UNIVERSITY OF DELHI

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1-2 dated 18.08.2022]

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

Add the following:

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

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF POLITICAL SCIENCES

BA (Hons.) Political Science
Category-I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Understanding Political Theory

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

This course introduces the various ways of theorizing politics. The idea is to introduce and assess the conventional as well as contemporary approaches to understanding politics. The course familiarizes students with central debates in political theory. It investigates various traditions and critical perspectives on political theory. The core aim is develop critical and analytical skills among students and the development of their understanding to some of the

key concepts in political practices.

Learning outcomes
After completion of this course, students will

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and relating theory to practice
- Acquire the critical analytical vocabulary to address political questions in a reflected and theoretically informed way.
- Know how political theory provides a normative framework to resolve various social and political problems and issues.

SYLLABUS OF DSC-1

UNIT – I (12 Hours)
What is Politics: Theorizing the 'Political'

UNIT – II (12 Hours)
Approaches to Political Theory: Normative, Historical and Empirical

UNIT – III (12 Hours)
Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

UNIT – IV (12 Hours)
Critical Perspectives in Political Theory: Feminist and Postmodern

UNIT – V (12 Hours)
The Idea of Political Community: Political Obligation

Essential/recommended readings

Unit 1

McKinnon, C. (2008) 'Introduction'. *Issues in Political Theory.* New York: Oxford UniversityPress.

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), *PoliticalTheory: An Introduction.* New Delhi: Pearson Longman, pp. 2-16.

Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds),Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.

Unit 2

Glaser, D. (1995) 'Normative Theory', in Marsh, D. And Stoker, G. (eds), *Theory and Methodsin Political Science.* London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), *Theory and Methods in Political Science.* London: Macmillan, pp. 58-75.

Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas (eds), *Handbook of Political Theory.* New Delhi: SagePublications, pp. 18-30.

Unit 3 and 4

Heywood, A. (1992) *Political Ideologies*. Basingstoke: Macmillan Turner, R. (1993) 'Anarchism: What is it?' *Politics Review* 3 (1): 28-32.

Chapman, J. (1995) 'The Feminist Perspectie', in in Marsh, D. And Stoker, G. (eds), *Theory andMethods in Political Science*. London: Macmillan, pp. 94-114.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 265-288.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, C. and Gaus G. F.(eds), *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Unit 5

Shorten, A. (2016). 'Political Community', in *Contemporary Political Theory*. Palgrave, pp. 18-45.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed), *Issues in Political Theory*. New York:Oxford University Press, pp. 241-264.

Roy, A. (2008) 'Citizenship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Hyums, K. (2008) 'Political Authority and Obligation', in McKinnon, C. (ed), *Issues in PoliticalTheory*. New York: Oxford University Press, pp. 9-26.

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 41-51.

Knowles, D. (2001). 'Political Obligation', in *Political Philosophy*. London: Routledge, pp. 239-298.

Suggestive readings

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.

Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Litlefield.

Vattimo, Gianni, 1988 [1985], *The End of Modernity: Nihilism and Hermeneutics in PostmodernCulture*, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.

Klosko, G. (2005) *Political Obligations*. Oxford: Oxford University Press.

Readings in Hindi

भार्गव, राजीव और अशोक आचार्या (सं.), राजनीतिक सिद्धांत : एक परिचय, दिल्ली : पियर्सन, 2008.

कुमार, संजीव (सं.), राजनीति सिद्धांत की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

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): Ideas and Institutions in Indian Political Thought

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		
Ideas and Institutions in Indian Political Thought DSC-2	4	3	1	-	12th Pass	NA

Learning Objectives

This paper introduces students to certain basic terms of ancient Indian thought. While drawing a historical trajectory of these concepts, students will also be familiarized with theories and philosophy of these ideas. Students will also get knowledge about the ancient institutions that were in place at that time, their functioning and their duties, broader norms, roles and responsibilities which guided the state and its important apparatuses. As it is difficult to bring in all the diverse traditions and institutions, attempts have been made to introduce those ones which have been most talked about. This paper seeks to challenge the hegemonic bias of euro-centric terms that had debunked ancient Indian thought as limiting. It thus aims to re-ignite the quest for learning for Indian political thought.

Learning outcomes

At the end of this course students would have acquired
- The knowledge of ideas of Indian political thought
- Acquaintance with institutions of Indian political thought
- Comprehensive understanding of Indian political thought
- Challenging the colonial mindset of underestimating India's rich historical past

SYLLABUS OF DSC- 2

UNIT – I (10 Hours)
Statecraft in Ancient India

UNIT – II (10 Hours)
Dharma, Dhamma, Danda

UNIT – III (10 Hours)
Nyaya, Niti

UNIT – IV (10 Hours)
Sabha, Samiti

UNIT – V (10 Hours)
Rajya, Rashtra

UNIT – VI (10 Hours)
Varna, Jati

Essential/recommended readings

Statecraft in Ancient India

Benoy Kumar Sarkar, "The Hindu Theory of the State", *Political Science Quarterly*, Vol. 36, No. 1 (March 1921), pp. 79-90 .

Beni Prasad, *The State in Ancient India: Study in the Structure and Practical Working of Political Institutions in North India in Ancient Times*, The Indian Press, Allahabad, 1928, pp. 1-16

Dharma, Dhamma, Danda

Rupert Gethin, "He who sees Dhamma sees Dhammas: Dhamma in Early Buddhism" in *Journal of Indian Philosophy*. Vol 32, No5/6 (December 2004) pp.513-542

Margaret Chatterjee, "The Concept of Dharma" in M.C.Doeser and J.N.Kraay (eds.) Facts and Values. Philosophical reflections from Western and Non-Western Perspectives, Martinus Nijhoff Publishers, Dordrecht. 1986, PP177-188

John Ross Carter, Traditional Definitions of the Term "Dhamma" *Philosophy East and West*, Vol. 26, No. 3 (Jul., 1976), pp. 329-337

Donald R. Davis Jr, "rectitude and rehabilitation (*danda*) in The Spirit of Hindu Law, Cambridge University Press, NY, 2010, PP.128-143

Radha Krishna Choudhry, "Theory of Punishment in Ancient India" in Proceedings of the Indian History Congress, Vol 10 1947, PP 166-171.

Nyaya, Niti

Amartya Sen, "Introduction" in The Idea of Justice, Harvard University Press. 2009

Sarkar, Benoy Kumar Political Institutions, and theories of comparative Politics - pp 158-162

Ghoshal U.N (1983) A History of Hindu Political theory OUP: London pp 213- 222, 247-259

Sabha, Samiti

Jagadish P. Sharma, "Non-Monarchical Governments in Vedic India" Republics in Ancient India. Brill, Leiden, 1968, pp.15-60

R.S.Sharma, "Sabha and Samiti" in Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarsidass Publishers. Delhi 1999, *reprint*. Pp105-118

Rajya, Rashtra

A.S. Altekar, "Origin and Types of the State" in State and Government in Ancient India. Motilal Banarsidass, Banaras. 1949 pp. 12-23

Partha Chatterjee, "All Nations are Modern" in The Truths and Lies of Nationalisms: As narrated by Charvak. Permanent Black. 2021. Pp.5-25

Varna, Jati

Sudhakar Chattopadhyaya, "Varna-Jati (caste system)" in *Social Life in Ancient India*. Academic Publishers, Calcutta, 1965, Pp.7-29

Dipankar Gupta, "From Varna to Jati: The Indian Caste System, from the Asiatic to the Feudal Mode of Production", *Journal of Contemporary Asia*, Vol-10:3, 2008. pp.249-271

Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton, NJ: Princeton University Press, 2001, pp. 63-80.

Suggestive readings

Prasad, Beni (1927), *Theory of Government in Ancient India* (post Vedic), Abhijeet publications, New Delhi

Jayaswal, K.P. (2013), Hindu Polity, Vishvabharti Publications, New Delhi.

Sharma, R.S. (2005), Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, New Delhi.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): Colonialism and Nationalism in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Colonialism and Nationalism in India DSC-3	4	3	1	-	12th Pass	NA

Learning Objectives
The purpose of this course is to help students understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.

Learning outcomes
On successful completion of the course, students would be able to:
- Show an understanding of the nature of colonial rule in India and the various developments through which it consolidated itself.

- Demonstrate awareness of the specific impacts of colonialism on Indian economy
- Show knowledge of the gradual emergence of the nationalist movement in India in response to the colonial rule
- Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases
- Show awareness of the various social movements, the kind of questions they raised and their contributions in the nationalist movement

SYLLABUS OF DSC-3

UNIT – I (12 Hours)
Colonialism and Nationalism:
- Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism
- Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern

UNIT – II (12 Hours)
Colonial Rule in India and its impact:
- Constitutional developments and the colonial state
- Colonial ideology of civilizing mission: Utilitarians and Missionaries
- Impact on agriculture, land relations, industry and ecology

UNIT – III (12 Hours)
Reform and Resistance:
- The 1857 war of Independence
- Major social and religious movements
- Education and the rise of the new middle class

UNIT – IV (12 Hours)
Nationalist Politics and Expansion of its Social Base:
- Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
- Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
- Revolutionaries, Socialists and Communists
- Communalism in Indian Politics
- The two-nation theory, negotiations over partition

UNIT – V (12 Hours)
Social Movements:
Peasants, Tribals, Workers, Women and anti-caste movements

Essential/recommended readings

1. Colonialism and Nationalism:

Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman, pp.1-22.

Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin, pp.13-30.

Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press.

Datta, G. Sobhanlal. (2007) 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) *Science, Technology, Imperialism and War*. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.

Guha, Ranajit. (1982). Subaltern Studies, 1. Oxford University Press. Delhi. pp.1-8.

Metcalf, T. (1995) 'Liberalism and Empire' in Metcalf, Thomas. *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp.28-65.

Young, R. (2003) *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press, pp. 9-68.

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

2. Colonial Rule in India and its impact:

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 37-65; 66-138.

Chandra, B. (1999) *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 58-78. Metcalf and Metcalf. (2002) *A Concise History of India*. Cambridge: Cambridge University Press, pp. 55-80.

Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.

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

Guha, R. and Gadgil, M. (1989) 'State Forestry and Social Conflict in British India', in Guha, R. and Gadgil, M. *Past and Present: A Journal of Historical Studies*. May: 123, pp. 141-177.

Mann, M. (2004) 'Torchbearers Upon the Path of Progress: Britain's Ideology of a Moral and Material Progress in India', in Mann, M. and Fischer-Tine, H. (eds.) *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.

3. Reform and Resistance:

Bandopadhyay, S. (2015, revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.

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

Bandopadhyay, S. (2008) Eighteen-Fifty-Seven and Its Many Histories, in *1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

4. Nationalist Politics and Expansion of its Social Base

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 227-323; 405-438.

Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.

Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.

5. Social Movements:

Bandopadhyaya, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 334-381.

Desai, A.R. (2019, reprint- 6th edition) Crusade Against Caste System, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6th edition) Crusade Against Untouchability, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6th edition) Movement for the Emancipation of Women, in *Social Background of Indian Nationalism*, Sage.

Suggestive readings

Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin.

Chatterjee, P. (2010) 'A Brief History of *Subaltern Studies*', in Chatterjee, Partha *Empire & Nation: Essential Writings (1985-2005)*. New Delhi: Permanent Black.

Metcalf, T. (1995) *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp. 132-148.

Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, pp. 71-103.

Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Pareepeksha', in *Bharat Mein Algaovaadaur Dharm*. New Delhi: Vani Prakashan, pp. 33-51.

Pradhan, Ram Chandra. (2008) *Raj to Swaraj*. New Delhi: Macmillan.

Sangari, Kumkun and Vaid, S. (1989) *Recasting Woman: Essays in Colonial History*. New Delhi: Oxford University Press.

Mani, B.R. (2005) *Debrahmanising History, Dominance and Resistance in Indian Society*. New Delhi: Manohar Publishers.

BA (PROG) WITH POLITICAL SCIENCE AS MAJOR

Category-II

> ## DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Political Theory

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Political Theory MDSC 1A	4	3	1	-	12th Pass	NIL

Learning Objectives

This course seeks to understand the unexamined explanation of what is political. It investigates various concepts like liberty, equality, justice that build the foundation of political theory. The core aim of the paper is to inculcate students to normatively and critically analyze the political arguments and debates. The course therefore develops understanding of the nature and significance of political theory through various perspectives and conceptual analysis.

Learning outcomes

After completing this course students will be able to:
- Understand the nature, scope and relevance of political theory
- Understand the different concepts of political theory such as liberty, equality justice, rights and fraternity
- Develop a broader historical, normative and empirical understanding of political theory
- Know and understand the ancient Greece and ancient Indian political theory
- Reflect upon the contemporary debates in political theory

SYLLABUS OF DSC-1

UNIT – I (16 Hours)
What is Political Theory and what is its relevance?

UNIT – II (28 Hours)
Concepts: Liberty, Equality, Justice, Rights

UNIT – III (16 Hours)
Debates in Political Theory:
  a. Protective discrimination and principles of fairness?
  b. The Public vs private debate: Feminist Perspective Censorship and its limits

Essential/recommended readings
Unit I

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A.(eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.

Unit 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 88-105.

Unit 3

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

Suggestive readings

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-193.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224-235.

Hindi Reading

भार्गव, राजीव और अशोक आचार्या) एड(., *राजनीतिक सिधांत : एक परिचय,* दिल्ली :पिएर्सन, 2008.

कुमार, संजीव, "राजनीति क्या है : "राजनीतिक" का सिधान्तीकरण", संजीव कुमार) एड(., *राजनीति सिधांत की समझ,* दिल्ली :ओरिएंट ब्लैकस्वान, 2019, pp. 1-26.

संजीव कुमार) एड(., *राजनीति सिद्धांत की समझ,* दिल्ली :ओरिएंट ब्लैकस्वान, 2019.

संजीव कुमार) एड(., *राजनीति सिद्धांत: अवधारणाएँ एवं विमर्श,* सेज भाषा, नई दिल्ली, 2021.

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Public Administration in India

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		
Public Administration in India MDSC 1B	4	3	1	-	12th Pass	NIL

Learning Objectives
The paper seeks to provide an introduction to the different dimensions of public administration in India. It seeks to acquaint the student with an analytical and critical understanding of the institution of Indian bureaucracy, with issues of decentralization,

financial management, public accountability, e-governance and some specific dimensions of citizens and social welfare policies.

Learning outcomes
After completion of this course, students will be able to:

- Have a clear picture of the complex institutional structure of Indian administration at present
- Understand the building blocks of local governance, in rural and urban areas
- Explain the processes by which different budgeting systems work for this structure
- Analyse the processes of implementation of different social welfare policies by the administrative institutions.

SYLLABUS OF DSC- 2

UNIT – I (10 Hours)
Indian Administration
    a. Structure of the Civil Services: Evolution
        i. Colonial Legacy
        ii. Civil Service in the Constitutional Framework; appointment training, promotion
        iii. PMO, Cabinet Secretariat
        iv. Major Initiatives in Administrative Reforms

UNIT – II (10 Hours)
Decentralization and Local Self Governance
    a. Meaning and Types: Rural and Urban
    b. PRIs and implementation of public policies

UNIT – III (10 Hours)
Budget
    a. Concept of Budget and Budget Cycle in India
    b. Types of Budget: Line Budget, Performance Planning Budget, Zero Based Budget
    c. Budget making: role of the Finance Ministry

UNIT – IV (10 Hours)
Technology and Public Administration in India
    a. E-Governance: The Journey of E-Governance in India
    b. Models of E-Governance: Case-Study of Digital India Mission

UNIT – V (10 Hours)
Social Welfare Policies
    a. Education: Right to Education
    b. Health: National Health Mission
    c. Food: Right to Food Security

d. Employment: MGNREGA

UNIT – VI (10 Hours)
Issues and Debates in Indian Administration
　　　a. Ethics in Administration: Integrity vs. Corruption
　　　b. Accountability: RTI, Lokpal, Citizens' Charter
　　　c. Relationship between Political Executive and Permanent Executive
　　　d. Generalists and Specialists
　　　e. Gender sensitivity and gender participation

Essential/recommended readings

Unit 1. Indian Administration

Basic Readings

K.S. Chalam, 'Constitutional Status Of Civil Service In India' in K.S. Chalam [ed.], Governance in South Asia: State of The Civil Services, Sage Publishers, 2014.

Devesh Kapur and Pratap Bhanu Mehta, Public Institutions in India: Performance and Design, Oxford University Press, 2007.

Second ARC Report, Report X, Personnel Administration and Scaling New Heights, 2005 [https://darpg.gov.in/sites/default/files/personnel_administration10.pdf]

Swarup, Anil, Ethical Dilemmas of a Civil Servant, Unique Publishers, 2021

Second ARC Report, 2005, Report IV, Ethics in Governance, [https://darpg.gov.in/sites/default/files/ethics4.pdf]

Bhure Lal, 'Civil Service Values and Neutrality'in K.S. Chalam [ed.], Governance in South Asia: State of The Civil Services, Sage Publishers, 2014

Additional Readings

Mathur, K. Recasting Public Administration in India: Reform, Rhetoric and Neo- liberalism New Delhi, Oxford University Press, 2019.

Chakrabarty, Bidyut and Mohit Bhattacharya, The Governance Discourse- A Reader, New Delhi: Oxford University Press, 2008

Gupta, Deepak, The Steel Frame: A History of the IAS, Roli Books, 2019.

Caiden, Gerald E., 2009, Administrative Reforms, Aldine Transaction, Chicago, 2009.

N. Bhaskar. Rao, Good Governance: Delivering Corruption-Free Public Services, Sage Publishers, 2013.

R. K. Sapru, Indian Administration: A Foundation of Governance, Sage, 2018.

Unit 2. Decentralization and Local Self Governance

Basic Readings

Bardhan, Pranab and Dilip Mookherjee, 'The Rise of Local Governments: An Overview', in Pranab Bardhan,And Dilip Mookherjee [eds.] Decentralisation and Local Governance in Developing Countries: A Comparative Perspective, Oxford University Press, 2007

Amitabh Kundu, 'Urban System in India: Trends, Economic Base, Governance, and a Perspective of Growth under Globalization' in Waquar Ahmed, Amitabh Kundu, Richard Peet [eds.] , India's New Economic Policy: A Critical Analysis, Routledge, 2010.

B.P. Syam Roy, Democratic Decentralization in West Bengal, in E. Venkatesu, Democratic Decentralisation in India: Experiences, Issues and Challenges, Routledge [South Asia Edition], 2016

Bhagidari Scheme in Delhi; Partnership Between Local Government and Non-State Agencies/Actors; https://egyankosh.ac.in/bitstream/123456789/25833/1/Unit-10.pdf

Jawed Alam Khan, 'Issues in Devolution of Functions, Functionaries and Funds to PRIs: A Comparative Assessment of UP, Rajasthan and Kerala in 2016', in E. Venkatesu, Democratic Decentralisation In India: Experiences, Issues And Challenges, Routledge, 2016

Lalita Chandrashekhar, 'Caste, Party and Democratic Decentralisation in Karnataka' in B.S. Baviskar and George Mathew [eds.] Inclusion and Exclusion in Local Governance: Field Studies from Rural India, Sage Publishers, 2009

Additional Readings

Jayal, N.G., Amit Prakash and P.K.Sharma, Local Governance in India: Decentralization and Beyond, New Delhi: Oxford University Press, 2006.

