the Basics of Supply, Demand and Price Formation in Competitive Markets Pindyck and Rubinfeld. 2005
- Fouquet, R. Historical energy transitions: speed, prices and system transformation. Energy Res. Soc. Sci. 22, 7–12 (2016).
- McGowan, J., and S. Connors. "Windpower: A Turn of the Century Review." Annual Review of Energy and the Environment 25(2000):147-197.



- Chen, B., Xiong, R., Li, H., Sun, Q., & Yang, J. (2019). Pathways for sustainable energy transition. *Journal of Cleaner Production*, 228, 1564-1571.
- Palmer, K., and D. Bullaw. "Cost-Effectiveness of Renewable Electricity Policies." *Energy Economics* 27 (2005): 873-894
- Deffeyes, K. *Hubbert's Peak: The Impending World of Oil Shortage*. Princeton, NJ: Princeton University Press, 2001, chapter 1. ISBN: 0691116253.
- Lynch M. "The Pessimism About Petroleum Resources: Debunking the Hubbert Model (and Hubbert Modelers)." *Minerals and Energy - Raw Materials Report* 18, no. 1 (2003): 1-18.
- Watkins, G. "Oil Scarcity: What Have the Past Three Decades Revealed?" *Energy Policy* 34 (2006): 508-514.
- Cherp, A., & Jewell, J. (2014). The concept of energy security: Beyond the four As. *Energy Policy*, 75, 415-421.
- Carley, S., & Konisky, D. M. (2020). The justice and equity implications of the clean energy transition. *Nature Energy*, 5(8), 569-577.

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning outcomes of this course are as follows:

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

### Syllabus

#### UNIT I: Market Structures (12 hours)

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

*Imperfect Competition:* Monopolistic competition: Assumptions, SR and LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government

#### UNIT II: Consumer and Producer Theory (12 hours)

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

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

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

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

**UNIT IV: International Trade (9 hours)**

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

**Recommended readings**

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

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

## Generic Elective (GE-14): Corporate Finance, Governance and Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
V/VII	<b>Corporate Finance, Governance and Development – ECON067</b>	4	3	2	0	<b>Class 12th with Mathematics</b>	<b>Basic Statistics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course covers the important financial decisions that face companies and corporate world in the modern economies.
- This will cover investment, financing and dividend decisions, together with the management of risk.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to understand the risk and decisions taken by the corporate world in the present-day situations.
- The student will learn the practical issues of assets formation in the share and equity markets.
- They will also learn the role of institution in regulating uncertain and risky behaviours of the corporate firms.

### Syllabus

#### UNIT I: Investment decisions (12 hours)

Traditional methods of investment appraisal, Investment–consumption decision model, The discounted cash flow approach, Net present value and internal rate of return, Project cash flows, Capital rationing

#### UNIT II: Risk analysis (12 hours)

Simple risk techniques, Risk and return, Portfolio theory, The capital asset pricing model, Option valuation, Interest rate risk

#### UNIT III: Financing decisions (12 hours)

Financial markets, the cost of capital, Weighted average cost of capital, Capital structure in a simple world, Capital structure in a complex world, Investment and financing interactions, The dividend decision

#### UNIT IV: International issues (9 hours)

Foreign exchange, Foreign exchange hedging, Foreign direct investment

### Recommended readings

- Quiry, P., LeFur, Y., Vernimmen, P. (2022). Corporate finance: theory and practice. John Wiley & Sons.
- Lumby, S., & Jones, C. (2003). Corporate finance: Theory & practice. Cengage Learning EMEA.

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## Generic Elective (GE-15): Principles of Macroeconomics II

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	Principles of Macroeconomics II – ECON028	4	3	1	0	Class 12th with Mathematics	Introductory Macroeconomics/ Principles of Macroeconomics I

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces labour markets and derives the aggregate supply (AS) curve.
- Then, it integrates with Aggregate Demand (AD) to determine equilibrium prices and output.
- The course discusses Phillips curve and the alleged trade-off between inflation and unemployment.
- Both adaptive and rational expectations are introduced.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students would learn an analytical framework to analyse the basic functioning of the aggregate macroeconomy under closed and open economy.
- It also enables them to analyse the functioning of the economies in term of the effects of fiscal and monetary policy and trade-off between inflation and unemployment.

