

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1276/25/10

Dated: 31.07.2025

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 24-14/ dated 12.07.2025)

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

Add the following:

The syllabi of following Departments under the Faculty of Social Sciences based on Postgraduate Curriculum Framework 2024 for Semester-I and Semester-II, are notified herewith for the information of all concerned:

| DEPARTMENT | SYLLABI | Annexure |
|------------|------------------------------------|----------|
| Geography | M.A. Geography | 1 |
| | M.A. Geography Skill Based Courses | |
| Sociology | M.A. Sociology | 2 |


REGISTRAR

NEP 2020: Post Graduate Curricular Framework (PGCF) 2024

UNIVERSITY OF DELHI

POST GRADUATE PROGRAMS IN GEOGRAPHY

MASTER OF ARTS (GEOGRAPHY)

TWO YEARS PG PROGRAM AFTER COMPLETION OF THREE-YEAR UG PROGRAM (3+2)
ONE YEAR PG PROGRAM AFTER COMPLETION OF FOUR-YEAR UG PROGRAM (4+1)

PROGRAMME STRUCTURE, COURSES AND SYLLABI

(Effective from Academic Year 2025-26)



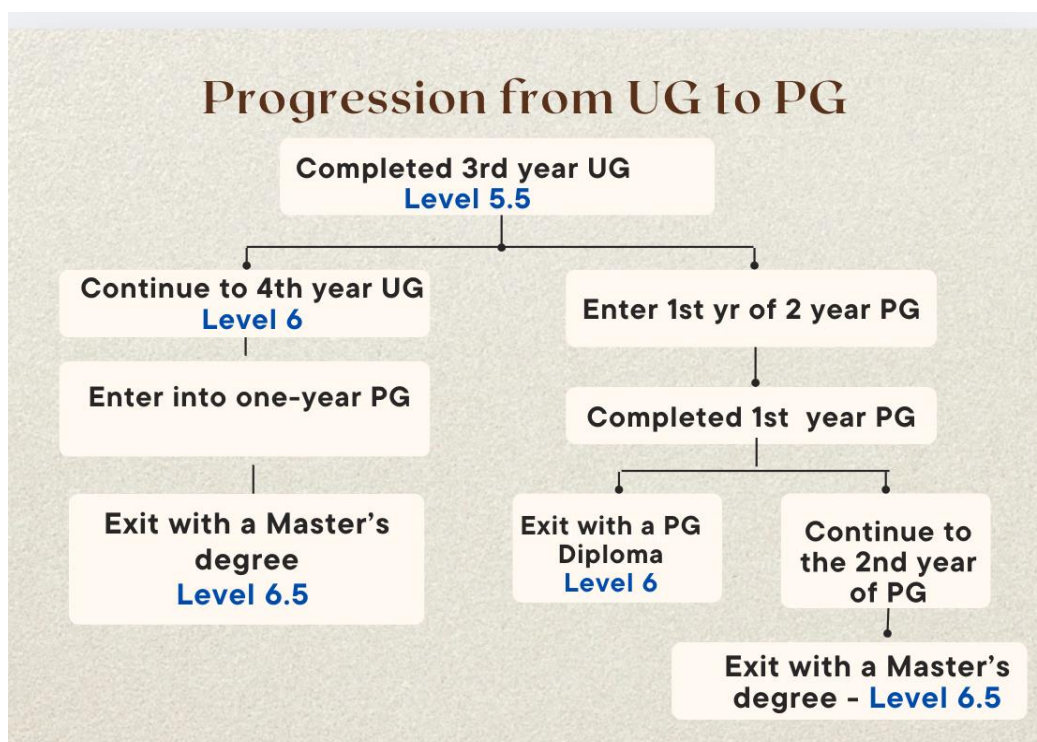
Revised Syllabus is uploaded as provided by the Faculty of Social Science and approved by Academic Council on dd-mm-2025 and Executive Council on dd-mm-2025



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PROGRESSION FROM UNDER GRADUATE (UG) TO POST GRADUATE (PG) PROGRAMS



PROGRAMMES OF STUDY WITH EQUIVALENT QUALIFICATION LEVELS

First Year of Four Years UG Programme – Level 4.5
Second Year of Four Years UG Programme – Level 5.0
Third Year of Four Years UG Programme – Level 5.5
Fourth Year of Four Years UG Programme – Level 6.0