Satyajit Singh, The Local in Governance: Politics, Decentralisation and Environment, Oxford University Press, New Delhi, 2016.

Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions and Politics in Rural India, Oxford University Press, 2007.

D. A. Rondinelli and S. Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983.

Chandni Singh and Andaleeb Rehman, Urbanising the Rural: Reflections on India's National Rurban Mission, Asia and Pacific Policy Studies, March 2018

Dreze, Jean and Amartya Sen, India: Development and Participation, Oxford University Press, New York, 2002

Mehra, Diya, What Has Urban Decentralization Meant: A Case Study of Delhi, Pacific Affairs, Volume 86, No. 4, December 2013

Mary John, 'Women in Power? Gender, Caste and The Politics of Local Urban Governance', in T.R. Raghunandan [ed.] Decentralization and Local Government: The Indian experience, Orient BlackSwan, 2013

Unit 3. Budget

Basic Readings

Karnam, Gayithri (ed.), Public Budgeting in India, Principles and Practices, Springer, 2018.

Nicholas Henry, Public Administration and Public Affairs. New Jersey: Prentice Hall, 2012.

Rumki Basu, Public Administration: Concepts and Theories, Sterling Publishers, 2013.

Additional Readings

Green Budgeting in Annual Budget 2022; https://www.downtoearth.org.in/news/climate-change/how-green-is-union-budget-2022-23--81354

Green Budgeting; https://www.oecd.org/environment/green-budgeting/OECD-Green-Budgeting-Framework-Highlights.pdf

Handbook on Gender Budgeting.; https://wcd.nic.in/sites/default/files/GB%20-%20Handbook%20October%202015.pdf

Caiden, N., 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration, Belmont: Wadsworth, 2004

Siuli Sarkar, Public Administration In India, PHI Publishers,2010

Unit 4-6

Basic Readings

Shamshad Ahmad, Right to Information: Issues of Administrative Efficiency, Public Accountability and Good Governance in India, The Indian Journal of Public Administration, Vol LV, January- March, No. 3, 2009

Preeti D. Pohekar , A Study of Ombudsman System in India with Special Reference to Lokayukta in Maharashtra , Gyan Publishing House, 2010

Shivani Singh, Citizen's Charter, in Governance: Issues and Challenges, Sage Publishers, 2016

Dhal, Sangita, 2022, E-Governance and Citizen Engagement: New Directions in Public Administration, Sage Publishers

Dhal, Sangita, 'Situating Digital India Mission in Pursuit of Good Governance: A Study of Electronic Governance Initiatives', Indian Journal of Public Administration, Sage Publication, January-March (66.1), pp 110-126, 2020

Tillin, Louise Rajeshwari Deshpande and K. K. Kailash [eds.], Politics of Welfare: Comparisons Across Indian States. Oxford: Oxford University Press, 2015

Khera, Reetika,(ed.), 2011, The Battle For Employment Guarantee, Oxford University Press, New Delhi, 2011

Additional Readings

N.Vittal, 'Accountability in Public Service'in K.S. Chalam [ed.], Governance in South Asia: State of The Civil Services, Sage Publishers, 2014

Second ARC Report, Report 1, Right to Information, 2005. https://darpg.gov.in/sites/default/files/rti_masterkey1.pdf

Samuel Paul, India's Citizen's Charters: In Search of a Champion, Economic and Political Weekly, Vol. 43, No. 7, Feb. 16 - 22, 2008, pp. 67-73

Pippa Norris, Digital Divide: Civic Engagement, Information, Poverty and The Internet World Wide. Cambridge: Cambridge University Press, 2001

Chaudhuri, Bidisha, E-Governance In India-Interlocking, Politics, Technology and Culture, Routledge, New York, 2014

Dhal, Sangita, Enabling Social Rights through Proactive Public Policy: Auditing Education and Health Sectors in India, Indian Journal of Public Administration, Volume 52, No.1, New Delhi, 2016

Renu Srivastava, Impact of Central Sponsored Schemes on Women Empowerment with Special Reference to Health and Education, Kamlesh Gupta, State and Public Policy, Pentagon Press, 2018

Rukmini Banerji, 'Learning for All: Lessons from ASER and Pratham in India on the Role of Citizens and Communities in Improving Children's Learning' in Sungsup Ra, Shanti Jagannathan and Rupert Maclean, Powering a Learning Society During an Age of Disruption, Springer Publishers, 2021 [https://link.springer.com/chapter/10.1007/978-981-16-0983-1_13]

K. Lee and Mills, The Economic of Health in Developing Countries, Oxford: Oxford University Press, 1983

Vinod Kumar, Socio-Economic Impact of MGNREGA on Rural People: A Study in Mandi District of Himachal Pradesh, Indian Journal of Public Administration, Sage Publication, January-March (59.2), 2013 [https://doi.org/10.1177/0019556120130213]

Anjoo Sharan Upadhyaya, Ashild Kolas and Ruchita Beri, Food Governance in India: Rights, Security and Challenges in The Global Sphere, Routledge, 2022.

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

BA (PROG) WITH POLITICAL SCIENCE AS MINOR

Category-III

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Political Theory

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Political Theory MDSC 1A	4	3	1	-	12th Pass	NA

Learning Objectives

This course seeks to understand the unexamined explanation of what is political. It investigates various concepts like liberty, equality, justice that build the foundation of political theory. The core aim of the paper is to inculcate students to normatively and critically analyze the political arguments and debates. The course therefore develops understanding of the nature and significance of political theory through various perspectives and conceptual analysis.

Learning outcomes

After completing this course students will be able to:
- Understand the nature, scope and relevance of political theory
- Understand the different concepts of political theory such as liberty, equality justice, rights and fraternity
- Develop a broader historical, normative and empirical understanding of political theory
- Know and understand the ancient Greece and ancient Indian political theory
- Reflect upon the contemporary debates in political theory

SYLLABUS OF DSC-1

UNIT – I (16 Hours)
What is Political Theory and what is its relevance?

UNIT – II (28 Hours)
Concepts: Liberty, Equality, Justice, Rights

UNIT – III (16 Hours)
Debates in Political Theory:
      a. Protective discrimination and principles of fairness?
      b. The Public vs private debate: Feminist Perspective Censorship and its limits

Essential/recommended readings
Unit I

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A.(eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.

Unit 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 88-105.

Unit 3

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

Suggestive readings

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-193.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224-235.

Hindi Reading

भार्गव, राजीव और अशोक आचार्या) एड(., *राजनीतिक सिधांत : एक परिचय,* दिल्ली :पिएर्सन, 2008.

कुमार, संजीव, "राजनीति क्या है : "राजनीतिक" का सिधान्तीकरण", संजीव कुमार) एड(., *राजनीति सिधांत की समझ,* दिल्ली :ओरिएंट ब्लैकस्वान, 2019, pp. 1-26.

संजीव कुमार) एड(., *राजनीति सिद्धांत की समझ,* दिल्ली :ओरिएंट ब्लैकस्वान, 2019.

संजीव कुमार) एड(., *राजनीति सिद्धांत: अवधारणाएँ एवं विमर्श,* सेज भाषा, नई दिल्ली, 2021.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Offered by Department of Political Sciences

Category-IV

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ideas in Indian Political Thought GE-1	4	3	1	-	12th Pass	NA

Learning Objectives
This paper is designed for students who are from other disciplines and wish to have a basic understanding of the various themes that has shaped Indian society and politics. It revolves around key concepts based on original texts which would help the students to critically engage with the ideas.

Learning outcomes
After completion of this course, students will be able to
- answer about the nature and form of statecraft that existed in Ancient India.
- explain how the texts in ancient India interpreted Dharma and Danda
- answer what were sources and mechanisms to practice Nyay in ancient India.
- make distinction between Rastra and Rajya.
- explain the meaning and foundations of Varna and how are they different from caste.

SYLLABUS OF GE-1

UNIT – I (8 Hours)
Dharma and Danda: Kautilya

UNIT – II (8 Hours)
Gender: Tarabai Shinde

UNIT – III (8 Hours)
Culture and Nationalism: Vivekananda

UNIT – IV (12 Hours)
Swaraj: Gandhi

UNIT – V (8 Hours)
Nyaya: Ambedkar

UNIT – VI (8 Hours)
Hindutva: Savarkar

UNIT – VII (8 Hours)
Integral Humanism: Deen Dayal Upadhyaya

Essential/recommended readings

1. Dharma and Danda: Kautilya

Mehta, V.R. (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88- 109.

Sharma, R S (2005), Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, New Delhi pp 143-164

2. Gender: Tarabai Shinde

O' Hanlon, Rosalind (2002) A comparison between women and men: Tarabai Shinde and the critique of Gender Relations in Colonial India. New Delhi: Oxford University Press.

Lele, Jayant (1998) Gender Consciousness in Mid-Nineteenth Century Maharashtra, in Anne Feldhaus *Images of women in Maharastrain Society*. The University of New York Press: New York

3. Culture and Nationalism: Vivekananda

Sen, Amiya P. (2011), 'Vivekanand: Cultural Nationalism', in M. P. Singh and Himanshu Roy (ed.), *Indian Political Thought: Themes and Thinkers* Delhi. Pearson

Kiggley, Dermot (1990) 'Vivekananda's western message from the East' in William Radice (ed) Swami Vivekananda and modernization of Hinduism, New Delhi: Oxford University Press.

4. Swaraj: Gandhi

Parel, A. (ed.) (2002), 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

Dalton, Denis (1982) Indian Idea of freedom, Gurgaon: Academic Press, pp 154-190

5. Nyaya: Ambedkar

Pantham, Thomas and Kenneth Deutsch (ed) (1986) Political Thought in Modern India, New Delhi: Sage, pp 161-175

Rodrigues, Valerian (2002) The Essential writings of B.R Ambedkar, Delhi: Oxford University Press, pp 1-44

6. Hindutva: Savarkar

Savarkar, Vinayak Damodar (1922-23) Essentials of Hindutva, 1922, available at: http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf

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

7. Integral Humanism: Deen Dayal Upadhyaya

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

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

GENERIC ELECTIVES (GE-3): Nationalism in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Nationalism in India GE-3	4	3	1	-	12th Pass	NA

Learning Objectives

The course aims to help students understand the national movement in India. It looks at the movement from different theoretical perspectives that highlight its varied dimensions. The course begins by looking at the Indian responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century. It successively focuses on the events leading to the Partition and the Independence in 1947. In the process, the course also tries to focus on the various tensions and debates within nationalism in India as it engaged with the questions of communalism, class struggle, caste and gender.

Learning outcomes

On successful completion of the course, students would:
- Gain an understanding of the different theoretical views on the emergence and development of nationalism in India and the tensions that existed between them
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle
- Demonstrate awareness of the history of partition and independence

SYLLABUS OF GE-3

UNIT – I (12 Hours)
Approaches to the Study of Nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern

UNIT – II (12 Hours)
Reformism and Anti-Reformism in the Nineteenth Century: Major Social and Religious Movements in 19th century

UNIT – III (16 Hours)
Nationalist Politics and Expansion of its Social Base
   a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
   b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
   c. Revolutionaries, Socialists, and Communists

UNIT – IV (12 Hours)
Social Movements
   Peasants, Tribals, Workers, Women and anti-caste movements

UNIT – V (8 Hours)
Partition, Independence and Integration of states
   Communalism in Indian Politics, The Two-Nation Theory and Partition, Independence and Integration of Indian States

Essential/recommended readings
Approaches to the Study of Nationalism in India

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

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

Reformism and Anti-Reformism in the Nineteenth Century

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

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

Nationalist Politics and Expansion of its Social Base

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

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

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

Social Movements

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

Desai, A.R. (2019, reprint- 6th edition) Crusade Against Caste System, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6th edition) Crusade Against Untouchability, in *Social Background of Indian Nationalism*, Sage.

Desai, A.R. (2019, reprint- 6th edition) Movement for the Emancipation of Women, in *Social Background of Indian Nationalism*, Sage.

G. Shah (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

Partition, Independence and Integration of States

A. Jalal, and S. Bose (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy (2005) *Rashtravadbanam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy (1994) New Delhi: Oxford University Press, pp. 1-8.)

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

Suggestive readings

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

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

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

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

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

DEPARTMENT OF ECONOMICS

BA (Hons.) Economics
Category-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		
Introductory Microeconomics ECON001	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To expose students to the basic principles of microeconomic theory
- To emphasis on the fundamental economic trade-offs and allocation problems due to scarcity of resources
- To use graphical methods to illustrate how microeconomic concepts can be applied to analyze real-life situations

Learning outcomes

The Learning Outcomes of this course are as follows:
- By studying the course, the students will understand economic trade-offs and opportunities.
- By studying the course, the students will understand the fundamentals of market mechanisms and government interventions.

SYLLABUS OF DSC-1

UNIT – I: Introduction to economic trade-offs   (12 Hours)
Resources and opportunities, Gains from trade, Individual and society

UNIT – II: How market works   (16 Hours)

Supply and demand, Price and resource allocation, Elasticity, Market, trade and welfare

UNIT – III: Role of government   (16 Hours)
Taxation, Public good, Inequality and poverty

UNIT – IV: Individual decision and interaction   (16 Hours)
Decision versus strategic interaction, How to think about strategic interactions, Real life examples

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.
- Dixit, A. K., & Skeath, S. (2015). *Games of strategy*: Fourth international student edition. WW Norton & Company.
- Acemoglu, D., Laibson, D., & List, J. (2017). *Microeconomics*. Pearson.

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): INTRODUCTORY MATHEMATICAL METHODS FOR ECONOMICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introductory Mathematical Methods for Economics ECON002	4	3	1	0	Class XII pass with Mathematics	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus
- Particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general
- The sophistication would be maintained at a standard level to grow in the profession

Learning outcomes

The Learning Outcomes of this course are as follows:
- To hone and upgrade the mathematical skills acquired in school and paves the way for the second semester course Intermediate Mathematical Methods
- To apply the analytical tools introduced in this course wherever unconstrained optimisation techniques are used in economics and business decision-making

- To make the students more logical in making or refuting arguments

SYLLABUS OF DSC- 2

UNIT –I: Preliminaries (20 Hours)
Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.

UNIT – II: Functions of one real variable: (20 Hours)
Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterisation, properties with respect to various operations and applications; differentiable functions: characterisation, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

UNIT – III: Single-variable optimization (20 Hours)
Geometric properties of functions: convex functions, their characterisation and applications; local and global optima: geometric and calculus-based characterisation, applications

Practical component (if any) - NIL

Essential/recommended readings

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Education.

- Hoy, M., Livernois, J., McKenna, C., Rees, R., Stengos, T. (2001). *Mathematics for Economics*, Prentice-Hall India.

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): INTRODUCTORY STATISTICS FOR ECONOMICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introductory Statistics for Economics ECON003	4	3	1	0	Class XII pass with Mathematics	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with methods of summarizing and describing important features of data. The course teaches students the basics of probability theory and sets a necessary foundation for Inferential Statistical Theory and the Econometrics courses. The familiarity with probability theory will also be valuable for courses in economic theory.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The student would understand the concept of probability, random variables and their distributions and become familiar with some commonly used discrete and continuous distributions of random variables so that they would be able to analyse various real-life data.

SYLLABUS OF DSC-3

UNIT - 1: Introduction and overview   (12 Hours)

The distinction between populations and samples and, between population parameters and sample statistics; Pictorial Methods in Descriptive Statistics; Measures of Location and Variability.

UNIT - 2: Elementary probability theory   (12 Hours)

Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence.

UNIT – 3: Random variables and probability distributions   (12 Hours)

Defining random variables; discrete and continuous random variables, probability distributions; expected values and functions of random variables.

UNIT - 4: Sample Distributions   (8 Hours)

Properties of commonly used discrete and continuous distributions (uniform, binomial, exponential, Poisson, hypergeometric and Normal random variables).

UNIT - 5: Random sampling and jointly distributed random variables   (16 Hours)

Density and distribution functions for jointly distributed random variables; computing expected values of jointly distributed random variables; conditional distributions and expectations, covariance and correlation.

Practical component (if any) - NIL

Essential/recommended readings

- Devore, J. (2012). *Probability and Statistics for Engineers*, 8th ed. Cengage Learning.

- John A. Rice (2007). *Mathematical Statistics and Data Analysis*, 3rd ed. Thomson Brooks/Cole.

- Miller, I., Miller, M. (2017). *J. Freund's Mathematical Statistics with Applications*, 8th ed. Pearson.

- Hogg, R., Tanis, E., Zimmerman, D. (2021) *Probability and Statistical inference*, 10th Edition, Pearson

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

BA (Prog.) with Economics as Major
Category-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		
Introductory Microeconomics ECON001	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To expose students to the basic principles of microeconomic theory
- To emphasis on the fundamental economic trade-offs and allocation problems due to scarcity of resources
- To use graphical methods to illustrate how microeconomic concepts can be applied to analyze real-life situations

Learning outcomes

The Learning Outcomes of this course are as follows:
- By studying the course, the students will understand economic trade-offs and opportunities.
- By studying the course, the students will understand the fundamentals of market mechanisms and government interventions.

SYLLABUS OF DSC-1

UNIT – I: Introduction to economic trade-offs   (12 Hours)
Resources and opportunities, Gains from trade, Individual and society

UNIT – II: How market works   (16 Hours)
Supply and demand, Price and resource allocation, Elasticity, Market, trade and welfare

UNIT – III: Role of government   (16 Hours)
Taxation, Public good, Inequality and poverty

UNIT – IV: Individual decision and interactions   (16 Hours)
Decision versus strategic interaction, How to think about strategic interactions, Real life

examples

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.
- Dixit, A. K., & Skeath, S. (2015). *Games of strategy*: Fourth international student edition. WW Norton & Company.
- Acemoglu, D., Laibson, D., & List, J. (2017). *Microeconomics*. Pearson.

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): BASIC MATHEMATICS FOR ECONOMIC ANALYSIS

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basic Mathematics for Economic Analysis ECON021	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The objective of the course is train basic algebras that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomics, macroeconomics, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. It contains understanding of basic functions, relations, real number systems, set operations, linear algebras and matrix operations used in economics.

Learning outcomes

The Learning Outcomes of this course are as follows:
- The course equips the students with exposition of economic problems with formal pre- situations algebraically and offers solution techniques to find equilibrium analysis. These tools are necessary for anyone seeking employment as an analyst in the corporate and policy framing world.

SYLLABUS OF DSC- 2

UNIT – I: Economic

Models (20 Hours)

Ingredients of mathematical models - variables, constants, parameters, equations, and identities; Real number system; Sets and functions; relations and their proper- ties; types of functions; functions of more than one variables; Limit, sequences and series: convergence, algebraic properties and applications; continuous functions: characterisation, properties with respect to various operations and applications; differentiable functions: characterisation, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

UNIT – II: Equilibrium Analysis in Economics   (20 Hours)

Meaning of equilibrium; partial market equilibrium - linear and non-linear models; General market equilibrium

UNIT – III: Linear Models and Matrix Algebras and their Applications in Economics
(20 Hours)

Matrix operations, Determinants and Cramer's Rule and their applications

Practical component (if any) - NIL

Essential/recommended readings

- Chiang, A and Wainwright, K. (2005). Fundamental methods of mathematical economics. Boston, Mass. McGraw-Hill/Irwin.