### Syllabus

**UNIT I:** IS-LM Analysis for income determination (12 hours)

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve

**UNIT II:** GDP and Price Level in Short Run and Long Run (12 hours)

Aggregate demand and aggregate supply; multiplier analysis with AD curve and changes in price levels; aggregate supply in the SR and LR

**UNIT III:** Inflation and Unemployment (12 hours)

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short-run and long-run

**UNIT IV:** Balance of Payments and Exchange Rate (9 hours)

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate

### Recommended readings

- Blanchard, O. (2006). *Macroeconomics*, 4th ed. Pearson Education.
- C.L.F. Attfield, D. Demery and N.W. Duck, *Rational Expectations in Macroeconomics: an introduction to the theory and evidence* (1991, 2nd Ed.).
- Sheffrin, Steve Rational Expectations. Cambridge University Press (1996, 2nd ed.).
- Dornbusch, R., Fischer, S. (1994). *Macroeconomics*, 6th ed. McGraw-Hill.
- R. Dornbusch, S. Fischer and R. Startz. (2018). *Macroeconomics* (12th edition). McGraw-Hill.
- Branson, W. (2013). *Macroeconomics: Theory and policy*, 3rd ed, East West Press.

- Carlin, W and D Soskice (2007), *Macroeconomics: Imperfections, Institutions and Policies*, Indian Edition, OUP.

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

## Generic Elective (GE-16): Basic Econometrics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	<b>Basic Econometrics – ECON024</b>	4	3	2	0	Class 12th Pass	<b>Knowledge of Class XII standard Mathematics AND Basic Statistics</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces students to the econometric methods used to conduct empirical analysis based on the basic statistics.
- It offers the basic quantitative techniques needed to undertake applied research projects to establish the relationship between variables of interests across wide variety of disciplines.

### Learning outcomes

The Learning outcomes of this course are as follows:

- Students will learn to estimate simple estimation and inferences about population parameters, to formulate empirical models and analyze data.
- An expertise in econometrics increases the job prospect of the students significantly.

### Syllabus

#### UNIT I: Regression Models (15 hours)

OLS estimators, hypothesis Testing using software and practical application; multiple Regression Model - estimation, Testing and practical application using software like GRETL/EViews/ R/Stata/EXCEL etc.

#### UNIT II: Qualitative variables and Estimation (15 hours)

Application of qualitative variables, Nonlinear Models, Applications of dummy variables

#### UNIT III: Issues with Classical Assumptions (15 hours)

Violation of normal distribution, Collinearity with independent variables, heteroscedasticity, autocorrelation, practical application

### Recommended readings

- Christopher Dougherty, *Introduction to Econometrics*, 4th edition, OUP, Indian edition.
- Damodar Gujarati, *Econometrics by Example*, 2nd edition, Palgrave Macmillan, 2014.
- Gujarati, D., Porter, D. (2010). *Essentials of Econometrics*, 4th ed. McGraw-Hill.

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

## Generic Elective (GE-17): Sectoral Issues in Indian Economy

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	Sectoral Issue in Indian Economy – ECON059	4	3	1	0	Class 12th Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- The course imparts in-depth knowledge on the issues relating to the agricultural and industrial economy of India, with the focus on the evolutionary path undertaken and the resultant concerns.
- This will cover issues of MSMEs and small farms to inform the problems in industrialisation as well as increased productivity of agriculture.

### Learning outcomes

The Learning outcomes of this course are as follows:

- This course will familiarize students with the problems, issues, current debates, and policy interventions for long-term sustainability, efficiency, and resilience.
- The students will be able to understand, comprehend and critically analyse the issues and policies and would be able to form a well-informed and well-articulated opinion of their own.