First year of Two Years PG Programme (after 3 Year UG) – Level 6.0
Second Year of Two Years PG Programme (after 3 Year UG) – Level 6.5
First year of One Year PG Programme (after 4 Year UG) – Level 6.5

First year of Two Years PG Programme (after 4 Year UG) – Level 6.5
Second year of Two Years PG Programme (after 4 Year UG) – Level 7.0



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POST GRADUATE (PG) PROGRAMMES FRAMEWORK 2024

- **Two years PG Programme after completion of Three-Year UG Programme (3+2)**
- **One year PG Programme after completion of Four-Year UG Programme (4+1)**
 - **Structure 1 (Level 6.5): PG Curricular Structure with **only** “Course Work”**
 - **Structure 2 (Level 6.5): PG Curricular Structure with “Course work **and** Research”**
 - A. “Dissertation Writing” track
 - B. “Academic Projects” track
 - C. “Entrepreneurship” track
 - **Structure 3 (Level 6.5): PG Curricular Structure with **only** “Research”**



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TWO YEARS PG PROGRAMME AFTER COMPLETION OF THREE-YEAR UG PROGRAMME (3+2)

1st Year of PG curricular structure for Two-year PG Programmes (Level 6.0)

| Semester | DSC | DSE | 2 Credit course | Dissertation/ Academic Project/ Entrepreneurship | Total Credits |
|--------------------|---|--|--|--|------------------|
| Semester I | DSC-1 DSC-2 DSC-3 (12 credits) | DSE-1 DSE-2 OR DSE-1 GE-1 (8 credits) | Skill-based course / workshop / Specialised laboratory / Hands on Learning (2 credits) | Nil | 22 |
| Semester II | DSC-4 DSC-5 DSC-6 (12 credits) | DSE-3 DSE-4 OR DSE-2 GE-2 (8 credits) | Skill-based course / workshop / Specialised laboratory / Hands on Learning (2 credits) | Nil | 22 |

2nd Year of PG curricular structure for Two-year PG Programme (Level 6.5)

| Semester | DSC | DSE | 2 Credit course | Dissertation/ Academic Project/ Entrepreneurship | Total Credits |
|---------------------|---|---|---|--|------------------|
| Semester III | DSC-7 DSC-8 (8 credits) | DSE-5 DSE-6 DSE-7 OR DSE-3 DSE-4 GE-3 (12 credits) | Skill-based course / workshop / Specialised laboratory / Internship/ Apprenticeship / Hands on Learning (2 credits) | Nil | 22 |
| Semester IV | DSC-9 DSC-10 (8 credits) | DSE-7 DSE-8 DSE-9 OR DSE-5 DSE-6 GE-4 (12 credits) | Skill-based course / workshop / Specialised laboratory / Internship/ Apprenticeship / Hands on Learning (2 credits) | Nil | 22 |



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ONE YEAR PG PROGRAMME AFTER COMPLETION OF FOUR-YEAR UG PROGRAMME (4+1)

Structure 1 (Level 6.5): PG Curricular Structure with **only “Course Work”**

| Semester | DSC | DSE | 2 Credit course | Dissertation/ Academic Project/ Entrepreneurship | Total Credits |
|---------------------|---|---|---|--|------------------|
| Semester III | DSC-7 DSC-8 (8 credits) | DSE-5 DSE-6 DSE-7 OR DSE-3 DSE-4 GE-3 (12 credits) | Skill-based course / workshop / Specialised laboratory / Internship/ Apprenticeship / Hands on Learning (2 credits) | Nil | 22 |
| Semester IV | DSC-9 DSC-10 (8 credits) | DSE-7 DSE-8 DSE-9 OR DSE-5 DSE-6 GE-4 (12 credits) | Skill-based course / workshop / Specialised laboratory / Internship / Apprenticeship / Hands on Learning (2 credits) | Nil | 22 |

The Structure 1 (Level 6.5) of the PG Curricular Structure with **only** “Course Work”, is identical to the **2nd Year of PG curricular structure for Two-year PG Programme** (Level 6.5).