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis.* Pearson Educational.

- Hoy, M., Livernois, J., McKenna, C., Rees, R., Stengos, T. (2001). *Mathematics for Economics,* Prentice-Hall India.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): PRINCIPLES OF

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

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

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSC-1

UNIT – I: Introduction

(16 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 sur- plus, 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

(16 Hours)

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

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

UNIT – IV: Perfect Competition

(16 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.**

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Economics
Category-IV

CREDIT 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		
Principles of Microeconomics I ECON025	4	3	1	0	Class XII pass	NIL

Learning Objectives

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

Learning outcomes

The Learning Outcomes of this course are as follows:
- The students learn some basic principles of microeconomics of consumer and producers, and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare outcomes.

SYLLABUS OF GE-1

UNIT – I: Introduction (16 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 sur- plus, 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   **(16 Hours)**

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

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

UNIT – IV: Perfect Competition   **(16 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

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

Learning Objectives

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

Learning outcomes

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

SYLLABUS OF GE-2

UNIT – I: Development and underdevelopment
(16 Hours)
Growth vs Development; Classic Approaches of Development; Contemporary theories of Development and Underdevelopment

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

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

UNIT – III: Capabilities, human development and sustainable development
(16 Hours)

UNIT – IV: Globalisation and development
(12 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*, Roultedge, 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

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

Learning Objectives

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

Learning outcomes

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

SYLLABUS OF GE-3

UNIT – I: Microeconomic Foundations **(20 Hours)**
Foundations of economics, how market works, firms and market structures, markets for factor of production, role of government

UNIT – II: Macroeconomic Foundations **(20 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 **(20 Hours)**
Comparative advantage and the gains from trade, macroeconomics in an open economy

Practical component (if any) - NIL

Essential/recommended readings

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

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

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

DEPARTMENT OF GEOGRAPHY

BA (Hons.) Geography
Category-I

DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC-1) –: PHYSICAL GEOGRAPHY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:
- To explain the concept, definition and scope of earth systems.
- To recognize the structure of the Earth and describe its characteristic features.
- To understand the atmospheric composition and structure.

Learning outcomes

The Learning Outcomes of this course are as follows:
The students will be able:
- To classify earth into various domains according to its physical features.
- To differentiate between lithosphere, hydrosphere, atmosphere and biosphere, and to understand interrelationship between them.
- To explain the atmospheric composition and structure.
- To assess the impact of anthropogenic activities on earth systems.

SYLLABUS OF DSC-1

UNIT – I (4 Hours)
Physical Geography: Definition, Nature, Scope, Earth as a System and its Components

UNIT – II (16 Hours)
Atmosphere: Composition and Structure, Energy: Insolation and Temperature, Motion in the atmosphere: pressure and circulation

UNIT – III (16 Hours)
Lithosphere: Earth's Interior, Isostasy, Earth's movement: endogenic including folding and faulting and exogenic forces

UNIT – IV (12 Hours)
Hydrosphere: Hydrological Cycle, Ocean Water Movement – Currents and Tides

UNIT – V (12 Hours)
Biosphere: Soil and Vegetation – Factors and Distribution

Practical component (if any) - NIL

Essential/recommended readings

1. Alan H. Strahler and Arthur Strahler (1992). Modern Physical Geography Fourth Edition, John Wiley & Sons, Canada.
2. Barry, R. G., and Chorley, R. J. (2009). Atmosphere, Weather and Climate (9th Edition). Routledge, New York, USA.
3. Christopherson, R. W. and Birkeland, G. H. (2012). Geosystems: An Introduction to Physical Geography (8th edition). Pearson Education, New Jersey, USA.
4. Gupta, L.S. (2000). JalvayuVigyan(Hindi). Hindi Madhyam Karyanvayan Nidishalya, Delhi.
5. Lal, D. S. (2006). JalvayuVigyan (Hindi). PrayagPustakBhavan, Allahabad, India.
6. Sharma, V.K. (2010). Introduction to Process Geomorphology. CRC Press Taylor & Francis Group.
7. Singh, S. (2009). Bhautik Bhugol ka Swaroop (Hindi). Prayag Pustak. Allahabad, India.
8. Tarbuck, E.J., Lutgens, F.K. and Tasa, D. (2012). Earth Science, Thirteenth Edition. Prentice Hall, Delhi
9. Trujillo, A.P., and Thruman, H.V. (2017). Essentials of Oceanography. PHI., New Delhi.

Suggestive readings (if any)

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): HUMAN GEOGRAPHY

Credit distribution, Eligibility and Prerequisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand various dimensions of human geography and cultural landscape.
- To analyses the population growth and distribution.
- To understand the relationship between population and resource.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Detailed exposure of contemporary relevance of cultural landscape.
- In-depth knowledge of space and society of cultural regions.
- Understanding the settlement pattern and population resource relationship.

SYLLABUS OF DSC- 2

UNIT – I (8 Hours)
Human Geography: Definition, Scope and Major Themes; Contemporary Relevance, Understanding Cultural Landscape.

UNIT – II (16 Hours)
Population: World Population Growth – Trends and Patterns, Population Composition (Residence, Literacy and Age).

UNIT – III (12 Hours)
Space and Society: Cultural Regions, Tribes, Religion and Language.

UNIT – IV (12 Hours)
Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization.

UNIT – V (12 Hours)
Human Development – Measurements (HDI and IHDI), Regional Variations and Sustainable Development Goals.

Practical component (if any) - NIL

Essential/recommended readings
1. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
2. Hassan M.I. (2020). Population Geography-A Systematic Exposition. Routledge Taylor and Francis Group, New York.
3. Human Development Reports of United Nations Development Program.
4. Hussain Majid (2021). Human Geography. Rawat Publication.
5. Majid, Hussain (2012). Manav Bhugol. Rawat Publication.
6. Maurya, S.D. (2012). Manav Bhugol. Sharda Pustak Bhawan, Allahabad, India.
7. Patra, P. et. al.(2021). Perspectives of Human Geography. Concept Publications, New Delhi.
8. Rubenstein, J.M. (2008). An Introduction to Human Geography: The Cultural Landscape. Pearson Prentice Hall, NJ.
9. Saroha, J. (2021). Jansankhya Bhugol, Janankiki evam Jansankhya Adhayan. M.K. Books, New Delhi.
10. Singh, S and Saroha, J. (2021). Human and Economic Geography. Pearson Publication.

Suggestive readings (if any)

Credit 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		
DIGITAL CARTOGRAPHY (PRACTICAL)	4	-	-	4	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- Create professional and aesthetically pleasing maps through thoughtful application of cartographic conventions digitally.
- Develop an understanding of the concepts regarding scale, map projections to suit map purposes digitally.
- Better understand the techniques of interpretation of topographical and weather maps through digital cartographic techniques.

Learning outcomes

The Learning Outcomes of this course are as follows:
This is a practical hands-on course, when the students have completed this course, they are able:
- To explain how maps work, conceptually and technically and also will be able to understand the science and art of cartography through digital techniques.
- To recognize the benefits and limitations of some common map projections and their use.
- To understand and perform interpretation of topographical maps and weather maps.

SYLLABUS OF DSC-3

UNIT – I (12 Hours)
1.1. Maps: Concepts and classification, Coordinate system, Nature and Scope-Analogue and Digital cartography)
1.2. History and evolution of Cartography: Western and Indian perspectives
1.3. Digital Cartography: Basics of Raster and Vector Data

UNIT – II (12 Hours)
Scale: Plain, Comparative and Diagonal: Construction and Applications

UNIT – III (16 Hours)

Map Projections: Concept of Datum and Spheroid, Fundamentals of Projections-Classification, Properties, Uses and limitations of Polar Zenithal-Stereographic, Conical projection with two standard parallel and Mercator's Projections. Concept and Use of UTM.

UNIT – IV (12 Hours)

Interpretation of Topographic Maps, Conventional symbols, Cross and Longitudinal Profiles, Identification and Inter-relationships between physical and cultural features in the mountain regions.

UNIT – V (8 Hours)

Concept of Map elements in Digital Cartography

Practical components – Lab Exercises (30 Hours)

1.1. Using online maps for place look-ups, latitude and longitudes, time zones
1.2 Refer to the text for the history and evolution of cartography as listed in the reference list
1.3 Introduction to available GIS software, raster and vector data presentation
2.1. Construction and applications
3.1. Construction of Polar Zenithal Stereographic, Conical projection with two standard parallel and Mercator's Projections (manual)
3.2. Digital demonstration of projections
5.1 Map layout preparation with the provided data

Essential/recommended readings

1. Cuff J. D. and Mattson M. T. (1982). Thematic Maps: Their Design and Production. Methuen Young Books.
2. Dent B. D., Torguson J. S., and Holder T. W. (2008). Cartography: Thematic Map Design (6th Edition). Mcgraw-Hill Higher Education
3. Gupta K. K. and Tyagi V. C. (1992). Working with Maps. Survey of India, DST, New Delhi.
4. Kraak, M.J. (2010). Cartography: Visualization of Geospatial Data (3rd edition). Pearson Education Ltd., London. UK.
5. Mishra R. P. and Ramesh A. (1989). Fundamentals of Cartography. Concept Publication, New
6. Sharma J. P., 2010: Prayogic Bhugol. Rastogi Publishers, Meerut.
7. Misra, R.P. (2014). Fundamentals of Cartography (Second Revised and Enlarged Edition). Concept Publishing, New Delhi. India.
8. Monkhouse, F. J. and Wilkinson, H. R. (1973). Maps and Diagrams. Methuen.
9. Singh, R.L. and Dutta, P.K. (2012). Prayogatmak Bhugol (Hindi), Central Book Depot, Allahabad.
10. Sharma, J. P. (2010). Prayogic Bhugol (Hindi), Rastogi Publishers, Meerut.

Suggestive readings

BA (Prog.) with Geography as Major
Category-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		
PHYSICAL GEOGRAPHY	4	3	1	-	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To explain the concept, definition and scope of earth systems.
- To recognize the structure of the Earth and describe its characteristic features.
- To understand the atmospheric composition and structure.

Learning outcomes

The Learning Outcomes of this course are as follows:
The students will be able:
- To classify earth into various domains according to its physical features.
- To differentiate between lithosphere, hydrosphere, atmosphere and biosphere, and to understand interrelationship between them.
- To explain the atmospheric composition and structure.
- To assess the impact of anthropogenic activities on earth systems.

SYLLABUS OF DSC-1

UNIT – I (4 Hours)
Physical Geography: Definition, Nature, Scope, Earth as a System and its Components

UNIT – II (16 Hours)
Atmosphere: Composition and Structure, Energy: Insolation and Temperature, Motion in the atmosphere: pressure and circulation

UNIT – III (16 Hours)
Lithosphere: Earth's Interior, Isostasy, Earth's movement: endogenic including folding and faulting and exogenic forces

UNIT – IV (12 Hours)
Hydrosphere: Hydrological Cycle, Ocean Water Movement – Currents and Tides

UNIT – V (12 Hours)
Biosphere: Soil and Vegetation – Factors and Distribution

Practical component (if any) - NIL

Essential/recommended readings

1. Alan H. Strahler and Arthur Strahler (1992). Modern Physical Geography Fourth Edition, John Wiley & Sons, Canada.
2. Barry, R. G., and Chorley, R. J. (2009). Atmosphere, Weather and Climate (9th Edition). Routledge, New York, USA.
3. Christopherson, R. W. and Birkeland, G. H. (2012). Geosystems: An Introduction to Physical Geography (8th edition). Pearson Education, New Jersey, USA.
4. Gupta, L.S. (2000). JalvayuVigyan(Hindi). Hindi Madhyam Karyanvayan Nidishalya, Delhi.
5. Lal, D. S. (2006). JalvayuVigyan (Hindi). PrayagPustakBhavan, Allahabad, India.
6. Sharma, V.K. (2010). Introduction to Process Geomorphology. CRC Press Taylor & Francis Group.
7. Singh, S. (2009). Bhautik Bhugol ka Swaroop (Hindi). Prayag Pustak. Allahabad, India.
8. Tarbuck, E.J., Lutgens, F.K. and Tasa, D. (2012). Earth Science, Thirteenth Edition. Prentice Hall, Delhi
9. Trujillo, A.P., and Thruman, H.V. (2017). Essentials of Oceanography. PHI., New Delhi.

Suggestive readings (if any)

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): HUMAN

Credit distribution, Eligibility and Prerequisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand various dimensions of human geography and cultural landscape.
- To analyses the population growth and distribution.
- To understand the relationship between population and resource.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Detailed exposure of contemporary relevance of cultural landscape.
- In-depth knowledge of space and society of cultural regions.
- Understanding the settlement pattern and population resource relationship.

SYLLABUS OF DSC- 2

UNIT – I (8 Hours)
Human Geography: Definition, Scope and Major Themes; Contemporary Relevance, Understanding Cultural Landscape.

UNIT – II (16 Hours)
Population: World Population Growth – Trends and Patterns, Population Composition (Residence, Literacy and Age).

UNIT – III (12 Hours)
Space and Society: Cultural Regions, Tribes, Religion and Language.

UNIT – IV (12 Hours)
Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization.

UNIT – V (12 Hours)
Human Development – Measurements (HDI and IHDI), Regional Variations and Sustainable Development Goals.

Practical component (if any) - NIL

Essential/recommended readings
1. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
2. Hassan M.I. (2020). Population Geography-A Systematic Exposition. Routledge Taylor and Francis Group, New York.
3. Human Development Reports of United Nations Development Program.
4. Hussain Majid (2021). Human Geography. Rawat Publication.
5. Majid, Hussain (2012). Manav Bhugol. Rawat Publication.
6. Maurya, S.D. (2012). Manav Bhugol. Sharda Pustak Bhawan, Allahabad, India.
7. Patra, P. et. al.(2021). Perspectives of Human Geography. Concept Publications, New Delhi.
8. Rubenstein, J.M. (2008). An Introduction to Human Geography: The Cultural Landscape. Pearson Prentice Hall, NJ.
9. Saroha, J. (2021). Jansankhya Bhugol, Janankiki evam Jansankhya Adhayan. M.K. Books, New Delhi.
10. Singh, S and Saroha, J. (2021). Human and Economic Geography. Pearson Publication.

Suggestive readings (if any)

BA (Prog.) with Geography as Minor
Category-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		
PHYSICAL GEOGRAPHY	4	3	1	-	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To explain the concept, definition and scope of earth systems.
- To recognize the structure of the Earth and describe its characteristic features.
- To understand the atmospheric composition and structure.

Learning outcomes

The Learning Outcomes of this course are as follows:
The students will be able:
- To classify earth into various domains according to its physical features.
- To differentiate between lithosphere, hydrosphere, atmosphere and biosphere, and to understand interrelationship between them.
- To explain the atmospheric composition and structure.
- To assess the impact of anthropogenic activities on earth systems.

SYLLABUS OF DSC-1

UNIT – I (4 Hours)
Physical Geography: Definition, Nature, Scope, Earth as a System and its Components

UNIT – II (16 Hours)
Atmosphere: Composition and Structure, Energy: Insolation and Temperature, Motion in the atmosphere: pressure and circulation

UNIT – III (16 Hours)
Lithosphere: Earth's Interior, Isostasy, Earth's movement: endogenic including folding and faulting and exogenic forces

UNIT – IV (12 Hours)
Hydrosphere: Hydrological Cycle, Ocean Water Movement – Currents and Tides

UNIT – V (12 Hours)
Biosphere: Soil and Vegetation – Factors and Distribution

Practical component (if any) - NIL

Essential/recommended readings

1. Alan H. Strahler and Arthur Strahler (1992). Modern Physical Geography Fourth Edition, John Wiley & Sons, Canada.
2. Barry, R. G., and Chorley, R. J. (2009). Atmosphere, Weather and Climate (9th Edition). Routledge, New York, USA.
3. Christopherson, R. W. and Birkeland, G. H. (2012). Geosystems: An Introduction to Physical Geography (8th edition). Pearson Education, New Jersey, USA.
4. Gupta, L.S. (2000). JalvayuVigyan(Hindi). Hindi Madhyam Karyanvayan Nidishalya, Delhi.
5. Lal, D. S. (2006). JalvayuVigyan (Hindi). PrayagPustakBhavan, Allahabad, India.
6. Sharma, V.K. (2010). Introduction to Process Geomorphology. CRC Press Taylor & Francis Group.
7. Singh, S. (2009). Bhautik Bhugol ka Swaroop (Hindi). Prayag Pustak. Allahabad, India.
8. Tarbuck, E.J., Lutgens, F.K. and Tasa, D. (2012). Earth Science, Thirteenth Edition. Prentice Hall, Delhi
9. Trujillo, A.P., and Thruman, H.V. (2017). Essentials of Oceanography. PHI., New Delhi.

Suggestive readings (if any)

GENERIC ELECTIVES (GE-1): GEOGRAPHY 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
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHY OF INDIA	4	4	-	-	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- Various dimensions of the geographical features of India and their spatial distribution.
- Detailed analysis of economic resources of India.
- Understanding of regional divisions of India.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Detailed exposure to the human and physical features of India.
- In-depth knowledge of different resource base of India.
- Understanding social-cultural base of India.

SYLLABUS OF GE-1

UNIT – I (12 Hours)
Physical Setting – Location, Relief and Structure, Drainage and Climate.

UNIT – II (12 Hours)
Population – Growth, Distribution, Literacy, Sex Ratio and Migration.

UNIT – III (12 Hours)
Resource Base – Renewable Resources and Diversification of Agriculture.

UNIT – IV (12 Hours)
Economy - Information Technology and Automobile Industry, Modes of Transport.

UNIT – V (12 Hours)
Key Concerns – Unity in Diversity, Border Issues and Biodiversity Conservation

Practical component (if any) - NIL

Essential/recommended readings
1. Gopal Krishan (2017). The Vitality of India: A Regional Perspective. Rawat Publication, Jaipur. (Hindi Medium)
2. Khullar, D.R. (2020). India – A Comprehensive Geography. Kalyani Publishers, Ludhiana.
3. Majid, H. (2020). Geography of India. McGraw Hill Education (India) Private Ltd.
4. Mamoria, C. B. and Mishra, J. P. (2021). *Bharat ka Bhugol.* Sahitya Bhawan Publication, Agra.
5. Sharma, T.C. (2013). Economic Geography of India. Rawat Publication, Jaipur.
6. Singh, Gopal (2010). Geography of India. Atma Ram and Sons.
7. Singh, S. and Saroha, J. (2019). *Bharat ka Bhugol.* CL Media (P) Ltd, New Delhi.
8. Singh, S. and Saroha, J. (2019). Geography of India,.CL Media (P) Ltd, New Delhi.
9. Tiwari, R. C. (2019). Bharat ka Bhugol. Pravalika Publication, Allahabad.
10. Tiwari, R. C. (2019). Geography of India. Pravalika Publication, Allahabad.