### Syllabus

**UNIT I:** Agricultural Performance since Independence: (9 hours)

Output and productivity growth Agricultural Performance since Independence in the context of land and labour

**UNIT II:** The Policy Environment: Food security and nutritional concerns, MSPs, Agricultural price policy, subsidies/cash transfers, The public distribution system; Capital formation (12 hours)

**UNIT III:** Current Issues in Indian Agriculture (selected topics) (12 hours)

Resource Use Efficiency-Fertiliser, Water, Other inputs; Diversification for future Growth and enhanced farm income; Sustainable agricultural growth—concepts and constraints; Prospects for dryland/organic/zero budget farming; trade and competitiveness; use of new technology and artificial intelligence; Marketing/infrastructure; Crop insurance/agricultural finance

**UNIT IV:** Industry (12 hours)

Overview of the Industrial Scene in India- Trends in growth and productivity; Competitiveness and changes in Policy Regimes- domestic competitiveness and export; Issues relating to Indian Industry (selected topics); Scale and ownership, MSMEs and large industries, Public and Private Sector, Employment growth, labour and capital (domestic and foreign), formal and informal sectors, Infrastructural bottle-necks, research and development.

### Recommended readings

- Sukhamoy Chakravarty (1984) Aspects of India's Development Strategy for 1980s? EPW vol 19 no 20-21



- J. Bhagwati (1993), *India in Transition: Freeing the Economy*, Clarendon Oxford 1993
- K. V. Ramaswamy (2015) *Labour, Employment and Economic Growth in India* CambridgeUniversityPress
- Isher Judge Ahluwalia (1985) *Industrial Growth in India: Stagnation Since the Mid-sixties*,OxfordUniversityPress
- R. Nagaraj (2015) *Can the Public Sector Revive the Economy? Review of the Evidence and a Policy Suggestion* EPW vol 50 no5
- S N Rajesh Raj, Kunal Sen (2020) *The ‘Missing Middle’ Problem in Indian Manufacturing. What Role Do Institutions Play?* EPW April 18, 2020 vol 55 no16
- *Indian Industrialisation*, ICSSR Research and Surveys and Explorations in Eco- nomics vol.1 (2015)- C P Chandrasekhar (ed), Oxford University Press,Delhi
- Sabyasachi Mitra, Abhijit Sen Gupta, and Atul Sanganerla (2020) *Drivers and Benefits of Enhancing Participation in Global Value Chains: Lessons for India*, ADB South Asia Working Paper No. 79
- Raghuram Rajan (2015) *Make in India, largely for India*, Indian Journal of Indus- trial Relations, Vol. 50, No. 3 (January 2015), pp.361-372
- Vaidyanathan, A. (1994), “Performance of Indian Agriculture since Independence” in Kaushik Basu (ed.), *Agrarian Questions* Oxford UniversityPress.
- Mahendra Dev (2016) *Water Management and Resilience in Agriculture* vol 51, No 8 EPW Economic & Political Weekly
- Ramesh Chand (2012) *Development Policies and Agricultural Markets* EPW DE- CEMBER 29, 2012 vol 47 no52
- Yoginder K Alagh (2021) *Globalisation and the Indian Farmer* EPW vol 56 no 28
- Chatterjee, S., Kapur, D. (2017). *Six puzzles in Indian agriculture*. India Policy Forum 2016, Vol. 17.
- NABARD Foundation Day, Paper on enhancing Farmers’ income by K J S Satyasai and Nirupam Mehrotra. 12 July 2016
- Acharya, S.S. (2007) “Agribusiness in India: Facts and Emerging Issues”, *AgriculturalEconomicsResearchReview*, Vol. 20, Conference Issue, pp.409-424
- Mohan, R., (2006) *Agricultural Credit in India: Status, Issues and Future Agenda*, *EconomicandPoliticalWeekly*, March 18, 2006, pp1013-1021.
- Mishra S.N. and Chand, R., (1995) *Public and Private Capital Formation in Indian Agriculture: Comments on Complementarily Hypothesis*, *Economic and Political Weekly*, June 24th, 1995
- GOI (2007), *Report of The Working Group on Risk Management in Agriculture for the Eleventh Five Year Plan (2007-2012)*, GOI, NewDelhi
- *Indian Agriculture Towards 2030-Pathways for Enhancing Farmers’ Income, Nutritional Security and Sustainable Food and Farm Systems (2021)* An open-access Springerpublication.
- Government of India (2017) “Report of the Committee on Doubling Farmers’ In- come”. Ministry of Agriculture and Farmers’ Welfare, Government of India
- PRS Legislative Research (2017), *Swaminathan Report: National Commission on Farmers*, at Swaminathan Report: National Commission on Farmers, PRSIndia
- Acharya SS and NL Agarwal (2016), *Agricultural Marketing in India*, New Delhi: CBS Publishers andDistributors
- Expert Committee Report on Marketing Infrastructure & Agricultural Marketing Reforms (2000) Government of India, Department of Agricultural & Cooperation Krishi Bhavan, NewDelhi