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ONE YEAR PG PROGRAMME AFTER COMPLETION OF FOUR-YEAR UG PROGRAMME (4+1)

Structure 2 (Level 6.5): PG Curricular Structure with “Course work **and Research”**

| Semester | DSC | DSE | 2 Credit course | Dissertation/ Academic Project/ Entrepreneurship | Total Credits |
|---------------------|--|--|-----------------|--|------------------|
| Semester III | DSC- 7 DSC -8 (8 credits) | DSE-5 DSE-6 OR DSE-3, GE-3* (8 credits) | Nil | See detailed outcomes below (6 credits) | 22 |
| Semester IV | DSC-9 DSC-10 (8 credits) | DSE-7 DSE-8 OR DSE-4 GE-4* (8 credits) | Nil | See detailed outcomes below (6 credits) | 22 |

The Structure 2 (Level 6.5) of the PG Curricular Structure with “Course work **and** Research” has following three tracks:

- A. “Dissertation Writing” Track
- B. “Academic Projects” Track
- C. “Entrepreneurship” Track

Those who opt for ‘Dissertation Writing’ or ‘Academic Projects’ track, may study only the DSEs or select any GE of their choice, while those opting for ‘Entrepreneurship’ track, will select one GE related to Entrepreneurship in each of the Semesters III and IV.

The Dissertation / Project Report / Entrepreneurship Work should be an original work and not a repetition of work done earlier in the 4th Year of the UG programme, though it may be an extension of that work.

The expected outcomes of each of the three tracks are explained below.



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A. “Dissertation Writing” – the outcomes expected are as follows:

Semester III

The following four outcomes must be achieved by the end of Semester III:

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of Semester IV:

- 1) Completion of experimentation / fieldwork
- 2) Submission of dissertation
- 3) Research output in the form of any one of the following –
 - Prototype or product development / patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
 - Book or book chapter in a publication by a reputed publisher



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B. “Academic Projects” – the outcomes expected are as follows:

All academic projects should be application based research, and not an exploratory or descriptive research (except book translation or projects without a research component such as those in Master of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of Semester III:

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of Semester IV:

- 1) Completion of the experimentation, fieldwork or similar task.
- 2) Submission of project report
- 3) Research output in the form of any one of the following –
 - Prototype or product development or patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
 - Draft policy formulation and submission to the concerned Ministry
 - Book or book chapter in a publication by a reputed publisher
 - Book translation (for Language departments)



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C. “Entrepreneurship” – the outcomes expected are as follows:

Semester III

| Week | Topic | Deliverable | Activities | Mentor Checkpoint |
|-------------|--|---|--|---|
| 1-2 | Idea Generation and Validation | Submission of at least three potential start-up ideas. | Conduct market research to validate the viability of each idea. | Review and feedback on the initial ideas. |
| 3-4 | Finalizing the Business Idea | Selection of the final business idea based on research and mentor feedback. | Develop a preliminary business model canvas. | Approval of the final business idea. |
| 5-6 | Market Research and Customer Discovery | Detailed market research report and customer discovery interviews. | Identify target market, customer segments, and key competitors. | Presentation of market research findings. |
| 7-14 | Prototype Development / Minimum Viable Product (MVP) and Business Model Refinement | Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams. | Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback. | Prototype/MVP review and feedback. |
| 11-12 | Financial and Legal Planning | Initial financial plan including cost structure, pricing strategy, and funding requirements. | Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential | Financial plan and IPR review. |
| 13-14 | Pitch Preparation | Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials. | Create and refine a presentation for potential investors or stakeholders. | Practice pitch session with feedback. |
| 15-16 | Final Presentation and Review | Final pitch presentation to a panel of mentors, faculty, and possibly industry experts. | Deliver a polished pitch, receive feedback, and make final adjustments. | Final assessment and grading based on the pitch and overall progress throughout the semester. |