Suggestive readings

GENERIC ELECTIVES (GE-2): SPATIAL DIMENSIONS OF 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
		Lecture	Tutorial	Practical/ Practice		
SPATIAL DIMENSIONS OF DEVELOPMENT	4	4	-	-	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- Understand the meaning and concept of Development.
- Understand the different theories of development.
- Understand global pattern of development.

Learning outcomes

The Learning Outcomes of this course are as follows:
The students will be able:
- To learn changing concept of development.
- To learn the human development index.
- To analyses the different theories of development.

SYLLABUS OF GE-2

UNIT – I (12 Hours)
Concept of Development: Definition and Meaning of Development, Changing Concept of Development (Economic Growth, Modernization, Distributive Justice), Equity-Efficiency Debate, Alternative Development Paradigms.

UNIT – II (12 Hours)
Indicators of Development: Economic, Social and Environmental.

UNIT – III (12 Hours)
Theories of Development: Myrdal, Hirschman, Rostow, Friedman, Under Development and Dependent Development.

UNIT – IV (12 Hours)
Global Patterns of Development: Economic Groupings (United Nations, World Bank, IMF) and Inter Regional Cooperation (SAARC, ASEAN, European Union).

UNIT – V (12 Hours)
Human Development: Concept, Indicators, HDI (India and World).

Practical component (if any) - NIL

Essential/recommended readings
1. Friedmann J. (1966). Regional Development Policy: A Case Study of Venezuela. Cambridge, Mass., MIT.
2. Gore C. (1984). Regions in Question: Space, Development Theory and Regional Policy. London,Methuen.
3. Hirschman A. O. (1958). The Strategy of Economic Development. New Haven, Yale University Press.
4. Murray Warwick E. (2006). Geographies of Globalization. Routledge.
5. Myrdal K. G. (1957). Economic Theory and Underdeveloped Regions. London, Duckworth.
6. Peet R. (1999).Theories of Development. Guilford Press, New York.
7. Pieterse , J.N. (2010). Development Theory. Sage , Los Angeles.
8. Potter R., Conway D., Evans R. and Evans S.L. (2012). Key Concept in Development Geography. SAGE Publications Ltd.
9. Stohr W. B. and Taylor D. R. F. (1981). Development from Above or Below? The Dialectics of Regional Planning in Developing Countries. John Wiley, Chichester.
10. Willis Katie (2011).Theories and Practices of Development. Routledge.

Suggestive readings -

GENERIC ELECTIVES (GE-3): GEOGRAPHY OF HEALTH AND WELLBEING

Credit 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		
GEOGRAPHY OF HEALTH AND WELLBEING	4	4	-	-	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand various dimensions of health geography and its linkages with environment.
- To familiarize the student with the theoretical foundations and conceptual grounding of unique geography of social well-being.
- To appreciate the roles of geographic factors in socio-cultural diversity and well –being.
- To analyses in details the social wellbeing, problems and welfare programmes and policies.

Learning outcomes

The Learning Outcomes of this course are as follows:
After studying, students will be able to:
1. Get detailed exposure of health and environment.
2. Get Knowledge of the geography of social well-being and social diversity.
3. Appraise the key concepts of social geography in regional context; geographic factors underlying patterns of social well-being and inclusive development.
4. Explain the social problems and the welfare programs and policies.

SYLLABUS OF GE-3

UNIT – I (12 Hours)
Introduction to the concept of Health Geography, Medical Geography, approaches, nature and scope.

UNIT – II (12 Hours)
Wellness and Wellbeing: Concept, Social wellbeing, indicators and approaches.

UNIT – III (12 Hours)
Environment and Health Interface: Pollution; Climate change and Health.

UNIT – IV (12 Hours)
Development and Health interface: Economic activities (Agriculture, Industry, work-place) and Health.

UNIT – V (12 Hours)
Contemporary health challenges and policy implications in India: Lifestyle diseases, communicable diseases, mental health.

Practical component (if any) - NIL

Essential/recommended readings
1. Akhtar Rais (Ed.), (1990). Environment and Health Themes in Medical Geography. Ashish Publishing House, New Delhi
2. Anthony C. Gatrell, Susan J. Elliott, (2014). Geographies of Health. Wiley Pub.

3. E. Banister, (1987). Contemporary Health Issues (Health Sciences). Jones and Bartlett Publishers

4. Helen Hazen, Peter Anthamatten, (2020). An Introduction to the Geography of Health. Routledge

5. Mahajan and Gupta (fourth edition) (2013). Text book of preventive and social medicine. Jaypee Brothers Medical Publishers (P) Ltd.

6. Michael Emch, Elisabeth Dowling Root, Margaret Carrel (2017). Health and Medical Geography,

7. National health Policy-India (2017)
[https://www.nhp.gov.in/nhpfiles/national_health_policy_2017.pdf]

8. Paul, L. Knox (1975). Social Well-being: A Spatial Perspective (Theory & Practice in Geography). Oxford University Press

9. Phillips, D.and Verhasselt, Y. (1994). Health and Development. Routledge, London.

10. हरीशकुमारखत्री, स्वास्थ्यभूगोल, कैलाशपुस्तकसदन, भोपाल, 9788189900731

Suggestive readings

DEPARTMENT OF SOCIAL WORK

BA (Hons.) Social work
Category-IV

CREDIT 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		
FUNDAMENT ALS OF SOCIAL WORK DSC 1 SW101	4	3	0	1	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
* To understand basic concepts of social work
* To familiarize with history of social work profession
* To learn the fundamentals of social work practice and its relevance in field work settings

Learning outcomes

At the end of the semester the students will be able to
* Understand the basic concept and meaning of professional social work
* Learn and apply the principles, values and ethics of social work profession in the field
* Gain knowledge about the history of social work profession

SYLLABUS OF DSC-1

Unit I : Basic Concepts of Social Work **Unit Description:** This unit will provide a conceptual understanding of professional social work meaning , goals and its scope . This will also	**16 Hours**

focus on other concepts related to social work.	
Subtopics: • Concept, definitions, scope and goals of social work • Interrelated concepts: Social Reform, Social Services, Social Welfare, Social Development • Social Justice and Human Rights	
Unit II: Fundamentals of Social Work Profession **Unit Description:** This unit will introduce the students to the basic fundamentals of social work for professional social work practice. This will enhance the skills of the students to learn about principals, values, roles and code of conduct.	**16 Hours**
Subtopics: • Principles and Values of Social Work • Code of Ethics: Purpose, Ethical Principles, Ethical responsibilities • Skills and Role of professional social worker	
Unit III: Historical Development of Social Work **Unit Description:** This unit will help to know about the emergence of professional social work at international level as well as in India. This will give a background of social work as a profession worldwide.	**12 Hours**
Subtopics: • Development of professional Social Work in UK & USA • Development of professional Social Work in Asia, Australia & Africa • Development of professional Social Work in India	
Unit IV: Application and Practice of professional social Work **Unit Description:** This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice.	**16 Hours**
Subtopics: • Social Work practice in field: Identifying issues & challenges and preparing action plans • Project Work in field setting: Integrating Values, Principles and Ethics • Case studies in field work settings	

Practical component (if any) – Unit IV application based

Essential readings

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.

- Brill, N.I. & Levine, J. (2002). Working with People: The Helping Process. Boston: Allyn & Bacon.

- Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW). Washington DC.

- Cox. E. Lisa et.al. (2021). Introduction to Social Work: An Advocacy-Based Profession, Third Edition, Thousand Oaks: SAGE Publishing.

- Desai, M. (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Jaipur: Rawat Publication.

- Dubois, B . & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.

- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.

- Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.

- Skidmore, A.A., Thackeray, M.G. & Farley O.W. (1997). Introduction to Social Work. Boston: Allyn & Bacon.

Suggested Readings

- Cox. E. Lisa et.al. (2019). Macro Social Work Practice: Advocacy in Action, First Edition, Thousand Oaks: SAGE Publishing.

- Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.

- Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.

- Sajid S. M., & Jain, R. (2018). Reflections on social work profession. New Delhi: Bloomsburry

- Bhatt, S., & Singh, A. P., (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9

- Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi.

- Trevithick, P. (2000). Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.

- Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Boston, Allyn&Bacon.
- Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.
- Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.
- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from https://www.socialworkers.org/About/ Ethics/Code-of-Ethics

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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): UNDERSTANDING SOCIETY FOR SOCIAL WORK

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		
UNDERSTANDING SOCIETY FOR SOCIAL WORK DSC 2 SW102	4	3	0	1	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand sociological concepts for professional social work practice
- To develop analytical thinking on social structure and social processes

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- To integrate sociological concepts into field settings

Learning outcomes

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

- Integrate the knowledge of society in social work practice
- Reflect an in-depth understanding about the social structure and social systems
- Learn social processes and social stratification to work effectively in field work settings

SYLLABUS OF DSC- 2

Unit- I: Basic Concepts **Unit Description:** This unit will provide a conceptual understanding of society, social structure and institutions. This will also cover the components of culture and its interface with the society.	**16 Hours**
Subtopics: • Society and social structure: meaning, characteristics and Approaches • Social Groups, Community, Association and Social Institutions • Culture: Meaning, components and interface with society	
Unit-2: Understanding Social Processes **Unit Description:** This unit will introduce the concept, structure, functions of family and changing dynamics. This unit will help students in gaining an insight into the concepts of social processes, social change and social control.	**16 Hours**
Subtopics: • Family: concept, types, functions, dynamics, and socialization • Social stratification: theories and forms • Social processes, social change and social control.	
Unit-3: Understanding social problems and concerns **Unit Description:** This unit will provide a conceptual understanding of different social problems that prevail in Indian society.	**12 Hours**
Subtopics: • Social problems and concerns: Concept, nature, types, causes • Theoretical perspectives on social problems- biological, psychological, socio-cultural • Environment degradation and climate change: impact on nature-human interface	
Unit-4: Social work practice and application in society **Unit Description:** This unit will focus on the practice and application of sociological concepts in field settings. Students will acquire knowledge	**16 Hours**

and skill to work with social association and institutions.	
Subtopics: • Socialization and human relationships- illustrations from field • Concern of Scheduled Caste, Scheduled Tribes, Other Backward Classes and Minorities • Concerns of Children, Women, Elderly and Persons With Disability(PWDs)	

Practical component (if any) – Unit IV application based

Essential readings

- Balgopal, P.R and Bhatt, S. (2013). Social Work Response to Social Realities, New Royal Book Company, Lucknow.

- Berger, P.L. (1963): An Invitation to Sociology: An Humanistic Perspective. Harmondsworth. Penguin.

- Giddens, A. (1999): Sociology. Cambridge. Polity Press.

- Haralambos, M & Holborn, M. (2014). Sociology: Themes and Perspectives 8th edition. Lomdon, Harper Collins.

- MacIver & Page (1974): Society: An Introductory Analysis. Jaipur, Macmillan India Ltd.

- Menon, N. (1999). Gender and Politics in India, Oxford University Press, New Delhi

- Nagla. B.K. (2013). Indian Sociological Thought. Jaipur: Rawat Publication

- Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.

- Ranjan, R. (2016). Social Problems in India, Academic Publication, Delhi.

- Shah, A. M. (2014): The Writings of A. M. Shah - The Household and family in India. Stanford University, Orient Blackswan.

- Srinivas, M.N. (2005), Social Change in India. New Delhi: Allied Publishers.

- Srinivas, M.N. (2005), Social Change in India. New Delhi: Allied Publishers. University Press, New Delhi.

- Zastrow, C. (1999). Social Issues and Solutions. Wadsworth Thomson Learning Publications. Canada.

Suggested readings

- Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford, Oxford University Press

- Bottomore. T.B. (1972).Sociology: A Guide to Problems and Literature, Bombay: George Allen & Unvin.

- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.

- Collins, D., Jordan, C. and Coleman, H. (2013) Empowerment series: An Introduction to Family Social Work 4th edition, Brooks/Cole Cengage Learning, USA.

- Gupta, D. (1993): Social Stratification. (Ed.). Delhi, Oxford University Press.

- Madan, G.R. (1973).Indian, Social Problems, Vol, 1 & 2, Mumbai: Allied Publications.

- Merton, R.K (1971).Contemporary Social Problems, New York: Harcourt brace Jovanovick and Nisbet.

- Rawat, H.K. (2013).Contemporary Sociology, Rawat Publication, New Delhi.

- Sharma K. L. (1994): Social Stratification and Mobility. Jaipur, Rawat Publications.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation

in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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): FIELD WORK PRACTICUM

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM-I DSC 3 SW103	4	0	0	4	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

- To develop empathetic attitude towards the needs, problems and real life situations of individuals, families, groups and communities
- To understand fieldwork agency's philosophy, structure, functions, resources, and service delivery system
- To understand the essence of professional relationship and applications of skills to deal with human problems and concerns

Learning outcomes

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

- Understand the significance of field work in social work education
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations
- Build the competencies to perform the role of professional social workers

SYLLABUS OF DSC-3

Tasks/Activities:

1. Attend orientation programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor
5. Work with volunteers, para-professionals/outreach workers in the agency and/or community.

6. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on "perspectives building" and "social sensitization", whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

Field work Hours in a semester:

- A minimum of 12 hours which comprises of concurrent fieldwork (8 hrs), report writing (3 hrs) per week will be required for each student. An hour(1) of Field work mentoring per week (individual conference) may also be counted.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 180 hours each semester) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed from time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.
- The field work agency of the students will remain the same for two consecutive semesters of an academic year.

Total time in fieldwork practicum in a week is 12 hours,

Thus 12 hours x 15 (approx. weeks in a semester) is 180 hours per semester.

Teaching learning process

- The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. The field work agency of the students will remain the same for two consecutive semesters of an academic year. Every student will be assigned a supervisor for personalized learning and mentoring throughout the academic year.

Practical component (if any) – 100% Field work (15 weeks)

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966).The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.

- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.

- Garthwarf, E. (2005).The Social Work Practicum. Boston: Pearson Education.

- Singh, R. R. (1985).Field Work in Social Work Education. New Delhi: Concept Publishing Company.

- Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.

- Subhedar, I.S. (2001). Field Work Training in Social Work.New Delhi: Rawat Publications.

- Tsui, Ming-sum. (2005).Social Work Supervision: Contexts and Concepts.New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011).Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

Assessment Methods

- The field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual conferences (IC) with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors. The field work assessment will be done by both internal supervisor and external examiner. The distribution of internal and external marking scheme will be 75 and 25 respectively. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Social Work

GENERIC ELECTIVES (GE-1): SOCIAL WORK RESPONSE TO HEALTH 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
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK RESPONSE TO HEALTH CARE GE 1 SW 111	4	3	1	0	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To build a basic understanding of the concept of health and well-being for all
- To develop orientation and understanding of the health policy and programs and related areas of social work practice in diverse health settings
- To develop an appropriate set of skills and approaches towards practicing social work intervention in everyday situations to foster well-being and healthy life for all

Learning outcomes

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

- Develop understand about health concerns service delivery structure in India
- Learn about national health policies and programmes of Government of India for health promotion
- Gain knowledge about various life style disease and factors contributing to the same

SYLLABUS OF GE-1

Unit I: Understanding Health Unit Description: To introduce students to the basic concepts of health and well-being in the present social and economic scenario.	(No. of lectures) 15 Weeks: I-IV

Subtopics: • Health and Well-Being: Basic concepts, components, determinants • Indicators of health status • Understanding diseases, introducing disease classification system	
Unit II: Understanding Health Care and Concerns **Unit Description**: To learn various public health concerns and health care service delivery and government measures.	(No. of lectures) 15 Weeks: V-VIII
Subtopics: • Physical Health and Mental Health needs and services • Structure of health care services in India: primary, secondary and tertiary levels • National health policy and national health programs	
Unit III: Health Care and Social Work **Unit Description**: To develop knowledge about health care, health education, and role of social work in health promotion.	(No. of lectures) 15 Weeks: IX-XI
Subtopics: • Public Health, Health education and Role of Media in Health Promotion • Social, economic and cultural changes and its implications for health • Social work interventions in diverse health care settings	
Unit IV: Environmental and Lifestyle concerns **Unit Description**: Gain insights into the factors contributing to lifestyle diseases and environmental concerns.	(No. of lectures) 15 Weeks: XII-XV
Subtopics: • Understanding Life style diseases: communicable and non- communicable (HIV/AIDS, Malnutrition, T.B., Cancer, diabetes, PCOS) • Reproductive and Child Health: Emerging Concerns • Environmental, Pollution and health concerns: water and airborne diseases.	

Practical component (if any) - NIL

Essential readings

• Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routeledge & Kegan Paul Ltd., London
• Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford
• Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India
• Congress, E. (1999). Social work values and ethics: Identifying and resolving professional dilemmas. Chicago: Nelson-Hall Publishers.

- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Denner, Bruce; Price, Richard H., (1973), Community mental health: social action and reaction, Routeledge & Kegan Paul Ltd., London
- Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
- Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
- Gehlert, S., (2012), Hand Book of health Social Work, John Wiley & Sons, New Jersey
- Ghosh, B.N., (1951). A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta
- Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
- Kerson, T.S. (1997). Social work in health settings: Practice in context (2nd ed.). New York: Haworth.
- Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
- Levy, C. (1973). The value base of social work. Journal of Education for Social Work 9, 34–42.
- Levy, C. (1976a). Social work ethics. New York: Human Sciences Press.
- Liu, C., Wang, D., Liu, C., Jiang, J., Wang, X., Chen, H., ... & Zhang, X. (2020). What is the meaning of health literacy? A systematic review and qualitative synthesis. Family medicine and community health, 8(2).
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, Banarasidas Bhanot Publishers, Jabalpur
- Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd.,New Delhi
- Read, M., (1966), Culture, health and disease: Social and cultural, Tavistock, London
- Saltz, C.C. & Schaefer, T. (1996). Interdisciplinary teams in health care: Integration of family caregivers. Social Work in Health Care 22(3), 59–70.
- Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A. University Press, U.S.A.
- Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications, New Delhi.
- Wolin, S. (1993). The resilient self: How survivors of troubled families rise above adversity. New York: Villard.