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## Generic Elective (GE-18): Game Theory and Social Sciences

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	Game Theory and Social Sciences – ECON068	4	3	1	0	Class 12th Pass	Knowledge of Class XII Standard Mathematics

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course will teach the basic elements of game theory with applications to political science and other social sciences.
- It will coversimultaneous games, extensive-form games, repeated games, and spatial models of elections.
- The course will also focus on using the logic of games to make inferences and arguments about political and social behavior, with readings on collective action, voting, bargaining, repeated interaction, war, and other FinalExamples.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will learn how to apply multi-person decision making in an interactive setting.
- They will understand how to formulate different real-life situations as games and learn to predict the optimal strategies of players and how the players can exploit strategic situations for their own benefit.
- They will solve basic and intermediate games, including simultaneous-move and extensive-form games, as well as basic games of asymmetric information.
- The students can create and solve an original model designed to understand a social or political problem of interest.

### Syllabus

**UNIT I:** Rational choice; interacting decision-makers; the normal/strategic form (9 hours)

**UNIT II:** Dominant and dominated strategies; rationalizability; iterated elimination of dominated strategies; dominance solvability; best response functions; Nash equilibrium. (12 hours)

**UNIT III:** Extensive-form and simultaneous game, Strategic game and its application in social sciences, electoral competition; the war of attrition, auctions; accident law; mixed strategies; finding mixed strategy equilibria;symmetricgamesandsymmetricequilibria;illustrations:reportingacrime;expertdiagnosis (12 hours)

**UNIT IV:** Strictly competitive equilibrium and maximization (12 hours)

### Recommended readings

- Martin J. Osborne, *An Introduction to Game Theory*, Oxford University Press, New Delhi,2004.

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## Generic Elective (GE-19): Economy of Colonial India

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	<b>Economy of Colonial India – ECON069</b>	4	3	1	0	Class 12th Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course Final Examples some key spheres and trends of India’s economy under colonial rule and situates them in the realms of land, labour, capital and state policy as they emerged from the shadows of the Mughal decline and moved into the colonial era.
- A special focus will be given on the peasants, artisans, migrants and their changing relationships with state power.
- The course will revisit some influential debates of Indian economic history: deindustrialisation, the nature of growth under colonial conditions, forced commercialization, the modernity of its industrialisation, working classes, drain of wealth and the role of the colonialstate.

### Learning outcomes

The Learning outcomes of this course are as follows:

- The students will be able to learn economic transformation from pre-colonial period to the British colonial regime that paved the way of distorted path of growth and development.
- They will understand the nature of colonial economy and how resources of colonies were exploited by the colonial power.
- They will acquire skill to critically engagewithideasofeconomicchangesinthelasttwo centuries.

### Syllabus

#### UNIT I: Economic transformation from pre-colonial to colonial regime (12 hours)

Economic transition, Colonial exploitation and resultant tyranny affected the trend of population, national income; occupational structure, merchandise trade, emergence of state with the East India Company and nature of its rule.

#### UNIT II: Agrarian Transformation (12 hours)

Colonial Rule on Indian Soil affected land revenue settlements, commercialization of agriculture, changing cropping pattern, land market, rural credit and indebtedness. It further influenced agrarian relations that includes agricultural labour, regional variations, peasant commodity production and generated debates on the ‘mode of production in Indian agriculture’, the ‘invisible’ women of India’s agrarian history.

#### UNIT III: The de-industrialisation debate (12 hours)

Role of infrastructure for merchandise trade, evolution of entrepreneurial and industrial structure; constraints on industrial growth; labourrelations; drain of wealth; international trade and Balance of Payments

#### UNIT IV: Evolution of State and Financial Market (9 hours)

Evolution of state and its function for social welfare and relief under famine and starvation; Public Finance, Government revenue, expenditure and investment over the years; Emergence of Modern Banking in India and its role in economy; Overall assessment of colonial economy: stagnation and decline with regional variations.