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Semester IV

| Week | Topic | Deliverable | Activities | Mentor Checkpoint |
|-------------|--|--|--|--|
| 1-2 | Review and Refinement of Prototype / MVP | Review of the progress made in the 7th semester, including feedback from the final pitch. | Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the 7th semester. | Review and approval of the refined business plan and prototype/MVP |
| 3-12 | Legal and Regulatory Compliance | Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations. | Complete the legal registration of the business and ensure all necessary licenses and permits are obtained | Legal compliance review and feedback. |
| 5-8 | Operational Planning | Detailed operational plan, including supply chain management, production schedules, and quality assurance processes. | Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures. | Review and approval of the operational plan. |
| 5-10 | Marketing and Sales Strategy | Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing. | Develop and test marketing campaigns, refine branding and messaging, and establish sales channels. | Marketing and sales strategy review and feedback. |
| 9-14 | Financial Planning and Fundraising | Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements. | Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches. | Financial plan review and practice pitch sessions. |
| 9-14 | Risk Management and Contingency Planning | Risk management plan detailing potential risks and corresponding mitigation strategies. | Identify key risks (e.g., market, operational, financial) and | Risk management plan review and feedback. |



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| Week | Topic | Deliverable | Activities | Mentor Checkpoint |
|-------|-------------------------------|--|---|---|
| | | | develop contingency plans. | |
| 13-14 | Final Preparations for Launch | Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts. | Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry. | Review and approval of launch readiness. |
| 15-16 | Final Presentation and Review | Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan. | Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch. | Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success. |

Note: Additional outcomes of Entrepreneurship may be added / revised by the concerned Faculty / Department Committee to suit the Master's level Programme.



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ONE YEAR PG PROGRAMME AFTER COMPLETION OF FOUR-YEAR UG PROGRAMME (4+1)

Structure 3 (Level 6.5): PG Curricular Structure with **only “Research”**

| Semester | DSC | DSE (related to identified research field) | Research Methods/ Tools/ Writing (2 courses) | One intensive problem-based research | Total Credits |
|---------------------|--|---|--|---|------------------|
| Semester III | 1 DSC (course related to the area identified for research) (4 Credits) | 1 DSE (course related or allied to the area identified for research) (4 Credits) | (a) Advanced Research Methodology of the core discipline + (b) Tools for Research (2+2 = 4 credits) | Outcomes are listed below the table (10 credits) | 22 |
| Semester IV | - | 1 DSE (course related or allied to the area identified for research) (4 Credits) | Techniques of research writing (2 credits) | Outcomes are listed below the table (16 credits) | 22 |

The outcomes expected are as follows:

Semester III

The following four outcomes must be achieved by the end of Semester III:

- 1) Research problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) Phase I – Initial phase of research experimentation, completion of pilot project etc.

Semester IV

The following three outcomes must be achieved by the end of Semester IV:

- 1) Phase II – Final phase of experimentation / fieldwork
- 2) Dissertation / project report submission
- 3) Research output in the form of any one of the following –
 - a) Developed a patent or prototype of a product which meets the Technology Readiness Level 3/4 (TRL-3 or TRL-4) as defined by CSIR



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- b) Publication in Scopus indexed journals #
- c) Publication of a book by a reputed publisher # (National/International) as recommended by the BRS and approved by the Research Council.

Authors have to be the student and his/her supervisor(s). Additional authors has to be approved by the Chairperson, Research Council. This permission is mandatory prior to commencement of Phase II of the research.



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**NEP 2020: POST GRADUATE CURRICULAR
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POST GRADUATE PROGRAMS IN GEOGRAPHY**

**TABLE 1: TWO YEARS PG PROGRAM AFTER COMPLETION OF THREE-YEAR UG PROGRAM (3+2)
MA IN GEOGRAPHY – PART 1 (LEVEL 6.0) – SEMESTER I – LIST OF COURSES**

| UPC | COURSE CODE | COURSE NAME | CREDITS | | | |
|-----|-------------|-------------|---------|---|---|-------|
| | | | L | T | P | Total |

DISCIPLINE SPECIFIC CORE (DSC) COURSES (ALL Compulsory)

| | | | | | | |
|-----------|-----------|--|---|---|---|---|
| 122901101 | GEOG-C101 | Geomorphological Analysis | 3 | 1 | 0 | 4 |
| 122901102 | GEOG-C102 | Geography of Population and Migration | 3 | 1 | 0 | 4 |
| 122901103 | GEOG-C103 | Geography in Practice: Field Investigation (Practical) | 2 | 0 | 2 | 4 |