Suggested readings
- Price, S., Andrew T.,(2002). Health of Nations: Infectious disease environment, Cambridge, MIT Press
- Stern, S., Smith, C., & Jang, S. (1999). Urban families and adolescent mental health. Social Work 23(1), 15–27.
- Wharf, B. & McKenzie, B. (1998). Connecting policy to practice in the human services. Toronto: Oxford University Press.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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

GENERIC ELECTIVES (GE-2): UNDERSTANDING 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
		Lecture	Tutorial	Practical/ Practice		
UNDERSTANDING GENDER GE 2 SW 112	4	3	1	0	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
* To develop understanding of the concept of gender and feminist approaches
* To understand women's movement, strategies and interventions
* To develop insights regarding various state and civil society initiatives

Learning outcomes

At the end of the semester the students will be able to
* The concept of gender and the concerns related to women
* The history of women's movement and feminist approaches
* Gender mainstreaming, policies and programmes, and case studies

SYLLABUS OF GE-2

Unit I: Conceptual understanding of Gender Unit Description: This unit explains the concepts of gender, sex and feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.	(No. of Lecture) 15 Weeks: I-IV
Subtopics:	

• Concept of gender and sex, feminist approaches • Types of gender, gender identities and disparities • Gender stereotyping, discrimination, violence in family and community	
Unit II: Gender perspectives in development **Unit Description:** This unit includes the historical overview of the women movement and various initiatives at national and international level. Students will critically analyze gender inequality and challenges faced at formal and informal set ups in the context of development.	(No. of Lecture) 15 Weeks: V-VIII
Subtopics: • Historical Overview of women's movement, world conferences and UN Conventions on women • Gender equality and empowerment • Gender Wage, Gaps and Glass Ceiling, Gender development index, Gender and unorganised sector	
Unit III: Gender Mainstreaming **Unit Description:** This unit covers the concept and importance of gender mainstreaming. Students will learn and develop a critical insight on state and civil society organizations in the process of gender mainstreaming.	(No. of Lecture) 15 Weeks: IX-XI
Subtopics: • Understanding gender vulnerability and Sexual minority • Gender mainstreaming • Case studies: SEWA, Vishakha, Shah Bano, Manorama, Nirbhaya	
Unit IV: Policy and Programmes **Unit Description:** This unit will briefly introduce the various provisions for women under constitutional and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.	(No. of Lecture) 15 Weeks: XII-XV
Subtopics: • Constitution and legislative safeguards • National Policy and programmes • Institutional mechanisms: National and State Commissions, Rashtriya Mahila Kosh, Crime Against women Cell and Family Court	

Practical component (if any) - NIL

Essential readings

- Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
- Butler, J. (2002). Gender trouble. London: Routledge.
- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
- Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90

- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

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

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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

DEPARTMENT OF SOCIOLOGY

B.A. (Hons.) Sociology
Category I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-01) – :
Introduction to Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title& Code	Credits	Credit distribution of the course			Eligibilit ycriteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 01 Introduction to Sociology	4	3	1	0	Nil	Nil

Learning Objectives:

The mandate of the course is to introduce the discipline of Sociology to students whomay come from diverse academic backgrounds, training and capabilities. The course intends to introduce the students to a sociological way of thinking and to apply sociological concepts to everyday life. Students by the end of the course learn that individual choices are impacted by the social structures of which they are a part. They develop reflexive thinking skills for both self and society. They develop a sense of how common sense is limited to those who share the same spatial- geographical, social andcultural locations.

The course also introduces the idea that the various aspects of society are interlinkedwith each other, thereby orienting them to the sociological relationship between individuals and groups. By understanding these relationships, the student develops a sense of how closely the lives of individuals are intertwined and impact each other. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a discipline enables them to understand the changing conceptualization of what it means to be scientific.

Learning outcomes

1. Students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. This provides a foundation for the other more detailed and specialized courses insociology.
3. Students learn how to read texts and to express thoughts and ideas

    effectively inwriting. They also learn how to frame arguments cogently.

UNIT – I (16 hours)
Thinking Sociologically

UNIT – II (16 hours)
Emergence of Sociology and Social Anthropology

UNIT – III (28 hours)
Basic Sociological Concepts
a.   **Social Groups**
b.   **Social Institutions**
c.   **Culture**
d.   **Social Change**
Practical component (if any) - NIL Essential/Recommended Readings:

Unit 1: Thinking Sociologically

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6th Edition (2000). Pp. 3-24.

Berger, Peter L. (1963). 'Sociology as Consciousness' in *Invitation to Sociology: A HumanisticPerspective*. Anchor Books: New York, Pp. 25- 53.

Béteille, André. (2009). 'Sociology and Common Sense' in *Sociology: Essays in Approach andMethod*. Delhi: Oxford University Press, Chapter 1. Pp. 13-27.

Unit 2: Emergence of Sociology and Social Anthropology

Giddens, Anthony, & S. Griffiths, (2006). 'What is Sociology?' in *Sociology*. Cambridge: Polity(5th Edition). Pp. 2-29.

Béteille, André. (1985). 'Sociology and Social Anthropology' in *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press, Chapter 1. Pp 1-20.

Unit 3: Basic Sociological Concepts

a. Social Groups

MacIver, Robert M., & C. H. Page, (1962). 'Types of Social Groups' in *Society: An IntroductoryAnalysis*. New York: Holt, Rinehart and Winston, Chapter 10. Pp. 213- 237.

b. Social Institutions

Horton, Paul B., & Chester L. Hunt, (2004). 'Social Institutions' in *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Firth, Raymond. (1956). 'Work and Wealth of Primitive Communities' in *Human Types*. Thomas Nelson & Sons, Chapter 3, Pp. 71-97.

c. Culture

Neubeck, K. J., & D.S. Glasberg, (2005). 'Culture' in Sociology: Diversity, Conflict, and Change.McGraw-Hill, Chapter 5.

Rege, Sharmila. (2002). Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra. Economic and Political Weekly, 37(11), 1038–1047.

d. Social Change

Horton, Paul B., & Chester L. Hunt, (2004). 'Social and Cultural Change' in Sociology. New Delhi:Tata McGraw Hill. Chapter 9, Pp. 510- 539.

Ritzer, G. (1993). The McDonaldization of Society: An Investigation into the Changing Characterof Contemporary Social life. Chapter 1. Pine Forge Press. 5th Edition. Pp 1- 21.

Suggestive Readings:

Bottomore, T. B. (1971). Sociology: A Guide to Problems and Literature, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy, Pp. 65-80

Garner, James Finn. (1994). Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' &'Rumpelstiltskin'.

Johnson, Allan G. (2008). The Forest and the Trees: Sociology as Life Practice and Promise. Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and OneThing', Pp. 1-36.

Ritzer, George. (1996). Classical Sociological Theory, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46.

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisiteof the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 02 Sociology of India I	4	3	1	0	Nil	Nil

Learning Objectives:

Indian society is layered, complex and ever transforming. This course seeks to familiarize the students with this entity through a sociological lens by delineating its historical formations and the kaleidoscopic configuration of its various key elements. The aim here is to render the key sociological elements identified - Caste, Village, Classes, Gender, Family, Religions, Tribes, and Cities – as concrete and tactile. They are treated as relational and interlinked features of Indian society. The course presents structures and institutions of the society as dynamic and changing over a period; at the same time, it takes cognizance of the dynamism of the interactions between them. The objective is to help students to understand Indian society as a vivid reality even as they acquire elementary sociological categories to grasp it and develop an awareness of the key processes that engender it.

Learning outcomes

1. Familiarization with Indian society seen through a sociological lens.

2. Understanding of the interlinkages between various elements of Indian society.

3. Ability to enable critical examination of a shared social reality.

<u>Syllabus of DSC-2</u>

UNIT – I (24 hours)
Formations of Indian Society

UNIT – II (36 hours)
Indian Society: Configurations and Interconnections
   a. Caste, Class, and Tribe

b. Gender, Family and Religion

c. Village, Cities and Urbanization

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: Formations of Indian Society

Stern, Robert W. (2003). Changing India. Cambridge: Cambridge University Press, Pp. 16-31.

Béteille, André. (2000). Antinomies of Society: Essays on Ideologies and Institutions. Delhi: OUP, Pp. 198-207.

Unit II: Indian Society: Configurations and Dynamics

a. Caste, Class and Tribe

Zelliot, Eleanor. (2004). 'Caste in Contemporary India', in Robin Rinehart ed. Contemporary Hinduism: Ritual, Culture, and Practice, Santa Barbara: ABC-Clio, Pp. 243 – 268.
Mayer, Adrian C. (1996) 'Caste in an Indian Village: Change and Continuity 1954-1992', in
C. J. Fuller ed. Caste Today. Delhi: OUP, Pp. 32-63.

Alavi, Hamza, & John Harriss. (1989). Sociology of "Developing Societies": South Asia. London: Macmillan, Pp. 134 – 147 & 268 – 275.

Fernandes, Leela. (2016). 'India's Middle Classes in Contemporary India', in Knut A. Jacobsened. Routledge Handbook of Contemporary India. London: Routledge, Pp. 332-340.
Xaxa, Virginius. (2005). 'Politics of Language, Religion and Identity: Tribes in India',
Economic and Political Weekly, Vol. 40, No. 13, Pp. 1363-1370.

b. Gender, Family and Religion

Dube, Leela. (2001). 'Caste and Women', in Anthropological Explorations in Gender: Intersecting Fields. Delhi: Sage, Pp. 154-173.
Mines, Diane P. and Sarah Lamb (eds.) (2nd edition 2002). *Everyday Life in South Asia*, Indianapolis: Indiana University Press, Pp. 9-22.

Fruzzetti, Lina M. (1981). 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', in Imtiaz Ahmad. *Ritual and Religion among Muslims in India*. Delhi: Manohar, Pp. 91-112.

c. Village, Cities and Urbanization

Srinivas, M.N. (1998). 'The Changing Village', in *Indian Society through Personal Writings*. Delhi: OUP, Pp. 138-162.

Pendse, Sandeep. (2007). 'Toil, Sweat and the City', in Sujata Patel and Alice Thorner(eds.) *Bombay: Metaphor for Modern India.* Delhi: OUP, Pp. 2-25.

Gooptu, Nandini. (2016). 'Divided We Stand: Indian City after Economic Liberalization', in Knut A. Jacobsen ed. *Routledge Handbook of Contemporary India.* London: Routledge, Pp.216-2.

Suggestive Readings:

Blackburn, Stuart. (2012). 'The Formation of Tribal Identities', in Vasudha Dalmia and Sadana, Rashmi, (ed.) *The Cambridge Companion to Modern Indian Culture,* Cambridge: Cambridge University Press, Pp. 30-48.

Corbridge, Stuart, John Harriss and Craig Jeffrey. (2013). *India Today,* Ch.1: MakingSense ofIndia Today. Cambridge: Polity Press, Pp. 1-19.

Jaffrelot, Christoph. 'The Politics of Caste Identities', in Vasudha Dalmia and RashmiSadana (ed.) *The Cambridge Companion to Modern Indian Culture,* Cambridge: Cambridge University Press, 2012, Pp. 80-98.

Jeffrey, Craig and John Harris. *Keywords for Modern India,* UK: Oxford University Press, 2014.

Kothari, Smitu. et. al.(2001). 'Social Movement Politics in India: Institutions, Interests and Identities' in Atul Kohli ed. *Success of Indian Democracy,* Cambridge: Cambridge UniversityPress. Pp. 242-269.

Mencher, Joan P.(2008). 'Ecology and Social Structure: A Comparative Analysis', in Ramachandra Guha ed. *Social Ecology,* Delhi: OUP, Pp. 42-76.

Mines, Diane. (2009). *Caste in India,* Ch. 3: 'Personhood and Rank' (Pp.27-35) & Ch. 7:'Someother things to know about Caste' (Pp.67-73).

Robb, Peter. (2002). *A History of India,* Ch.1: Introduction: Region and Civilization, New York: Palgrave, Pp. 1-26.

Robinson, Marguerite. (1988). *Local Politics: The Law of the Fishes.* Chapter 2. Caste, Politicsand the Agrarian System. Pp. 19-46.

Searle-Chatterjee, Mary. (1994). 'Caste, Religion and other Identities'. *The SociologicalReview,* Pp. 147-166.

Singh, K. S. (1982). Transformation of Tribal Society: Integration vs Assimilation, *Economicand Political Weekly,* Aug. 14, Vol. 17, No. 33 & 34. Pp. 1318-1325, 1376-1384.

Srinivas, M. N. (1976). *The Remembered Village.* Berkeley: University of California Press. Voyce, Malcolm. (2007). 'Shopping Malls in India: New Social 'Dividing Practices', *Economic and Political Weekly,* Jun. 2-8, Vol.42, No.22, Pp. 2055-20

Credit distribution, Eligibility and Pre-requisites of the Course

Course title& Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 03 Introduction to Sociological Research	4	3	1	0	Nil	Nil

Learning Objectives

The course is designed as a foundational introduction to sociological research. It will provide the student with an understanding of how the social sciences, mainly sociology and social anthropology comprehend the world. It will begin with basic explanation of the research process and move on to the components of research and enable students to learnbest practices.

Learning outcomes

1. Students are introduced to sociological research both from a theoretical and methodological perspective.

2. The course enables students to read and critically evaluate a piece of research and move towards designing a simple research project.

3. Students would be able to identify the difference between quantitative and qualitative methods.

4. Students will learn about ethical and practical issues in research.

5. Students learn that research methods are universal and not bound by cultural location and that no one research method can adequately explain the world around them.

<u>Syllabus of DSC-3</u>

UNIT – I (8 hours)

The Promise of Sociological Research

UNIT – II (8 hours)
Unit 2. The link Between Theory and Research

UNIT – III (8 hours)
Concepts and Hypothesis

UNIT – IV (8 hours)
The Process of Social Research

UNIT – V (4 hours)
Plagiarism and Ethics in Social Research

UNIT – VI (12 hours)
Primary and Secondary Sources of Data
6.1 Types of primary data: Qualitative and Quantitative Data
6.2 Introduction to Big Data at National Level: Census and NSS data
6.3 Introduction to Digital Research

UNIT – VII (12 hours)
Unit 7. Basic Data Analysis

Practical component (if any) - NIL

Essential/recommended readings:

Unit 1. The Promise of Sociological Research

Mills, C. W. (1959). The Sociological Imagination, London: OUP, Chapter 1 Pp. 3□24.

Unit 2. The link between Theory and Research

Merton, R.K. (1972). *Social Theory and Social Structure,* Delhi: Arvind Publishing House, Chapters 4 & 5 The Bearing of Sociological Theory on Empirical Research & The Bearing ofEmpirical Research on Sociological Theory. Pp. 139-171.

Unit 3. Concepts and Hypothesis

Goode, W. E. and P. K. Hatt, (1952). Methods in Social Research. New York: McGraw Hill. Chapters 5 and 6, Pp. 41-73.

Unit 4. The Process of Social Research

Bailey, K. (1994). 'The Research Process', in Methods of Social Research. Simon and Schuster,4th ed. The Free Press, New York, Pp. 3-19.

Bernard, Russell H., (2006). Research Methods in Anthropology: Qualitative and QuantitativeApproaches, Alta Mira Press, Lanham, Ch.3 'Preparing for Research'; Ch.4 'The Literature Search' Pp. 69-108.

Unit 5. Plagiarism & Ethics in Social Research

Association of Social Anthropologists of the UK and Commonwealth, Ethical Guidelines for Good Research Practice, Pp.1-10. http://www.theasa.org/

Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed MethodsApproaches, 3rd ed. Sage Publications, California, Pp. 87-93.

Unit 6. Primary and Secondary Sources of Data

Walliman, Nicholas. (2010). Research Methods: The Basics. Routledge: London, Ch. 4 'TheNature of Data', Pp. 65-77.

6.1 Types of primary data: Qualitative and Quantitative Data

Kim, Yeunchul, 2019, 'New Opportunities for Sociological Research', in Journal of AsianSociology, Vol. 48, No.3 9, Pp. 343-358.

6.2 Introduction to Census and NSS data

History of the Census of India, Government of India Pp.1-10. Drop–in-Article No. 5 : Censusof India 2011 .

Deshpande, S. (2003). Contemporary India: A Sociological View. New Delhi: Penguin Books,Pp.125-150.

6.3. Introduction to Digital Research

Pink, S., H. Horst, J. Postill, L. Hjorth, T. Lewis, & J. Tacchi, (2016). Digital Ethnography:Principles and Practice. SAGE Publications Ltd. Pp. 1-18.

Unit 7. Basic Data Analysis

Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons Publishers, Chapter 7. Classification and Tabulation. Pp.65-100.

B.A. (Prog.) with Sociology as Major
Category 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		
An Invitation to Sociology	4	3	1	0	Nil	Nil

Learning Objectives

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns ofthe discipline.

Learning outcomes

1. After studying the paper, the students should be able to:
2. Appreciate and adopt a sociological perspective to the understanding of reality
3. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
4. Develop a sociological way of thinking.

SYLLABUS OF DSC-1

UNIT – I (12 hours)
Introducing Sociology

UNIT – II (12 hours)
The emergence of Sociology

UNIT – III (36 hours)

Basic Concepts
a. Culture

b. Social Interactions and Institutions

c. Social Change

d. Sociology and Personal Life Practical

component (if any) – NIL

Essential/recommended readings:

Unit I. Introducing Sociology

Mills, C. W. (1959). 'The Promise' in The *Sociological Imagination*. Oxford: Oxford University Press, 6th Edition (2000). Pp 1-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9th Edition. London: Polity Press, Chapter 1 'What is Sociology? Pp 1-30

Beteille, Andre. (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense, Pp. 13-27

Unit II. The emergence of Sociology

Ritzer, George, (1996), *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit III. Basic Concepts

a. Culture (Week 6-8)
Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition.Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert (1956), Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368.

b. Social Interactions and Institutions

Horton, Paul B., Chester L. Hunt. (2004), *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. Contributions toIndian Sociology. Vol.10. No.1 Pp 1-28

c. Social Change

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

d. Sociology and Personal Life

Morgan, David. (2019). 'Conceptualising the Personal', in V. May and Petra Nordqvist

(ed.)
Sociology of Personal Life. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). Sociology of Friendship. In C. Bryant & D. Peck, The Handbook of 21st Century Sociology. Sage. Pp 1-29.

Suggestive Readings:

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1

Bottomore, T.B. (1971), Sociology: A Guide to Problems and Literature, London: Allen and Unwin, Chapter 4

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical Difference*. New Jersey: Princeton University Press. Chapter-7. *Adda:* A History of Sociality. Pp 180-214.

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London: Red Globe Press.

Garner, James Finn, (1994), Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc.

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):
Family and Marriage

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		
Family and Marriage	4	3	1	0	Nil	Nil

Learning Objectives

1. To introduce various approaches, issues, and debates in the study of family and marriage.
2. To introduce different concepts and theoretical understanding of marriage and family in different societies.
3. To develop critical insights into the changing trends in family and marriage.

Learning outcomes

1. Understanding the multiple perspectives in the study of the family.
2. Familiarity with the concepts relevant to the study of marriage
3. Developing an understanding of the changing trends in family and marriage.

SYLLABUS OF DSC- 2

UNIT – I (16 hours)
An Introduction

UNIT – II (24 hours)
Studying the family

UNIT – III (20 hours)
Understanding Marriage

Practical component (if any) - NIL Essential/recommended readings: Unit I. An

Introduction

Goode, William J. (2009), 'The Theoretical Importance of the Family' in Arlene S. Skolnick and Jerome H. Skolnick (eds) *Family in Transition*. Boston: Pearson. (Seventeenth edition). Pp. 15-26.

Lévi-Strauss, Claude. (1956). 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, pp. 261 – 285.

Shah A.M. (1964). 'Basic Terms and Concepts in the study of Family in India', *The Indian Economic and Social History Review*, Vol. 1(3), pp 1-36.

Unit II. Studying the family

Palriwala, R. (1999). "Negotiating Patriliny: Intrahousehold Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan, Africa*. 190-220.Delhi: Sage Publications.

Nongbri, Tiplut. (1993). Gender and the Khasi Family Structure. *In* Patricia Uberoi. *Family, Marriage and Kinship in India*. Pp. 176- 186. New Delhi: Oxford University Press.