### **Recommended readings**

- Guha, S., 1991, Mortality decline in early 20th century India, *Indian Economic and Social History Review*, vol. 28
- Roy, T., 2011, *The Economic History of India 1857-1947*, 3rd edn, Orient Longman, Delhi.
- Irfan Habib, 2006, Indian Economy 1858-1914, *A People's History of India*, vol. 28, Tulika, Delhi
- Chaudhary, L., B. Gupta, T Roy and A. V. Swami (eds.), *A New Economic History of Colonial India*, Routledge, London and New York.
- Parthasarathi, P. 2009, Historical Issues of Deindustrialization in Nineteenth Century South India, in T Roy and Giorgio Riello (eds) *How India Clothed the World: The World of South Asian Textiles, 1500-1850*, Brill, Leiden
- Morris, M.D., 1965, *Summary and Conclusions in Emergence of an Industrial Labour Force in India*, OUP, Delhi
- Roy, T., 2018, *Capital and Empire (1850-1930): Trade and Finance in A Business History of India: Enterprise and the Emergence of Capitalism from 1700*, Cambridge University Press, Delhi
- Chatterjee, B., 1992, *Trade, Tariffs and Empire*, Oxford University Press, Delhi, Epilogue.
- Washbrook, D., 2012, *The Indian Economy and the British Empire* in Douglas M Peers and Nandini Gooptu (ed.) *India and the British Empire*, OUP, Delhi.

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## Generic Elective (GE-20): Basic Environmental Economics

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	<b>Basic Environmental Economics – ECON070</b>	4	3	1	0	Class 12th Pass	<b>Introductory /Principles of Microeconomics</b>

### Course Objectives:

- The objective of this course is to provide basic knowledge of environmental economics, and its relationship between microeconomics and welfare economics.
- It covers the significance and application of Environmental Economics in the present environmental challenges in India. It describes and comprehends various environmental policies by deploying various policy instruments as well as measure the various market and non-market benefits of environmental policies.
- Finally, the course addresses the transboundary environmental problems, and challenges related to trade and the environment.

### Course Learning Outcomes

- The students will be able to learn the basic factors influencing the environmental challenges faced by the present world.
- They will comprehend the functions of state and institution in mitigating such challenges.

### Content (Unit-wise):

Unit 1 : Introduction to Environment Economics (9 hours)

What is environmental economics, Overview of environmental problems in India

Unit 2 : Welfare economics and inefficiencies (9 hours)

Pareto efficiency in consumption (Edgeworth Box), Pareto efficiency in Production, Theorems of welfare economics

Unit 3 : Externalities, property rights and Environmental Policy (9 hours)

Market Failure, externalities in Production and consumption, Externalities in property rights. Types of environmental goods (use and non-use value)

Unit 4 : Bargaining Solutions and Environmental Policies (9 hours)

Coase Theorem and its implications, Overview of regulatory policies related to environment, implementation of environmental policy

Unit 5 : International Environmental Problems (9 hours)

Environment and World Trade Organization, GATT, Multilateral Environmental Agreements, Transboundary environmental problems

### Suggested Readings:

- Charles Kolstad. Intermediate Environmental Economics, Oxford University Press, 2nd edition (2012). [Indian reprint available.]

- Roger Perman, Yue Ma, James McGilvray and Michael Common. Natural Resource and Environmental Economics, Pearson Education/Addison Wesley, 4th edition(2011).
- Robert N. Stavins (ed.). Economics of the Environment: Selected Readings, W.W. Norton, 6th edition(2012).

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

## Generic Elective (GE-21): Law and Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	<b>Law and Development – ECON071</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12th Pass</b>	<b>Introductory /Principles of Microeconomics</b>

### Course Objectives:

- Law is widely thought of a prerequisite to economic development. The course focuses on how property rights play a central role in economic development and individuals invest if they can reap the future benefits of their investments as well formation of assets with collateral.
- The course deals with the questions, where property rights come from, how they are made and evolve, why, by whom and in what manner attributes of property rights are grafted onto different objects, claims, or assets.
- More specifically, the course covers key areas such as property rights, business transactions, and industrial promotion, with guidance for pro-development legislation in each.