DISCIPLINE SPECIFIC ELECTIVE (DSE) / GENERAL ELECTIVE (GE) COURSES (Students will select any TWO[†])

| | | | | | | |
|-----------|-----------|---|---|---|---|---|
| 122902101 | GEOG-E101 | Cultural Geography | 3 | 1 | 0 | 4 |
| 122902102 | GEOG-E102 | Environmental Impact Assessment | 3 | 0 | 1 | 4 |
| 122902103 | GEOG-E103 | Foundations of Geospatial Science (Practical) | 2 | 0 | 2 | 4 |
| 122902104 | GEOG-E104 | Geographies of Gender and Development in South Asia | 3 | 1 | 0 | 4 |
| 122902105 | GEOG-E105 | Geography of Urban Environment | 3 | 1 | 0 | 4 |
| 122902106 | GEOG-E106 | Hydrology and Water Resources Management | 3 | 1 | 0 | 4 |
| 122902107 | GEOG-E107 | Techniques and Methods of Regional Analysis | 3 | 1 | 0 | 4 |
| 122902108 | GEOG-E108 | Territorial Bases of Politics in India | 3 | 1 | 0 | 4 |
| 122902109 | GEOG-E109 | Urban Geography | 3 | 1 | 0 | 4 |

SKILL BASED (SB) COURSE (Compulsory)

| | | | | | | |
|-----------|-----------|-----------------------------------|---|---|---|---|
| 122903101 | GEOG-S101 | Building Geo-database (Practical) | 1 | 0 | 1 | 2 |
|-----------|-----------|-----------------------------------|---|---|---|---|

Note: Students will have to complete 22 Credits, comprising 6 Courses – 3 DSC, 2 DSE (or 1 DSE and 1 GE), and 1 SE. [†] Students will select from those being offered by the department.

General Elective (GE) Courses are offered to post-graduate students of the Faculty of Arts, Faculty of Social Science, and Department of Environment Studies, subject to additional rules, as announced by the department.



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**NEP 2020: POST GRADUATE CURRICULAR
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**TABLE 2: TWO YEARS PG PROGRAM AFTER COMPLETION OF THREE-YEAR UG PROGRAM (3+2)
MA IN GEOGRAPHY – PART 1 (LEVEL 6.0) – SEMESTER II – LIST OF COURSES**

| UPC | COURSE CODE | COURSE NAME | CREDITS | | | |
|-----|-------------|-------------|---------|---|---|-------|
| | | | L | T | P | Total |

DISCIPLINE SPECIFIC CORE (DSC) COURSES (ALL Compulsory)

| | | | | | | |
|-----------|-----------|---|---|---|---|---|
| 122901201 | GEOG-C201 | Climatology and Biogeography | 3 | 1 | 0 | 4 |
| 122901202 | GEOG-C202 | Contemporary Human Geography | 3 | 1 | 0 | 4 |
| 122901203 | GEOG-C203 | Statistical Methods in Geoscience (Practical) | 3 | 1 | 0 | 4 |

DISCIPLINE SPECIFIC ELECTIVE (DSE) / GENERAL ELECTIVE (GE) COURSES (Students will select any TWO [†])

| | | | | | | |
|-----------|-----------|--|---|---|---|---|
| 122902201 | GEOG-E201 | Cultural Policy and Heritage Governance | 3 | 1 | 0 | 4 |
| 122902202 | GEOG-E202 | Digital Ethnography (Practical) | 2 | 0 | 2 | 4 |
| 122902203 | GEOG-E203 | Everyday Geographies | 2 | 0 | 2 | 4 |
| 122902204 | GEOG-E204 | Geography of Agricultural Transformation | 3 | 1 | 0 | 4 |
| 122902205 | GEOG-E205 | Geography of Global Capitalism | 3 | 1 | 0 | 4 |
| 122902206 | GEOG-E206 | Integrated Watershed Management | 3 | 1 | 0 | 4 |
| 122902207 | GEOG-E207 | Regional Geography | 3 | 1 | 0 | 4 |
| 122902208 | GEOG-E208 | Social Geography of India | 3 | 1 | 0 | 4 |

SKILL BASED (SB) COURSE (Compulsory)

| | | | | | | |
|-----------|-----------|---|---|---|---|---|
| 122903201 | GEOG-S201 | GIS for Decision Support System (Practical) | 1 | 0 | 1 | 2 |
|-----------|-----------|---|---|---|---|---|

Note: Students will have to complete 22 Credits, comprising 6 Courses – 3 DSC, 2 DSE (or 1 DSE and 1 GE), and 1 SE. [†] Students will select from those being offered by the department.