Weston, K, (1991). Families We Choose: Lesbians, Gays, Kinship, New York: Columbia University Press, 103-136.

Hochschild, A. (1989.) The Second Shift: New York: Penguin, 11-33.

Unit III. Understanding Marriage

Carsten. J. Hsiao-Chiao, Siobhan Magee, Eirini Papadaki & Koreen M. Reece. (2021). Marriage in Past, Present and Future Tense, London: UCL Press, 140-159.

Ramamurthy, Priti. 2014. Marriage, Labour circulation and smallholder Capitalism in Andhra Pradesh in R. Kaur and R. Palriwala (eds.) *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalizing World*. Pp. 161-181. Hyderabad: Orient Blackswan.

Chowdhry, P. (1998). 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (ed.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, 332-67.

Kaur, R, and Priti Dhanda. (2014). 'Surfing for Spouses: Marriage Websites and the 'New' Indian Marriage?' in Ravinder Kaur and Rajni Palriwala, (ed.). *Marrying in SouthAsia: Shifting Concepts, Changing Practices in a Globalising World.* New Delhi: Orient BlackSwan, 271-292.

Lemons, Katherine (2014) 'When Marriage Breaks Down How Do Contracts Matter? Contracts and Divorce in Contemporary North India, in Ravinder Kaur and Rajni Palriwala (ed.). *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalizing World.* Hyderabad: Orient Blackswan, 371-388

Suggested Readings:

Sen, S., Biswas, R., & Dhawan, N. (Eds.). (2011). Intimate others: Marriage and sexualities in India. Bhatkal and Sen.

Uberoi. Patricia. (1993). Family, Marriage and Kinship in India. New Delhi: Oxford University Press.

Parry Jonathan.(2001). Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35(4), 783-820.

Parry Jonathan.(2001). Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35(4), 783-820.

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, 105-113

Pande A. (2010). Commercial Surrogacy in India: Manufacturing a Perfect Mother- Worker, *Signs*, Vol. 35(4), 969-992.

B.A. (Prog.) with Sociology as Minor

Category 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		
An Invitation to Sociology	4	3	1	0	Nil	Nil

Learning Objectives

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns ofthe discipline.

Learning outcomes

1. After studying the paper, the students should be able to:
2. Appreciate and adopt a sociological perspective to the understanding of reality
3. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
4. Develop a sociological way of thinking.

SYLLABUS OF DSC-1

UNIT – I (12 hours)
Introducing Sociology

UNIT – II (12 hours)
The emergence of Sociology

UNIT – III (36 Hours)

Basic Concepts

a. **Culture**
b. **Social Interactions and Institutions**
c. **Social Change**
d. **Sociology and Personal Life**

Practical component (if any) - NIL Essential/recommended readings:

Unit I. Introducing Sociology

Mills, C. W. (1959). 'The Promise' in The *Sociological Imagination* . Oxford:Oxford University Press, 6th Edition (2000). Pp 1-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9th Edition. London: Polity Press, Chapter 1 'What is Sociology? Pp 1-30

Beteille, Andre. (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense, Pp. 13-27

Unit II. The emergence of Sociology

Ritzer, George, (1996), *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit III. Basic Concepts

a. Culture (Week 6-8)
Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition.Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert (1956), Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368.

b. Social Interactions and Institutions

Horton, Paul B., Chester L. Hunt. (2004), *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.
Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. Contributions toIndian Sociology. Vol.10. No.1 Pp 1-28

c. Social Change

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

d. Sociology and Personal Life

Morgan, David. (2019). 'Conceptualising the Personal', in V. May and PetraNordqvist (ed.) *Sociology of Personal Life*. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). Sociology of Friendship. In C. Bryant & D. Peck,The Handbook of 21st Century Sociology. Sage. Pp 1-29.

Suggestive Readings:

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University
Press, Chapter 1

Bottomore, T.B. (1971), Sociology: A Guide to Problems and Literature, London:Allen and Unwin, Chapter 4

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical* Difference. New Jersey: Princeton University Press. Chapter-7. *Adda:* A History of Sociality. Pp 180-214.

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London:Red Globe Press.

Garner, James Finn, (1994), Politically Correct Bedtime Stories: Modern Tales forOur Life and Times, New Jersey: John Wiley & Sons Inc.

Note: **Examination scheme and mode shall be as prescribed**

GENERIC ELECTIVES (GE-1): Sociology and Everyday Life

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sociologyand Everyday Life	4	3	1	0	Nil	Nil

Learning Objectives:

This course is an invitation to a sociological vision, imagination, and practice - for students who are pursuing disciplines other than sociology. The course seeks to render sociology alive by illuminating its perspective, concepts and practice through a series of interesting sociological studies of everyday life. The course attempts to introduce sociology in an accessible and engaging way.

The course begins with an introductory section that speaks of the spirit of sociology, followed by a substantive section where students are familiarized with key concerns and ideas of sociology using empirical studies of relatable aspects of everyday life. The course concludes with a small section that allows students to reflect on what they have learned in the course, and what they could do to put that learning into practice with a primer on the craft of doing sociology.

Learning outcomes

1. Inculcating a sociological imagination
2. Familiarity with basic concepts of sociology
3. Grasp social groups, institutions and processes that engender everyday life
4. Preparation for a more enduring engagement with sociology

SYLLABUS OF GE-1
UNIT – I (12 hours)
An Invitation to Sociological Imagination

UNIT – II (36 hours)
Journeys into Everyday Social Worlds

UNIT – III (12 hours)
Practicing Sociology

Practical component (if any) - NIL

Essential/recommended readings

Unit I. An Invitation to Sociological Imagination

Newman, David M. Sociology: Exploring the Architecture of Everyday Life 4th e. California:Pine Forge Press. Chapter 1. Taking a New Look at a Familiar World. Pp. 2-9 Henslin, James. M. 2005. 'What is Sociology? Comparing Sociology and Other Social Sciences'. In Down *to Earth Sociology: Introductory Readings*, edited by James M. Henslin, New York: Simon & Schuster. Pp 8-19.

Mills, C. Wright. 2000. 'The Promise'. In *The Sociological Imagination*, New York: OUP. Pp.1-13.

Gubbay J. and Chris Middleton. 1997. *The Student's Companion to Sociology*, Oxford: Blackwell. Pp. 254-260, 275-281

Unit II. Journeys into Everyday Social Worlds

John Curra. 2004. 'Groups, Societies, and Social Relationships'. In *The Human Experience Reader: Selections from Sociology*, Boston: Pearson. Pp. 23-30, 33-40

Johnson, Allan G. 2008. 'Culture: Symbols, Ideas, and the Stuff of Life' and 'The Structures of Social Life'. In *The Forest and the Trees: Sociology as Life, Practice, and Promise*. Philadelphia: Temple University Press. Pp 37-110.

Barnes, J. A. 1994. 'Cultural Diversity'. In *A Pack of Lies: Towards a Sociology of Lying*. Cambridge: Cambridge University Press. Pp. 65-78

Goffman, Erving. 1959. 'Introduction'. In *The Presentation of Self in Everyday Life*. New York: Anchor Books. Pp. 1-16

Sennett, Richard. 2012. 'Everyday Diplomacy: Reformation Conversations Put to Practical Use'. In *Together: The Rituals, Pleasures, and Politics of Cooperation*. New Haven: Yale University Press. Pp. 221- 246.

Collins, Randall. 1992. 'The Sociology of God'. In *Sociological Insight: An Introduction to Non-Obvious Sociology*. New York: OUP. Pp. 30-60.

Wharton, Amy S. 2005. 'Gender, Childhood, and Family Life'. In *The Sociology of Gender: An Introduction to Theory and Research*. Oxford: Blackwell. Pp. 122-161.

Hochschild, Arlie Russell. 2012. 'Paying Respects with Feeling: The Gift Exchange'. In*The Managed Heart: Commercialization of Human Feeling*, 1st Ed., University of California Press.Pp. 76–86.

Unit III. Practicing Sociology

Mills, C. Wright. 2000. 'On Intellectual Craftsmanship'. In *The Sociological Imagination*. NewYork: OUP. Pp. 195 – 226.

Suggested Readings:

Coser, Lewis A. 1980. *The Pleasures of Sociology*. New York: New American Library.

Curra, John. 2004. *The Human Experience Reader: Selections from Sociology*. Bostan: Pearson.

Giddens, Anthony. 1987. 'What do Sociologists Do?'. In *Social Theory and Modern Sociology*.Stanford: Stanford University Press. Pp. 1-21.

GENERIC ELECTIVES (GE-2: Family and Intimacy

Credit 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		
Familyand Intimacy	4	3	1	0	Nil	Nil

Learning Objectives

This course seeks to introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological viewpoint and with an interdisciplinary orientation. It situates family in its historical, cultural, social and comparative contexts. The course enables students to examine the commonsensical notions of family by making them aware of the diversity of family forms and reconstitute it as a possible arena of justice. It aims to familiarize students with different aspects of family and intimate life using ethnographic accounts from India.Its objective is to enable students to examine the institution of family and analyse intimacy in a sociological way.

Learning outcomes

1. An ability to examine the institution of family and realities of intimate experiences from asociological perspective.

2. Knowledge of diverse forms of the family within their appropriate historical contexts andcomparative appreciation of their features.

3. A disposition to constitute everyday spaces of family and intimacy as an arena of democracy,gender justice and empowerment.

4. Making students aware of the symbiotic relationship between conceptual, ethnographic andcritical literature in social sciences and demonstrating how theywork in close tandem.

5. To alert next-generation policymakers to take the questions of the intimacy with seriousnessand make them integral to public reason and conversation

SYLLABUS OF GE-2

UNIT – I (16 hours)
What is Family?

UNIT – II (24 hours)
Family and Intimacy: Themes and Accounts

UNIT – III (20 hours)
Family and Intimacy: Critiques and Transformations

Practical component (if any) - NIL

Essential/recommended readings:

Unit 1. What is Family?

Collier, Jane, Michelle Z. Rosaldo and Sylvia Yanagisako. (1992), Is there a Family? New Anthropological views. in Barrie Thorne and Marilyn Yalom eds. *Rethinking the Family: Some Feminist Questions*, Boston: North-western University Press. Pp. 25 – 38.

Gittins, Diana. (1993) How have Families Changed? in *The Family in Question: Changing Households and Familiar Ideologies*. 2e London: Macmillan. Pp. 6-34

Okin, Susan Moller. (1989) *Justice, Gender, and the Family*. New York: Basic Books. Chapter 2.The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. (1991) *Families We Choose*. New York: Columbia University Press. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Unit 2. Family and Intimacy: Themes and Accounts

Diane P. Mines and Sarah Lamb (Eds.) (2010), Everyday *Life in South Asia*, Indianapolis: IndianaUniversity Press. Pp. 9-22

Uberoi, Patricia. (2003), The Family in India: Beyond the Nuclear Versus Joint Debate, From Veena Das Ed. *The Oxford Companion to Sociology and Social Anthropology*, Delhi: OUP. Pp. 1061-1092

Trawick, Margaret. (1993), *Notes on Love in a Tamil Family*. Delhi: Oxford University Press. Chapters. 3 The Ideology of Love. Pp. 89 – 116

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996), *Listen To the Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72.

Lynch, Owen M. (Ed.) (1990) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press. Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 –88.

Unit 3. Family and Intimacy: Critiques and Transformations

Barrett, Michéle, and Mary McIntosh. (1991), *The Anti-Social Family*. London: Verso. Chapter 2. The Anti-Social Family. Pp. 43 – 80.

Cartledge, Sue, and Joanna Ryan. (1983), *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press. Chapter 7 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.

Anshen, Ruth Nanda. (1959), *The Family: Its Functions and Destiny*. New York: Harper and Brothers. Pp. 359- 374

Suggested Readings:

Ahmad, Imtiaz. (1976), Family, Kinship, and Marriage among Muslims in India. Delhi: ManoharPress.

Beck, Ulrich and Elisabeth Beck-Gernsheim. (1995), The Normal Chaos of Love. Oxford: PolityPress.

Becker, Gary (1993). A Treatise on the Family. Harvard: Harvard University Press. Coontz,

Stephanie. (2005), Marriage, A History. New York: Viking.

Giddens, Anthony. (1992), The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies, Cambridge: Polity Press. Pp. 184-203.

Hochschild, Arlie Russell. (2013), So, how's the Family? And other Essays. Berkley: University of California Press.

Madan, T. N. (1989), Family and Kinship: A Study of the Pandits of Rural Kashmir. Delhi: Oxford University Press.

Mitterauer, Michael, and Reinhard Sieder. (1982), The European Family. Chicago: University of Chicago Press. Ross, Aileen D. (1967), The Hindu Family in its Urban Setting. Toronto: University ofTorontoPress.

Uberoi, Patrica. (Ed.)(1996), Social Reform, Sexuality and the State. New Delhi: SagePublications.

GENERIC ELECTIVES (GE-3) Understanding Indian 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
		Lecture	Tutorial	Practical/ Practice		
Understanding Indian Society	4	3	1	0	Nil	Nil

Learning Objectives

The Course is an interdisciplinary course on Indian society. The course throws light on different dimensions of Indian social life including institutional structures, processes and contemporary issues and challenges. The students will also engage with the historical processes and ideological tensions underlying the diversity and uniqueness of various social formations. Institutions and concepts like village, town, caste structure and politics, class dynamics, religion, tribes, family, gender and political economy in the context of Indiaare also discussed. These building blocks and core processes of Indian Society are considered relationally and as intersecting fields. It will help students enables the capacity to invoke scientific and analytical attitude toward one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem-solving in the Indian context.

Learning outcomes

1. Develops a reflexive and nuanced understanding of Indian Society
2. Enables an understanding and sensitivity towards India's diversity and uniqueness.
3. Helps to analyze complex social phenomena, their arrangement and processes.
4. Provides an intersectional understanding of complex social processes.

SYLLABUS OF GE-3UNIT – I (16 hours)
Indian Society: Historical and Social Foundations

UNIT – II (32 hours)
Foundational Institutions and emerging inter-sectional dynamics
a. **Caste, Class, Religion and Scheduled Tribes**
b. **Gender and Family**
c. **Village and Cities**
d. **Culture and Political Economy**

UNIT – III (12 hours)

Emerging Issues and Challenges Practical component (if any) - NIL

Essential/recommended readings:

Unit I Indian Society: The Historical and Social Foundations

Stern, Robert W. (2003). *Changing India* (pp. 16-31). Cambridge University Press.

Beteille, Andre. (2000). *Antinomies of Society: Essays on Ideologies and Institutions* (pp. 198- 207). Oxford University Press.

Unit –II Foundational Institutions and Emerging Dynamics

a. Caste, Class, Religion and Scheduled Tribe

Zelliot, Eleanor. (2004). 'Caste in Contemporary India' (pp. 243 – 268). In Robin Rinehart (ed).
Contemporary Hinduism: Ritual, Culture, and Practice. ABC-Clio.

Fernandes, Leela. (2016). India's Middle Classes in Contemporary India (pp. 332-340). In Knut A. Jacobsen (ed). *Routledge Handbook of Contemporary India*. Routledge.

Xaxa, Virginius. (2005). Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40 (13), 1363-1370.

Madan T.N. (2001). Religions of India; Plurality and Pluralism (775-801). In Veena Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press.

b. Family and Gender

Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia* (pp. 9-25). Indiana University Press.

Dube, Leela. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India, *Economic and Political Weekly*, 23 (18) April 30. WS11-WS19.

c. Village and City

Srinivas, M.N. (1998). The Changing Village (pp. 138-162). In *Indian Society through Personal Writings*. Oxford University Press.

Gooptu, Nandini. (2016). Divided We Stand: Indian City after Economic Liberalization (pp. 216-228). In Knut A. Jacobsen (ed). *Routledge Handbook of Contemporary India*. Routledge.

d. Political Economy

Stuart Corbridge and John Harriss. (2000). Sovereign, Democratic, Federal, Socialist, Secular': The Invention of Modern India (pp. 38-57). In Stuart Corbridge and John Harriss(ed.) *Reinventing India.* Polity Press.

Metcalf, Barbara D. and Thomas R. Metcalf. (2006). *A Concise History of Modern India.* (pp. 265– 295). Cambridge University Press.

Unit III. Emerging Issues and Challenges

Hamza Alavi and John Harriss. (1989). *Sociology of Developing Societies: South Asia.* (pp. 213-221). Macmillan.

Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990: Women's Movement in India.* Kali for Women. Pp. 1-6

Oommen, T.K. (1997). *Citizenship and National identity: From Colonialism to Globalism* (pp.143-172). Sage Publications.

Suggested Reading

Ambedkar, B.R., (1971 [1936]). *Annihilation of Caste* (pp. 1-29). Bheem Patrika. Baruah, Sanjib.(2001). 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' (pp. 69-90). In *India Against Itself: Assam and the Politics of Nationalism.* Oxford UniversityPress.

Chatterjee, Partha. (1997). *State and Politics in India* (pp. 1-39). Oxford University Press. Das, Veena.(1989). Difference and Division as Design for Life (pp. 45-56). In Veena Das, *Contemporary Indian Tradition: Voices on Culture, Nature, and the Challenge of Change.* Smithsonian Institute Press.

Gail Omvedt. (2001). Ambedkar and After: The Dalit Movement in India,(pp. 143–59). In Ghanshyam Shah (ed.), *Dalit Identity and Politics.* Sage Publications .

Oommen, T.K. (2019). Religious Pluralism (pp. 259-282). In T.K.Oomen and C.N.Venugopal (ed.) *Sociology.* Eastern Book Company.

Kothari, Smitu. et al. (2001). Social Movement Politics in India: Institutions, Interests and Identities (pp. 242-269). In Atul Kohli (ed.) *Success of Indian Democracy.* Cambridge University Press.

Mencher, Joan P. (2008). Ecology and Social Structure: A Comparative Analysis (pp. 42- 76). In Ramachandra Guha (ed). *Social Ecology.* Oxford University Press.

Mencher, J. (1991).The Caste System Upside Down (pp. 93-109). In D. Gupta (ed.), *Social Stratification.* Oxford University Press.

Menon, N. (ed.). (1999). *Gender and Politics in India* (pp. 342-369). Oxford University Press. Robb, Peter. (2002). *A History of Indi*a [Chapter.1: Introduction: Region and Civilization, (pp.1-26)]. Palgrave.

Singh, K. S. (1982). Transformation of Tribal Society: Integration vs Assimilation, *Economic and Political Weekly*, 17 (33 & 34) August.14 . 1318-1325, 1376-1384.

Stern, Robert W. (2003). *Changing India* (pp. 56--87). Cambridge UniversityPress.

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

DEPARTMENT OF HISTORY

B. A. (Hons) History

Category I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – I (From the beginning to fourth century BCE)

CREDIT 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 I (From the beginning to fourth century BCE) – DSC 01	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

The Learning Outcomes of this course are as follows:
After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from prehistoric times. The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and their subsistence strategies, regions, landscapes and resources. They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions. The students will learn about early artifacts, texts, coins and epigraphs, and recognise the

need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

SYLLABUS OF DSC-I

Unit I: Introducing early Indian history: Sources (upto 750 CE) and historiographical trends. **(12 hours)**

Unit II: Prehistoric hunter-gatherers and early food producing societies   **(16 hours)**
1.   Paleolithic cultures: sequence and distribution; tool typology and technology, subsistence patterns.
2.   Mesolithic Cultures: regional distribution, tool typology and subsistence patterns.
3.   Early food producing communities: Regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange.