### Course learning outcomes:

- The students will acquire understanding the efficacy of laws and institutions in the modern economies for property rights and debt that helped equity and transparency for economic development.
- The students will learn the facility in comparative law, approaches to legal institutionalism, and law and political economy.

### Content (unit-wise):

Unit 1 : Introduction (9 hours)

The Importance of Laws and institutions for Economic Development

Unit 2 : Property Rights and Economic Development (12 hours)

Property rights and their role in resource allocation (Market and non-market mechanism for land transfer); Intellectual Property Rights (IPRs) Patents, Copyright and Trademarks. Cost and benefits of private IPRs; Individual rights vs common good

Unit 3 : Legal Frameworks for Business Transactions and Economic Development (12 hours)

Economics of Contract Law Legal contract; Role of Contracts for functioning of markets; Incomplete contracts; Efficient contracts; Damages measures and their efficiency properties.

Unit 4 : Law and Industrial Promotion as Tools for Economic Development (12 hours)

Anti-trust laws, Competition Policy; Legal Process: Litigation – its causes and consequences; Benefits of legal certainty

### • Suggested Readings:

- Lee, Yong-Shik (2017) "General Theory of Law and Development," Cornell

International Law Journal: Vol. 50 : No. 3 , Article 2. Available at:  
<https://scholarship.law.cornell.edu/cilj/vol50/iss3/2>

- Cooter, Robert and Thomas Ulen, Law and Economics, Sixth Edition, Addison Wesley 2013, ISBN 9780132540650. Free here Law and Economics, 6th edition (jku.at)
- Lee, Y.S., Call for a New Analytical Model for Law and Development (September 16, 2016). Law and Development Review, Vol. 8, No. 2 (June 2015), 1-67, Available at SSRN: <https://ssrn.com/abstract=2839943>
- Lee, Y.S.; General Theory of Law and Development; <https://ww3.lawschool.cornell.edu/research/Ifinal.pdf>
- Trubek, D. M., & Santos, A. (Eds.). (2006). The new law and economic development: a critical appraisal. Cambridge University Press.
- Dam, K. W. (2007). The law-growth nexus: The rule of law and economic development. Brookings Institution Press.

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## Generic Elective (GE-22): Public Finance in India

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	<b>Public Finance in India – ECON072</b>	4	3	1	0	Class 12th Pass	NIL

### Course Objectives:

- This course covers an overview of recent trends and issues in government finances of India.
- It will look into the recent trends in budget, deficits, reforms in taxes of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India.
- It also offers an overview of principles and finances of India's flagship welfare programs.

### Course Learning Outcomes:

- The students will learn India's recent trends and issues in direct and indirect taxes, intergovernmental transfers and welfare policies.
- It will enable them to compare and contrast India's public sector performance with the conceptual standards and performances of other nations.
- It will also equip them to engage in empirical based public policy debates around taxation, fiscal federalism and welfare policies.
- The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

### Content (Unit-wise):

Unit 1 : Current Issues of India's Tax system (12 hours)

Overview of India's tax system and performance; GST; Issues in Direct Taxes; other issues in indirect taxes (eg. taxes on petroleum products)

Unit 2 . Analysis of Budget and Deficits: (12 hours)

Union and State Budget analysis; Deficit and Debt Management; Unit

3 Fiscal Federalism in India (12 hours)

Theories of Fiscal Federalism; Overview of Fiscal Federalism Structure in India; Intergovernmental Transfers; Local Finances in India

Unit 4 : Development and Welfare Policies- (9 hours)

India's Flagship Programs- Public Distribution system, National Health Mission, Universal Health Insurance, Education, other Central and State sponsored schemes

### Suggested Readings:

- Relevant chapters from Latest Finance Commission Reports
- Relevant chapters from the latest Economic Survey

- Latest Budget Document
- Rangarajan, Chakravarthy, and D. K. Srivastava. "Fiscal deficits and government debt: implications for growth and stabilisation." *Economic and Political Weekly* (2005): 2919-2934
- Rao, M. Govinda. "Central transfers to states in India: rewarding performance while ensuring equity." Final report submitted to NITI Aayog (2017).
- Relevant articles from reputed journals

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## Generic Elective (GE-23): Health and Development

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	<b>Health and Development – ECON073</b>	4	3	1	0	Class 12th Pass	NIL

### Course Objectives:

- This course deals with the interface between the health and development, both monetary and non-monetary terms.
- It identifies how health care markets differ from other goods and services, the unique role of health insurance for health equity.
- The course address how medical spending has evolved over time, role of state and institution for delivering health care services.
- It also covers the various strategies address by the nation and international organisations for ensuring health care and better life.