General Elective (GE) Courses are offered to post-graduate students of the Faculty of Arts, Faculty of Social Science, and Department of Environment Studies, subject to additional rules, as announced by the department.

**DISCIPLINE SPECIFIC CORE (DSC) COURSE –
GEOG-C101: GEOMORPHOLOGICAL ANALYSIS
(UPC 122901101)**

| Course title & Code | Credits | Duration (Hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-C101: GEOMORPHOLOGICAL ANALYSIS (UPC 122901101) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- An understanding of the linkages between landscape form and processes.
- Familiarity and experience applying fundamental concepts in physical systems.
- Practice in using models, data and logical reasoning to critically evaluate and connect information about geomorphic processes.

Learning Outcomes:

The learning outcomes of this course are as follows:

- The student will be able to explain basic principles for the development of landforms through time.
- The course will impart knowledge about concepts and various approaches of geomorphological analysis.
- They will also be able to do geomorphological analysis using a trio (processes, time and stages) in the development of landforms.

Course Outline:

Unit 1: Introduction: Approaches in analysis of geomorphology, fundamental concepts in geomorphology, scopes of geomorphology; planetary geomorphology; approaches to planetary geomorphology, landforms development

Readings

- Bierman, P.R. and Montgomery, D.R. 2014. Key Concepts in Geomorphology, Macmillan Education, New York.
- Haggett, R.J. 2011. Fundamentals of Geomorphology, Routledge, New York.
- Thornbury, W.D. 1969. Principles of Geomorphology, John Wiley and Sons, New York.

Unit 2: Global morphology and tectonics: Development of ideas of global tectonics, continental drift, palaeo-magnetic evidence, global seismicity, sea-floor spreading; plate tectonics, mountain building with the Himalaya as an example.

Readings

- Condie, K.C. 2003. Plate Tectonic and Crustal Evolution, Butterworth-Heinemann, Oxford, Burlington.
- Singh Savindra. 2014. Prayag Pustak Bhawan, Allahabad.

Unit 3: Surface processes and landforms: slope processes and forms, fluvial processes and landforms, aeolian processes and landforms, glacial and periglacial processes and landforms, work of ocean and coastal landforms

Readings

- Knighton, A.D. 1984. Fluvial Forms and Processes, Edward Arnold Publishers Ltd., London, U.K.
- Clark, M.J. (ed.) 1988. Advances in Periglacial Geomorphology, John Wiley and Sons Ltd., Chichester, U.K.
- Schumm, S.A. 1977. The Fluvial System, John Wiley and Sons, Inc., New York.

Unit 4: Endogenetic and Exogenetic Processes Interaction: rate of uplift, measurement techniques, denudation rates, factors controlling denudation rates, effects of tectonics on drainage development, sea level change

Readings

- Kale, V.S. and Gupta, A. 2001. Introduction to Geomorphology, Orient Longman, Hyderabad, India.
- Summerfield, M.A. 1991. Global Geomorphology, Pearson Prentice Hall, U.K.

Tutorial Exercises

- Discussion on various approaches to geomorphological analysis.
- Mapping tectonic plate movements and resultant features.
- Deliberations on different processes, time, and stages of landform development?
- Demonstration of different slope processes and forms (field exposure).
- Discussion on factors controlling denudation rates.

Practical Record: Not Applicable

Readings:

Essential Readings:

- Allison, Robert (ed.) 2002. Applied Geomorphology: Theory and Practice, John Wiley and Sons Ltd., Chichester, U.K.
- Anderson, R.S. and Anderson, S.P. 2010. Geomorphology: The Mechanics and Chemistry of Landscapes, Cambridge University Press, Cambridge.
- Bierman, P.R. and Montgomery, D.R. 2014. Key Concepts in Geomorphology, Macmillan Education, New York.
- Bloom, A.L. 2003. Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall of India, New Delhi.
- Bridges, E.M. 1990. World Geomorphology, Cambridge University Press, Cambridge, U.K.
- Clark, M.J. (ed.) 1988. Advances in Periglacial Geomorphology, John Wiley and Sons Ltd.,

Chichester, U.K.