Unit III: The Harappan civilization   **(16 hours)**
Origins; settlement patterns and town planning; agrarian base; pyrotechnology and water management; craft production and trade; social and political organization; religious beliefs and practices; art; Late/ Post Harappan evidence.

Unit IV: Social and Cultural Transitions (up to 400 BCE)   **(16 hours)**
1.   Archeological cultures: PGW, NBPW, megalithic; metallic coins; role of iron technology.
2.   Literary and textual traditions: Vedic and Brahmanical; Shramanic.
3.   The Aryan Question.
4.   Emergence of Social and political institutions; urbanization; social stratification and state formation.

Practical component (if any) - NIL

Essential/recommended readings
Unit I: This unit aims to familiarise students with the divergent landscapes, varied sources and the different approaches to the history of ancient India. (Teaching Time: 8 hours Approx.) Relevant chapters from General readings
- Subbarao, B. (1958). The Personality of India. (Baroda: M. S. University). Chapter II.
- Chattopadhyaya, B. D. (2017). _The Concept of Bharatavarsha and Other Essays. (Ranikhet: Permanent Black). Chapter 1.
- Thapar, Romila. (2013). The Past Before Us; Historical Traditions of Early India, Del-hi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarize students with the distribution, economic and technologi-cal patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent, and the be-ginnings of organized food production in pre-historic times in the Indian subcontinent. It also explains the impact on other aspects of the life of the Neolithic and Chalcolithic humans, their cultural practices, their art and funerary practices. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings:

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

Unit III: At the end of this unit, students shall be familiar with various aspects of Harappan Civilization, their technological expertise, as well as the varied ways in which the archaeologi-cal remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 16 hours Approx.)

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

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

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

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

Suggestive readings

- Allchin, F.R. et al. (1995). The Archaeology of Early Historic South Asia: The Emer-gence of Cities and States. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D. K. (1999). India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations, Delhi: Oxford University Press.
- Chakrabarti, D. K. and Makkhan Lal, (2013). History of Ancient India, vol. 1, Delhi: Ary-an Books International. (Section III.2, pp. 301-346.)
- Dhavalikar, M. K. (ed.) (2013). Prehistory of India: A Comprehensive History of In-dia, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). Atlas of Ancient Indian History. Delhi: Ox-ford University Press.
- Habib, Irfan. (2001). Prehistory, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). The Indus Civilization. Delhi: Tulika.
- Jain, V. K. (2006). Prehistory and Protohistory of India: An Appraisal. Delhi: Print-world. (in Hindi Also)
- Kosambi, D.D. (1956). An Introduction to the Study of Indian History. Bombay: Popular Prakashan.
- Lahiri, Nayanjot, ed. (2000). The Decline and Fall of the Indus Civilization, Delhi: Per-manent Black. ('Introduction', pp.1-33.)
- Pathak, V. S. (1966). Ancient Historians of India: A Study in Historical Biographies. Bombay: Asia Publishing House.
- Subbarao, Bendapudi. (1958). The Personality of India: Pre and Proto-Historic Founda-tions of India and Pakistan. Baroda: University of Baroda.
- Thapar, Romila. (2000). Cultural Pasts: Essays in Early Indian History. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). The Ancient Indus: Urbanism, Economy, and Society. Cam-bridge: Cambridge University Press.
- Patrick Olivelle, (2017) Introduction in The Early Upanisads, Annotated Text and Translation, OUP, p3-28.
- Neelis, Jason. (2011)." Historical Contexts for the Emergence and Transmission of Buddhism Within South Asia" In Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia, 65–182. Brill. 2011. http://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8. Stable URL: https://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8, PP 65-78.
- Dundass, Paul. (2002 edition) Chapter One in The Jainas p.1-44, Routledge , (first published in 1992)

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Social Formations and Cultural Patterns of the Ancient World – I

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		
Social Formations and Cultural Patterns of the Ancient World-I – DSC 02	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSC- 2

Unit-I: Evolution of Humans and Hunting-Gathering Cultures   **(12 hours)**

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

Unit-II: Transition to Food Production   (16 hours)
1. Mesolithic Cultures: West Asia and Europe
2. Origins of Food Production: Debates
3. Features of the Neolithic based on sites from West Asia, Europe, Mesoamerica / China

Unit-III: The Bronze Age   (16 hours)
Note: Rubrics b, and c are to be based on any one case study:
1. Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
2. Concepts: 'Bronze Age', 'Civilization', 'Urban Revolution' and 'State'
3. Ecological context of early civilizations
4. Kingship, religion and state; Social and economic complexity: Class, Gender

Unit IV: Nomadic Cultures in Transition   (16 hours)
1. Nomadic Pastoralism in West Asia in the third and second millennium BCE
2. Iron technology and its spread

Practical component (if any) - NIL

Essential/recommended readings
Unit-I: This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Humans(Teaching Time: 16 hours Approx.)
- Bogucki, P. (1999). The Origins of Human Society. Wiley-Blackwell 1999, Chapter 2, pp. 2977.
- V.G. Childe, What Happened in History? Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). The People of the Earth: An Introduction to World Pre-history. (15thedn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- चाइल्ड,V.गॉडनर,़ ईतहास का ईतहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड,V.गॉडनर. (2019) औजारों का ईतहास (अनवु ाि़ सशीलु कु मार), र् ़िल्ली: गागीर् प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र् तयाँ, र् ़िल्ली: मानक प्रकाशन.
- मजूमिार, D.N तथा गोपाल शरण, प्रार् र्तहास, र् ़िल्ली र् वऱ्िवद्यालय, र् हऩ्िी माध्यम कायान्विन र् निशिलय.

Unit II. This Unit will familiarise students with the transition to food production when the advanced Hunter-Gatherer communities primarily of the Mesolithic cultures responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. The debates on the origins of food production will enable students to understand the complexity of the Neolithic cultures. The discussion on the Neolithic sites in different parts of the world will help in understanding the process of beginning of food production and variations in Neo-lithic Cultures. (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). The Origins of Human Society. Massachusetts: Blackwell, pp. 127- 159.
- Price, T.D. (1991). "The Mesolithic of Northern Europe", Annual Review of Anthropology, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef. Oxbow Books, pp. 185-222
- Zvelebil, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). The Mesolithic in Europe. Edinburgh: University of Edinburgh Press1989, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र् तयाँ, र् ि्ल्ली: मानक प्रकाशन.
- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009,Current Anthropology. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). The People of the Earth: An Introduction to World Prehistory. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Price, T.D. and O. Bar-Yosef. (2011). "The Origins of Agriculture: New Data, New Ide-as", An Introduction to Supplement 4. Current Anthropology, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). Patterns in Prehistory: Humankind's First Three Million Years. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र् तयाँ, र् ि्ल्ली: मानक प्रकाशन.

Unit III. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. (Teaching Time: 16 hours Approx.)

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

Mesopotamia

- Nissen, H.J. (2003). The Early History of the Ancient Near East, 9000-2000 B.C. Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East. San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). Ancient Iraq, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

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

OR

Egypt

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

Unit IV. This unit will discuss the Nomadic cultures in West Asia in the third and second Millennium BCE. The use and spread of iron technology will enable students to be familiar with the technological and other changes related to it. (Teaching Time: 16 hours Approx.)

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

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

Suggestive readings (if any)
- Carr, E.H. (1961/1991). "The Historian and his facts", in E.H. Carr, What is History? Penguin Modern Classics (2ndEdn.), pp.7-30.
- कार, E.H.(1976).'ईतहासकर और उसके तथ्य', E.H. कार, ईतहास क्या है? में अध्याय 1, मेकमलन पेब्लके शन (र् हन्ि ी
- अनुवाि , 1976).
- Bar-Yosef, O, and F. Valla. (1990). "The Natufian culture and the origins of the Neolith-ic in the Levant", Current Anthropology, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). 'Post-Pleistocene adaptations' in L. R. Binford and S. R. Binford, eds. New perspectives in Archaeology. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). The Archaeology of Ancient China, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). World Prehistory in New Perspective, Cambridge: Cambridge Universi-ty Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). On the Origin of Species by Means of Natural Selection, Jo-seph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). "Origins of Food Production", Annual Review of Anthropology, 2 (1973), pp.271- 310.
- Fried, M. (1978). "The State, the Chicken, and the Egg; or, What Came First" in R. Co-hen and E. Service Ed. Origins of the State: The Anthropology of Political Evolution (Institute for the Study of Human Issues, 1978), pp. 3-47.
- James, T.G.H. (1979, 2005). The British Museum's Concise Introduction to Ancient Egypt
- British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). The Evolution of Human Societies: From Foraging Group to Agrarian State, Stanford: Stanford University Press.
- Kemp, B. (1989). Ancient Egypt. Anatomy of a Civilisation. London: Routledge.
- Kumar, R. (2018). Ancient and Medieval World: From Evolution of Humans to the Cri-sis of Feudalism, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979).Ancient Civilizations, The Near East and Mesoamerica. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). The Making of Mankind. London: Michael Joseph Limited, 1981, pp. 9183.
- Lerner, G. (1986). The Creation of Patriarchy. Oxford University Press, pp. 54-76.

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the USA: Independence to Civil War – DSC 03

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Independence to Civil War – DSC 03	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The course initiates the process of comprehending the rise of the 'New World' that eventually came to be known as the United States of America (USA) after the American Revolution, came at the cost of marginalization of the Indigenous Tribes and enslavement of Black labourers. The focus is to study both Indigenous tribes and Black Slaves in a detailed manner to understand the limits of American democracy that pushed the country towards the Civil War. The course also concentrates on the process of the evolution of America's foreign policy in the aftermath of the War of 1812.

Learning outcomes

Upon the completion of this course the student shall be able to:
- Explain the emergence of a new independent nation in the Western Hemisphere (USA) at the cost of placing Indigenous tribes behind reserves and introduction of the institution of slavery and racism
- Examine the limits of American democracy in its formative stages along with the foundation of the U.S foreign policy
- Describe the economics of slavery in the USA along with details of slave culture and forms of resistance
- Trace the main issues related to the Civil War and its critical evaluation

SYLLABUS OF DSC-3

Unit I: A New World: **(12 hours)**
1. Contribution of Indigenous Tribes, Indentured Servants and Slave labour in the growth and expansion of American colonies
2. American Revolution: Sources, Historiography

Unit II: Limits of American Democracy: **(16 hours)**
1. Marginalization and Displacement of Indigenous tribes (Shawnee and Cherokee)
2. Policies of Thomas Jefferson and Andrew Jackson that placed the original peoples (Indigenous tribes) behind 'reserves'

Unit III: United States Quest for Dominance: Imperialism and Changing Diplomacy: **(16 hours)**
1. Manifest Destiny
2. War of 1812
3. Monroe Doctrine

Unit IV: Slavery and the Civil War: **(16 hours)**
1. The Economics of Slavery: South vs. North Debate
2. Slave Culture and Slave resistances (including the nature of female slavery and resistance
3. Issues of the Civil War and the Interpretations

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit importance is given to the usage of varied types of labour force for the colonization of the New World with special emphasis on the Indigenous tribes and Slave labour. The factors that led to the rise of the American Revolution along with historiographical debates is being emphasized. (Teaching Time: 16 hours Approx.)

- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol.
- 5thedition. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. The American Nation, A History of the United States. 12thedn. New York: Pearson Longman, 2006.
- Datar, K. America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997 (Hindi medium students)
- Foner, E. Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2ndedn. 2007.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. I. New York: The Free Press, 2000.

Unit II: This unit examines how Jeffersonian and Jacksonian Democracies displaced, marginalized and decimated the original peoples, the Indigenous tribes by taking up the case studies of Shawnee and Cherokee tribes who both suffered yet resisted white advance on their ancestral lands. (Teaching Time: 16 hours Approx.)

- Balleck, B.J. 'When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase'. Presidential Studies Quarterly, 22, Fall 1992.
- Berkhofer, R. Jr. 'The White Advance Upon Native Lands'. Paterson, T.G., Major Problems in American Foreign Policy: Documents and Essays. Lexington, Massachusetts:
- D.C. Heath, 1989.
- Edmunds, R.D. 'Tecumseh, The Shawnee Prophet and American History'. Western Historical Quarterly, Vol. 14, No. 3, July, 1983.
- Foner, E. Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
- Wallace, A.F.C. and E. Foner. The Long, Bitter Trail: Andrew Jackson and the Indians. New York: Hill and Wang, 1996.
- Young, M. 'The Cherokee Nation: Mirror of the Republic'. American Quarterly Special Issue: American Culture and the American Frontier. Vol. 33, No. 5, Winter 1981.

Unit III: This unit explores how the United States of America learnt some difficult lessons from the War of 1812 and how it led to the formulation of both internal and external policies that became the foundation of American imperialism and the maintenance of diplomatic relations. (Teaching Time: 16 hours Approx.)

- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. 5thedition. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. The American Nation, A History of the United States. 12thedn. New York: Pearson Longman, 2006.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. I. New York: The Free Press, 2000.

- Fitz, C.A. 'The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, its Aftermath and Spanish American Independence'. The Journal of American History, Vol. 102, Issue 2, September 2015.
- Goodman, W. 'The Origins of the War of 1812: A Survey of Changing Interpretations'. Sheehan, D. (ed.), The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston, 1963.
- Merk, F. Manifest Destiny and Mission in American History. Massachusetts: Harvard University Press, 1995.
- Perkins, D. 'The First Challenge: Monroe Hurls Defiance at Europe'. Sheehan, D. (ed.), The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston, 1963.

Unit IV: This Unit critically examines the economic foundations of the institution of slavery in the southern states and how historians began to unravel slave culture that assisted them to survive the brutality of this inhuman institution with particular emphasis on the female slavery and how they offered resistance against this bondage system. The unit also delves into the various causes of the Civil War and historiographical debates that have evolved over a period of time (Teaching Time: 16 hours Approx.)

- Bracey, J.H., A. Meier, E. Rudwick (ed.). American Slavery: The Question of Resistance. California: Wadsworth Publishing Co. Inc., 1971.
- Datar, K. America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997 (Hindi Medium)
- Faragher, J.M., M.J. Buhle et al. Out of Many: A History of the American People. Vol. I. New Jersey: Prentice Hall, 1995.
- Foner, E. Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2ndedn. 2007.
- Genovese, E.D. Roll, Jordan, Roll: The World the Slaves Made. 9th edition. New York: Knopf Doubleday Publishing Group, 2011.
- Genovese, E.D. The Political Economy of Slavery: Studies in the Economy and Society of the Slave South. Connecticut: Wesleyan University Press. 2nd edn. Paperback, 1989.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. I. New York: The Free Press, 2000.
- Kailyn, B., D. Wood, J. L. Thomas et.al. The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company, 2000.
- Stampp, K. The Peculiar Institution: Slavery in the Ante-Bellum South. New York: Vintage, 1989.
- White, D.B. 'The Nature of Female Slavery'. in Aren't I a Woman? Female Slaves in the Plantation South. New York: W.W. Norton, 1985.
- Barrington, M. Jr. 'The American Civil War: The Last Capitalist Revolution'. Barrington, M. Jr. Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press, 2015. ·
- Foner, E. Politics and Ideology in the Age of the Civil War. New York: Oxford University Press, 1981.

Suggested Readings:

- Bailyn, B., D. Wood, J.L. Thomas et.al. The Great Republic, A History of the American People, Massachusetts: D.C. Heath and Company, 2000.
- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. The American Nation, A History of the United States. 12thedn. New York: Pearson Longman, 2006.
- Datar K. America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Faragher, J.M., M.J. Buhle et al. Out of Many: A History of the American People. Vol. New Jersey: Prentice Hall, 1995.
- Foner, E. Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn. 2007.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press, 2000.
- Zinn, H. A People's History of the United States, 1492-Present. New York: Harper Collins, 2003.

Selected Films:

- 'Lincoln' Directed and Co-produced by Steven Spielberg, 2012.
- 'The Birth of a Nation' (based on slave Nat Turner, who led a rebellion in Southampton, Virginia in 1831) Directed and Co-produced by D.W. Griffith, 2016.
- 'The Birth of a Nation' (showcases assassination of Lincoln; originally based on 'The Clansman' and 'The Leopard's Spots' by T.F. Dixon Jr.) Directed and Co-produced by
- D.W. Griffith, 1915.
- 'Glory' (set during the Civil War) Directed by Edward Zwick, Produced by Freddie Fields, 1989.
- '12 Years a Slave' Directed and Co-produced by Steve McQueen, 2013.
- 'Django Unchained' (set in Old West and Ante-Bellum South) Directed by Quantin Tarantino, Produced by Stacey Sher & Others, 2012.
- 'Amistad' (based on events in 1839 aboard the slave ship Le Amistad) Directed and Produced by Steven Spielberg, 1997.
- 'Gone with the Wind' (set in the Civil War era) Directed by Victor Fleming and Produced by David Selznick, 1939.
- 'Uncle Tom's Cabin' (set in 1856) Directed by Stan Lathan and Produced by Jeffrey A. Nelson and Others, 1987.
- 'Roots' (based on Alex Haley, 'Roots: The Saga of American Family, 1976) Directed by Bruce Beresford and Produced by Ann Kindberg and others, 2016.

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest
times up to c. 300 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India from earliest times up to c. 300 CE	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

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

SYLLABUS OF DSC-1

Unit I: Sources for interpreting early Indian history **(4 hours)**
Unit II: Survey of Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic. **(8 hours)**
Unit III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. **(8 hours)**
Unit IV: Vedic and Megalithic cultures: an overview **(8 hours)**

Unit V: Second urbanization, material and social changes, Buddhism and Jainism. **(8 hours)**

Unit VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts **(8 hours)**

Unit VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society **(8 hours)**

Unit VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas **(8 hours)**

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

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

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

- Agrawal, D.P. (1982) The Archaeology of India: London and Malmo: Curzon Press (All chap-ters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

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

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

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

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्दन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chap-ter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

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

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford Uni-versity Press. (Chapter 2)

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

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 8 hours approx.)
- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

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

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): Ancient Societies

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

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

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

SYLLABUS OF DSC-1

Unit I: Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology (12 hours)

Unit II: Bronze Age Civilizations- India / China (Shang Dynasty) (16 hours)

Unit III: Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture (16 hours)

Unit IV: Bronze Age Civilizations- Minoan/ Mycenean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 8 hours approx.)

- Childe, G. (1950). "The Urban Revolution, "The Town Planning Review, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). Ancient Civilizations (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). The First Civilizations. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. The Bronze Age. Cambridge: Cambridge University Press.
- Childe, V. Gordon.1957. 'The Bronze Age'. Past and Present. 12 (November): 2-15

Unit II: This unit will deal will the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 16 hours approx.):

India:

- Allchin, B., and R. Allchin. (1997). Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). India: An Archaeological History. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. Approaches to the Study of Ancient Technology.
- Ratnagar, Shereen. (2007). Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). Sindhu Sabhyata (त संधु सभ्यता). Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.