### Course Learning Outcomes:

- The students will be able to understand economic dimensions of health services, determinants of health care, role of state and institution, policies relating to health equity and strategies to deal with communicable and non-communicable diseases

### Course Outline:

Unit 1 : Health, Wealth, and Welfare; Utility and Health; Causes and Consequences of Regional Variations in Health Care (9 hours)

Unit 2 : Health expenditure

Health Care Spending Growth; The Transformation of Medical Care to Health; The Demand for Medical Care; out-pocket expenditure (9 hours)

Unit 3 : Health Insurance (9 hours)

Externalities in Health and Medical Care; The Demand for Health Insurance; Health Insurance Supply and Managed Care; Government Provision of Health Insurance; Universal Insurance Issues and International Comparisons of Health Care Systems; managing market (9 hours)

Unit 4 : Economics and mental health (9 hours)

Unit 5 : Health Systems (9 hours)

International health systems and Indian experiences, and health care financing.

**Suggested Readings:** Following is the suggested list of books/papers, which can be updated with more recent papers as and when they become available.

Main Textbooks

- Deaton, A. (2007). Height, health, and development. Proceedings of the national academy of sciences, 104(33), 13232-13237.
- IMF (2004), Health and Development, <https://www.imf.org/external/pubs/ft/health/eng/hdwi/h>
- Satpathy SK, Bansal RD. Health economics–concepts and conceptual problems. HealthPopulPerspectIssues.1982Jan-Mar;5(1):23-33.PMID:10310083.
- Frank, R. G., & McGuire, T. G. (2000). Economics and mental health. Handbook of health economics, 1, 893-954.

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

## Generic Elective (GE-24): Global Political Economy

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	Global Political Economy – ECON074	4	3	1	0	Class 12th Pass	NIL

- **Course Objectives:**

- This course introduces students to the contemporary structures, trends and developments in the world economy from a political economy perspective.
- The period covered is from the end of Second World War up to global economic crisis of 2008. Areas covered include the organization of production and corporate structure; changes in labour processes and labour regimes;
- The financialization of the world economy; and the shift in the understanding of the nature and role of the state under globalisation.

- **Course Learning Outcomes:**

- This course enables students to develop a critical understanding of the contemporary global economy, changing dynamics of political economic relation and developments over the last five or six decades.

**Content (Unit-wise):**

Unit 1 : Introduction (6 hours)

The political economy of globalisation, a theoretical and historical overview.

Unit 2 : Changing dynamics of capitalist production. (9 hours)

Organisational forms and labour processes in the Fordist and Post-Fordist production regimes; multinational corporations – evolution, structural form and dynamics; global value chains and production networks; the nature of employment, job security and labour rights in a globalising world.

Unit 3 : Institutional setting of global trade. (6 hours)

Evolution of the role, structure and mechanisms of the international trade regime.

Unit 4 : The role of finance in the globalised economy. (9 hours)

Financialization – trends, instruments, features and consequences.

Unit 5 : The state in the era of globalisation: (6 hours)

Globalisation and the limits of the welfare and developmental states; the neoliberal state.

Unit 6 : Global economic instability and crisis: (9 hours)

The 2008 global economic crisis – prelude; proximate and long-term causes; and policy response.

- **Suggested Readings:**

- Dore, R. (2008). Financialization of the global economy. Industrial and Corporate Change, 17,1097-1112.
- Harvey, D. (2005). A brief history of neoliberalism. Oxford University Press.