- Condie, K.C. 2003. Plate Tectonic and Crustal Evolution, Butterworth-Heinemann, Oxford, Burlington.
- Haggett, R.J. 2011. Fundamentals of Geomorphology, Routledge, New York.

Suggested Readings:

- Kale, V.S. and Gupta, A. 2001. Introduction to Geomorphology, Orient Longman, Hyderabad, India.
- Knighton, A.D. 1984. Fluvial Forms and Processes, Edward Arnold Publishers Ltd., London, U.K.
- Leopold, L.B., Wolman, M.G., and Miller, J.P. 1964. Fluvial Processes in Geomorphology, W.H. Freeman Company, San Francisco.
- Richards, K.S. 1982. Rivers: Form and Processes in Alluvial Channels, Methuen and C., Ltd., London.
- Schumm, S.A. 1977. The Fluvial System, John Wiley and Sons, Inc., New York.
- Singh Savindra. 2014. Prayag Pustak Bhawan, Allahabad.
- Summerfield, M.A. 1991. Global Geomorphology, Pearson Prentice Hall, U.K.
- Thornbury, W.D. 1969. Principles of Geomorphology, John Wiley and Sons, New York.

Digital materials

DISCIPLINE SPECIFIC CORE (DSC) COURSE
GEOG-C102: GEOGRAPHY OF POPULATION AND MIGRATION
(UPC: 122901102)

| Course title & Code | Credits | Duration (Hrs per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|-------------------------|----------|------------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-C102: GEOGRAPHY OF POPULATION AND MIGRATION (UPC 122901102) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- This course intends to orient the students towards interdisciplinary perspectives on population issues at different geographical scales.
- It will acquaint the candidate to appreciate the role of spatial perspectives towards showcasing population changes and its impact on the economy, society, environment and politics at diverse geographical spheres.
- Different forms of human migration, its characteristics and regional patterns shall be highlighted.
- Student shall learn about the demographic transition models, its genesis, process and consequences from spatial perspectives.
- Students shall also understand the various population policies and programs for the sustainable population management.

Learning Outcomes:

- After taking this course, a candidate should be able to appreciate the active role of population geography as a distinct field of human geography.
- S/he should be conversant with different sources of demographic data, and well versed with debates on population-development linkages.
- Students should be able to examine the different components of population change, its drivers, and their consequences upon contemporary socio-economic, environmental, and political changes.
- Student will become conversant with the different forms of human migration, its characteristics, types, regional patterns, major drivers and consequences across geographical context.
- Students will be confident to visualize the consequences of demographic transition on the economy, society and politics.
- They should be able to have a clear understanding of population policies and its vital role towards managing the population affairs on the path of sustainability.

Course Outline:

Unit 1: Introduction: nature, scope, development, sources of population data, demographic transition; population projections, policies and planning

Readings

- Hugo, Graeme. "Population geography." *Progress in human geography* 30, no. 4 (2006): 513-523.
- Lucas, David, and Michael E. Roettger. "The scope of population studies and demography." In *Beginning Population Studies* 3rd Edition. ANU Press, 2021.
- Hassan, Mohammad Izhar. *Population Geography: A Systematic Exposition*. Routledge India, 2020.

Unit 2: Population Composition: age, sex, literacy, rural-urban; theories of population: Malthus and critique; the demographic transition theory, population composition and theories.

Readings

- Spengler, Joseph J. "History of population theories." In *The Economics of Population*, pp. 3-16. Routledge, 2018.
- Weir, David R. "Malthus's theory of population." In *The New Palgrave Dictionary of Economics*, pp. 1-5. Palgrave Macmillan, London, 1987.
- Caldwell, John C., Bruce K. Caldwell, Pat Caldwell, Peter F. McDonald, and Thomas Schindlmayr. *Demographic transition theory*. Dordrecht: Springer, 2006.

Unit 3: Mortality, Fertility and Nuptiality: measurements, theories, regional patterns.