China

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

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- Thorp, R. L. (2006). China in the Early Bronze Age. Shang Civilization. Pennsylvania: University of Pennsylvania Press.

Unit III: (Teaching period: 16 hours)

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

- Nissen, H.J. (2003). The Early History of the Ancient Near East, 9000-2000 B.C. Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East. San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). Ancrent Iraq, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. Understanding Early Civilizations: A Comparative Study. Cambridge: Cambridge University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामात िक संरचनाएँ और संस्कृ त तर ꣺ , त िल्ली: मानक प्रकाशन (Ch. 4)

Egypt:
- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in The First Great Civilisa-tions: Life in Mesopotamia, the Indus Valley and Egypt, New York: Knopf/Random House.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). Ancient Egypt A Social His-tory. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). Ancient Egypt. New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. Pottery and Economy in the Old Kingdom. Leiden: Brill.
- Teeter, Emily. 2011. Religion and Ritual in Ancient Egypt. New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', Archaeology, 40 (1): 22.
- Morenz, S. 1960. Egyptian Religion. (A. E. Keep, trans.) New York: Cornell University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामात िक संरचनाएँ और संस्कृ त तर ꣺ , त िल्ली: मानक प्रकाशन (Ch. 5).

Unit IV: This unit will deal with another model of Bronze Age Civilizations in the Greek archi-pelago that has been termed Minoan/ Mycenean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns

and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek my-thology and pantheon. (Teaching Period: 16 hours)

- M. I. Finley, The Ancient Greeks, 1963.
- M. I. Finley, Early Greece: The Bronze and Archaic Ages, 1970.
- Sarah Pomeroy, Godesses, whores, wives and Slaves, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). Becoming Visible:Women in European History, 1977, pp.36-59.
- Renfrew, Colin. (1999). The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C. London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In Companion Encyclopedia of Archaeology. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505–545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामात िक संरचनाएँ और संस्कृ त तर् ०ँ, त िल्ली: मानक प्रकाशन (Ch. 6).

Suggested Readings:

- Burns, Edward McNall, and Philip Lee Ralph. (1982). World Civilizations: Their History and Their Culture. Norton, New York.
- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi al-so).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-CulturalTrade in World History. Melbourne: CambridgeUniversity Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). Ancient Europe (8000 B.C -A.D. 1000). An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

Video Recommendations

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

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

BA (Prog.) with History as Minor
Category 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		
History of India from earliest times up to c. 300 CE	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

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

SYLLABUS OF DSC-1

Unit I: Sources for interpreting early Indian history **(4 hours)**
Unit II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic. **(8 hours)**
Unit III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. **(8 hours)**
Unit IV: Vedic and Megalithic cultures: an overview **(8 hours)**

Unit V: Second urbanization, material and social changes, Buddhism and Jainism. **(8 hours)**

Unit VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts **(8 hours)**

Unit VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society **(8 hours)**

Unit VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas **(8 hours)**

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

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

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 8 hours approx.)

- Agrawal, D.P. (1982) The Archaeology of India. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)

- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

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

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

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

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्दन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Mac-millan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

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

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

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

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 8 hours approx.)

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

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

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered By Department Of History
Category-IV

> ### GENERIC ELECTIVES (GE-1): Delhi Through the Ages: The making of its early Modern 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		
Delhi Through the Ages: The making of its early Modern History	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

Upon completion of this course the student shall be able to:
- To acquaint students with the history of Delhi till the early modern period.
- Analyse the processes of urbanization as shaped by political, economic and social changes

SYLLABUS OF GE-1

Unit I: Ancient Delhi and adjoining sites: **(12 hours)**
1. Indraprastha- Hastinapur, Panipat, Tilpat
2. Ashokan Edicts
3. Mehrauli Iron Pillar
4. Lalkot

Unit II: From Settlements to Cityscape - Understanding the 10th and 14th Century Cities of Delhi. Case Study Any Two: **(16 hours)**

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

Unit III: 16th to 17th Century Delhi: **(16 hours)**
      1.   Humayun's Garden Tomb
      2.   Morphology of Shahjahanabad

Unit IV: 18th Century Delhi - Understanding political and social changes **(16 hours)**

Essential/recommended readings
Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha, ancient edicts and pillars and the Tomar and Chauhan constructions. (Teaching Time: 12 hours)
- Richard J. Cohen, "An Early Attestation of the Toponym Ḍhillī", Journal of the American Oriental Society, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). Ancient Delhi, Delhi: Oxford University Press
- Mani, B.R. (1997). Delhi: Threshold of the Orient; (Studies in Archaeological Investigations), Aryan Books International

Unit 2: This unit will study the cities of Sultanate Delhi in the 10th to 14th centuries. It will discuss the various reasons for the shift of capitals and the changing character of the city. Case studies of any two of these cities will be undertaken. Students will be encouraged to plan field trips related to the themes and readings. (Teaching Time: 16 hours)
- B.R.Mani 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.
- Ali, Athar. (1985). "Capital of the Sultans: Delhi through the 13th and 14th Centuries", in
- R.E. Frykenberg, ed., Delhi Through the Age: Essays in Urban History, Culture and Society, Delhi: Oxford University Press, pp. 34-44
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal. (Ed.). Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar, Aleph Book Company, pp 222-235.
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE" in Albrecht Fuess and Jan Peter Hartung. (eds.). Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory'. In: Kaul, Suvir, (ed.), Partitions of Memory. Delhi: Permanent Black, pp. 140-182.
- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). Delhi Through the Ages: Essays in Urban History, Culture, and Society, New Delhi: Oxford University Press, 1986), pp.18-33.

- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', Studies in People's History, vol. 1, pp. 163–171
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." South Asia Research 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate ": Muqarnas, vol. 1 pp. 123-166.
- Welch, Anthony. (1993). Architectural Patronage and the Past: The Tughluq Sultans of India: Muqarnas, Vol. 10, Essays in Honor of Oleg Graber, pp. 311-322, Published by Brill. https://www.jstore.org/stable/1523196

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

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, Delhi through the Ages: Essays in Urban History, Culture and Society, Delhi: Oxford University Press, pp. 106-116.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, Delhi Through the Ages: Essays in Urban History, Culture and Society, Oxford University Press, pp. 66-99.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). The City in Indian History, Delhi: Manohar, pp. 87-98.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., Shahjahanabad / Old Delhi: Tradition and Change. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i' Amm and Chihil Sutun: The Audience Halls of Shah Jahan". Muqarnas, vol. 11, pp. 143-165.
- Lowry, Glenn D. (1987). Humayun's Tomb: Form Function, and Meaning in Early Mughal Architecture. Muqarnas, Vol. 4, pp. 133-148
- Dickie, James (Zaki, Yakub), (1985). The Mughal Garden: Gateway to Paradise, Muqarnas, Vol. 3, pp. 128-137.
- Koch, Ebba. (1997). 'Mughal Palace Gardens from Babur to Shahjahan (1526-1648), Muqarnas, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris." Proceedings of the Indian History Congress 71, pp. 1108–1121.

Unit 4: This unit will discuss the developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced by some and seen as a challenge by others. (Teaching Time: 16 hours)

- Alam, Muzaffar. (2013) "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748, Delhi: Oxford University Press, pp. xiii-lxiv
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city" Proceedings of the Indian History Congress, vol. 67 pp. 1042-1057.

- Chenoy, Shama Mitra. (1998). Shahjahanabad, a City of Delhi, 1638-1857. New Delhi: Munshiram Manohar Lal Publishers.
- Raziuddin Aquil, (2017) "Violating Norms of Conduct" in The Muslim Question: understanding Islam and Indian History, Delhi: Penguin Random House, pp. 133-156.

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

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

- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' IESHR, 49 (2012).
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., Muslim Shrines in India, Delhi: Oxford University Press, pp. 112-124.

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

GENERIC ELECTIVES (GE-2): Science, Technologies and Humans: Contested Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Science, Technologies and Humans: Contested Histories	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

The Learning Outcomes of this course are as follows:
- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of 'dual use' technologies.
- Define various initiatives taken by the government for promotion of science and technology.

SYLLABUS OF GE-2

Unit 1: Science, Technology and Society   **(12 hours)**
1. Revisiting 'Scientific Revolution'
2. Colonialism and Science

Unit 2: Science: Contestation and Exchanges   **(16 hours)**
1. Decimal and Zero
2. Hegemony of documentation

Unit 3: Economics of Technologies: Questions of Ethics **(16 hours)**
1. Generic Medicines
2. Industrial Disasters

Unit 4: Science and nation making (16 hours)
1. Atomic Power
2. Policies and Institutions
3. Homi Jehangir Bhabha, Meghnad Shaha, E. K. Janaki Ammal

Practical component (if any) - NIL

Essential/recommended readings
Unit-1: Science and technology have a very complex relationship with society. Populatanding of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (Teaching Time: 16 hours Approx.)

*   Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison,eds., Health, Medicine and Empire: Perspectives on Colonial India. New Delhi: Ori-ent Longman. pp. 1-24/36.

*   मले, गुणाकर. (२००५). भारतीयईतहासमेंर् वज्ञान. र् ि्ल्ली:यात्रीप्रकाशन. (अध्याय:र् वज्ञानऔरसमाज; पष्ठृ ११-29, ज्योर् तषकाआरम्भऔररवकास; पष्ठृ ४१-49, वैर् ि्कर्गणतकीसमीक्षा; पष्ठृ ५0--66).

*   Bernal, J D. (1969). Science in History Vol, I: The Emergence of Science. Middlesex: Penguin Books, pp. 27-57.

*   Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. Journal of Early Modern History, Vol. 21 (No.5), pp. 445-458.

*   Habib, S Irfan and Raina, Dhruv. (2007). 'Introduction', in S Irfan Habib & Dhruv Raina.(Eds.). Social History of Science in Colonial India. Delhi: Oxford University Press. pp. XII-XL.

*   (Revised version published as S Irfan Habib & Dhruv Raina, 'Introduction' in Social History of Science in Colonial India, New Delhi: Oxford University Press, 2007, pp. XII- XL.)

*   Kumar, Deepak, Science and the Raj, OUP, 1998 (Introduction).

Unit-2: Students will understand the politics associated with appropriation of 'Scientific' her-itage through the case study of the decimal and zero. It will also teach them about the politics of

documentation and its importance during early modern times. (Teaching Time: 16 hours Approx.)

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

Unit-3: This unit will make an attempt to convey that science and technology need to be care-fully historicized in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. (Teaching Time: 12 hours Approx.)

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

Unit-4: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and women; associated institutions and their contribution in nation making. (Teaching Time: 12 hours Approx.)

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

Suggestive readings -
- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. Economic and Political Weekly, Vol. LIII (No.9), pp. 45-47.
- Chaterjee, Santimay. (1994). 'Meghnad Shaha: The Scientist and the Institution maker.' Indian Journal of History of Science, Vol.29 (No.1), pp. 99-110.

- Habib, Irfan. (2008). Technology in Medieval India. c. 650-1750. New Delhi: Tulika (Also available in Hindi).
- Qaisar, A J. (1982). Indian Response to European Technology and Culture AD 1498-1707, Bombay: Oxford University Press.
- Rahman, Abdur. (1984). Science and Technology in Indian Culture: A Historical Perspective. Delhi: National Institute of Science, Technology & Development Studies Science, Technology and Innovation Policy 2013, Government of India, India. (http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf) Available in Hindi Al-so
  :(http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf).
- Zimmerman, F. (1987). 'Monsoon in Traditional Culture', in Jay S. Fein and Pamela L. Stephens, eds., Monsoon. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

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

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

GENERIC ELECTIVES (GE-3): Culture and Everyday Life in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course
		Lecture	Tutorial	Practical/ Practice		
Culture a Everyday Life India	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for workplace, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives, and most people have the same sorts of everyday experiences. At the same time, however, different people across the world have different sorts of every-day lives that are defined by their society. Further, the society itself is defined by peoples' ideas, values, customs, beliefs, and ways of thinking. All these things may be explained as 'culture'. While there are several

definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores everyday life in India through mundane aspects like food, beverage, and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema, recreational outings or seeking guidance for well-being. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstances.

Learning outcomes

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

SYLLABUS OF GE-3

Unit I: Culture and everyday life **(12 hours)**
Unit II: Sustenance and beyond: Chai, Coffee & Paan **(16 hours)**
Unit III: Religion everyday - at the threshold, shrine, and online **(16 hours)**
Unit IV: The everyday global in g/local: Metro, malls, and pilgrimage online **(16 hours)**

Practical component (if any) - NIL

Essential/recommended readings
Unit I: This Unit tries to initiate discussion about the emergence of culture as a specific field of sociological analysis and draw attention to the relationship between 'culture' and 'everyday life'. Further, these readings discuss if there is something peculiar about Indian culture. (Teaching time: 12 hours)
- David Inglis, "Introduction" in Culture and Everyday Life, London & New York: Routledge, Taylor & Francis Group, 2005, pp. 1-14.
- S. Radhakrishnan, "Culture of India" in The Annals of the American Academy of Political and Social Science, Vol. 233, India Speaking (May 1944), pp. 18-21.
- K. Ramanujan, "Is There an Indian Way of Thinking? An Informal Essay" in Vinay Dharwarkar ed., The Collected Essays of A.K. Ramanujan, New Delhi: OUP, 1999, pp. 34-51.
- Kathryn Hansen, "Who wants to be a cosmopolitan? Readings from the composite culture", The Indian Economic and Social History Review, Vol. 47, No. 3 (2010), pp. 291–308.

Unit II: In the opinion of some scholars India, traditionally, most discourses on food have cen-tered on social and religious rituals. The following articles discuss how historical circumstances has redefined culinary patterns in India by introducing new foods and beverages like tea and cof-fee. (Teaching time: 12 hours)

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

Unit III. Religion is a significant aspect of everyday life. Rituals define the boundary between the private and public lives. Ritual observance in the public sphere invites community participa-tion and defines religiosity in a wider cultural context. (Teaching time: 12 hours)

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

Unit IV: Life in a metropolitan is largely regulated by means of commutation, access to utilities and convenience of rendering the everyday business of living. This theme identifies cinema, modern holy cum entertaining urban spaces as significant for creating leisure in city life. The four essays discuss our changing response to everyday existence in a globalized world. (Teaching time: 8 hours approx.)

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

Suggestive readings
- David Inglis, Culture and Everyday Life, London & New York: Routledge, Taylor & Francis Group, 2005.
- Maya Warrier, "Online Bhakti in a Modern Guru Organization", Chapter 14 in Gurus in Mod-ern Yoga, eds., Mark Singleton and Ellen Goldberg, New York: OUP, 2013, pp. 308-327.

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

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

GENERIC ELECTIVES (GE-4): Understanding History

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning outcomes

The Learning Outcomes of this course are as follows:
- Outline / illustrate the need for historical perspective.

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

SYLLABUS OF GE-3

Unit I: What History Can Tell Us **(12 hours)**
Unit II: The Historian at Work **(16 hours)**
Unit III: Issues in History Writing **(16 hours)**
Unit IV: History and Other Disciplines **(16 hours)**

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: This Unit shall explore the meaning of history and historical thinking. The students will be equipped to distinguish the historical perspective from other ways of understanding our individual and collective pasts. (Teaching time: 12 hours approx.)

- Schlabach, Gerald. A Sense of History: Some Components http://www.geraldschlabach.net/about/relationships/benedictine/courses/handout s/sense-of-history/
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.1 and Ch. 2).
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Daniels, Robert V. (1981). Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवा्ि)

Unit-2: This Unit shall explore how the historian establishes historical facts, traces historical contexts from the facts, and how the historian evaluates and uses different kinds of sources for history writing. It will familiarize the students with different varieties and frameworks in history writing (social, economic, local, global, etc.). (Teaching time: 16 hours approx.)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, "The Historian and His Facts").
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (Ch. 5, The Historian at Work: Historical Facts and Historical Sources).
- Daniels, Robert V. (1981), Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall (pp. 47-61).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch. 3, "Mapping the Field", Ch. 4, "The Raw Materials" and Ch. 5, "Using the Sources").

- अशोक चक्रधर (अनुवाि⊃क), इततहास क्या है – ई.एच. कार। Macmillan, 2000. (Chapter-1)
- आधार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाि⊃) (Chapter-5)

Unit-3: This Unit will familiarise the students about how historians understand, describe and explain the past. The student will be introduced to some of key aspects of history writing, i.e., cau-sation, narrative building, explanation and generalization. (Teaching time: 16 hours approx.)
- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.4, "Causation in History").
- Marwick, Arthur. (1989) The Nature of History. Third edition, Hampshire and London: Mac-Millan (Ch. 6, pp. 242-255).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.6, "Writing and Interpretation").
- अशोक चक्रधर (अनुवाि⊃क), इततहास क्या है – ई.एच. कार। Macmillan, 2000.
- एररक हॉब्सबॉम, इततहासकार की तचंता । ग्रंथ तशल्पी, 2007 (अनुवाि⊃) ।

Unit-4: This Unit will familiarize the students with the relationship between history and other disci-plines, and how the interface enriches history writing, as well as their understanding of other disci-plines. (Teaching time: 12 hours approx.)
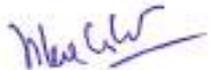- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.3, "History, Science and Morali-ty").
- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford Uni-versity Press Inc. (Ch. 3, "History and Other Disciplines").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology. Centre for South Indi-an Studies: Trivandrum [Ch.2-Part II: History and Social Science; Ch.2-Part III: History and the Humanities; Ch.5; Ch.7]. [Also available in Hindi].
- अशोक चक्रधर (अनुवाि⊃क), इततहास क्या है – ई.एच. कार। Macmillan, 2000.

Suggestive readings
- Ambedkar, B.R. (1948). 'Preface' in The Untouchables: Who were They and Why did They Become Untouchables?. Reproduced in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 7, New Delhi: Ministry of Social Justice and Empowerment, 1990, pp. 239-245.
- Arnold, J.H. (2000). History: A Very Short Introduction. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). American Historical Review 37 (January), pp. 221-36, reprinted in Ad-am Budd (Ed.). (2009). The Modern Historiography Reader. London and N.Y: Routledge ("Everyman His Own Historian", Presidential Address).
- Bloch, Marc. (1992). The Historian's Craft, Manchester: Manchester University Press, re-print, pp. 190-197; 60-69 and 138-144.
- Budd, Adam. (Ed.). (2009). The Modern Historiography Reader: Western Sources. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 ("What is a Historian?").
- Hobsbawm, Eric J. (1998). On History. UK: Abacus (Ch. 21, "Identity History is Not Enough").

- Jordonova, Ludmilla. (2000). History in Practice. London/New York: Arnold and Oxford Uni-versity Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History" and "Ch.7, "Historians' Skills").
- Smith, Bonnie G. (1998). The Gender of History: Men, Women and Historical Practice. Cam-bridge, M.A.: Harvard University Press. (Relevant chapters).
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.5, "The Themes of Mainstream History").
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Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

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