- Hymer, S. (1975). The multinational corporation and the law of uneven development. In H. Radice (ed.): International firms and modern imperialism. Penguin Books.
- Nayyar, D. (2003). Globalisation and development. In H.-J. Chang (ed.): Re-thinking development economics. Anthem Press.
- Reddy, N. (2003). Economic globalisation, past and present: The challenges to labour. In K. Jomo, K. Jin (eds): Globalization and its discontents, revisited. Tulika Books.
- Thun, E. (2011). The globalization of production. In J. Ravenhill (ed.): Global political economy. Oxford University Press.
- Tonkiss, F. (2008). Contemporary economic sociology: Globalisation, production, inequality. Routledge.
- Vakulabharanam, V. (2009). The recent crisis in global capitalism: Towards a Marxian understanding. *Economic and Political Weekly*, 44, 144-150.
- Varoufakis, Y. (2011). The global Minotaur: America, the true origins of the financial crisis and the future of the world economy. Zed Books.
- Winham, G. (2011). The evolution of the global trade regime. In J. Ravenhill (ed.): Global political economy. Oxford University Press.

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

## Generic Elective (GE-25): History of Indian Economic Thought

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
IV/VI/VIII	History of Indian Economic Thought – ECON075	4	3	1	0	Class 12th Pass	NIL

### Course Objectives:

- The purpose of this course is to develop understanding among the students about Indian Economic Thinking in ancient and pre-independence India.
- This course exposes students to prominent Indian economic thinkers from the ancient period till the early 20th century. The course will provide intellectual underpinning of ancient Indian economics, which will help them solve many ongoing economic problems.

### Course Learning Outcomes:

- The students will be able to have idea about the ancient Indian economic system
- The course will help the students to understand the current economic system in view of the economic history of the country

- **Content (Unit-wise):**

Unit 1: Ancient and pre-colonial period (15 hours)

Postulates of Ancient Indian Economics; Buddhism and economics; Consumption, production, exchange and distribution in Ancient Indian Economy; Public finance and economic functions of government.

Unit 2 : Colonialism, Exploitation and Economic development (15 hours )

Classical & Neoclassical economics and Indian economic thought during colonial period; Theory of wealth drain and, famine and poverty; Industrialization, agrarian policy, infrastructure and structural changes.

Unit 3 : Economic thought: Indian Freedom Movement (15 hours )

Gandhian Economic model of swadeshi; Gokhale and Economics of Education; free trade to discriminating protection; Ranade and Economics of development; Ambedkar's thought on population, agriculture, banking and industrialisation.

- **Suggested Readings:**

- Kangle, R. P. (1986). *Kautiliya Arthashastra (vol. No. 1-3)* Motilal Banarsidass Publication.
- Bahadur, R. and Aiyanger, K.V.R. (1934). *Aspects of Indian Economic Thought*. The Madras Law Journal Press, Mylapore, Madras.
- Dasgupta, A. (1993). *The history of Indian Economic Thought*. Routledge, London and New York.
- Shah, K.T. (1954). *Ancient Foundations of Economics in India*. Vora & Co. Publishers Ltd. Bombay.
- Mahadev Govind Ranade (2000). *Indian political Economy*. Indian economic association trust for research and development. Ch1.
- J. Krishnamurty (ed.; 2011). *Towards Development Economics: Indian Contributions 1900–1945*, OUP.
- Government of Maharashtra Education Department (1982). *On Measures for Birth Control' Dr. Babasaheb Ambedkar: Writings and Speeches, Volume-2, Appendix-1* Government of

Maharashtra, page261.

- Waldauer, C., Zahka, W. J., & Pal, S. (1996). Kautilya's Arthashastra: A neglected precursor to classical economics. *Indian Economic Review*, 101-108.
- Tisdell, C. A. (2003). *A western perspective on Kautilya's' Arthasastra': Does it provide a basis for economic science?* (No. 1742-2016-140719, pp. 1-13).
- Adams, J. (2006). Economics, economists, and the Indian economy. *India Review*, 5(1), 37-61.
- Skare, M. (2013). The missing link: From Kautilya's The Arthashastra to modern economics. *Journal of Philosophical Economics*, 6(2), 2-31.
- Deodhar, S. Y. (2018). Indian antecedents to modern economic thought.
- Ambedkar, B. R. (1918). Small holdings in India and their remedies. *Journal of Indian Economic Society*, 1, 1900-1945.

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

Sd/-

**REGISTRAR**