Readings

- Charbit, Yves. "Fertility and Nuptiality." *Demographic Dynamics and Development* (2022): 65.
- Prskawetz, Alexia, Marija Mamolo, and Henriette Engelhardt. "On the relation between fertility, natality, and nuptiality." *European Sociological Review* 26, no. 6 (2010): 675-689.
- De Bruijn, Bart J., and Bart J. De Bruijn. *Fertility: theories, frameworks, models, concepts*. na, 2006.
- Eswaran, Mukesh. "The empowerment of women, fertility, and child mortality: Towards a theoretical analysis." *Journal of Population Economics* 15 (2002): 433-454.

Unit 4: Migration: theories and models, typologies (internal and international), patterns and flows; causes and consequences.

Readings

- Cohen, Robin. *Theories of migration*. Edward Elgar Publishing, 1996.
- O'reilly, Karen. "Migration theories: A critical overview." *Routledge handbook of immigration and refugee studies* (2022): 3-12.
- Wickramasinghe, A. A. I. N., and Wijitapure Wimalaratana. "International migration and migration theories." *Social Affairs* 1, no. 5 (2016): 13-32.

Tutorial Exercises:

For Unit 1 : discussion and presentation on changing nature of the subfield and sources of demographic data

For unit 2: Discussion and exercise on Demographic transition and demographic dividend- Asia in

context of ageing West

For unit 3: Exercise on regional patterns of fertility and mortality based on available national level data

For Unit 4: Exercise on IDP, climate refugees

Practical Record: *Not Applicable*

Readings:

Essential Readings

- Birdsell, N., Kelley, A.C., and Sinding, S.W. 2001. *Population Matters: Demographic Change, Economic Growth, and Poverty in Developing World*, Auckland: Oxford University Press.
- Bonar, James. Theories of population from Raleigh to Arthur Young. Routledge, 2014.
- Clarke, J.I. 1972. *Population Geography*. 2nd edition, Oxford: Pergamon Press.
- Dyson, T. 2010. *Population and Development: The Demographic Transition*, London: Zed Books.
- Jeffery, R., and Jeffery, P. 1997. *Population, Gender, and Politics: Demographic Change in Rural North India*, Cambridge, UK: Cambridge University Press.
- May, J.F. 2012. *World Population Policies: Their Origin, Evolution, and Impact*, Washington DC: Springer.
- Newbold, K.B. 2010. *Population Geography: Tools and Issues*, New York: Rowman and Littlefield Publishers Inc.
- Poston, D.L., and Bouvier, L.F. 2010. *Population and Society: An Introduction to Demography*, New York: Cambridge University Press.
- Poston, D.L., and Micklin, M. (eds.) 2005. *Handbook of Population*, New York: Kluwer Academic.
- Preston, S., Heuveline, P., and Guillot, M. 2000. *Demography: Measuring and Modelling Population Processes*, Oxford: Wiley-Blackwell.
- Seigal, J.S., and Swanson, D.A. (eds.) 2004. *The Methods and Materials of Demography*. 2nd edition, San Diego, CA: Elsevier Academic Press.
- Weeks, J.R. 2008. *Population: An Introduction to Concepts and Issues*. 10th edition, Belmont, CA: Thomson Wadsworth.
- Brettell, C. B., and Hollifield, J.F. (eds.) 2014. *Migration Theory: Talking across Disciplines*, 3d ed. New York: Routledge.
- Castles, S., de Haas, H. and Miller, M.J. 2014. *The Age of Migration: International Population Movements in the Modern World*, 5th ed. New York and London: Guilford.
- Li, W., Skop, E., Morken, A. 2017. *Geography of Migration*, London: Oxford University Press.
- Mavroudi, E. and Nagel, C. 2016. *Global migration: patterns, processes, and politics*, New York, NY: Routledge.
- Piguet, E., and Laczko F. (eds.) 2014. *People on the move in a changing climate: the regional impact of environmental change on migration*, New York: Springer.

DISCIPLINE SPECIFIC CORE (DSC) COURSE
GEOG-C103: GEOGRAPHY IN PRACTICE: FIELD INVESTIGATION
(UPC: 122901103)

| Course title & Code | Credits | Duration (Hrs per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|-------------------------|----------|------------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-C103: GEOGRAPHY IN PRACTICE: FIELD INVESTIGATION (UPC 122901103) | 4 | 2 | 0 | 2 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- The course is designed to introduce students to the fundamentals of geographic field research.
- It aims to cover various aspects of research including ethics, design, and the collection, analysis, interpretation, and presentation of different types of field data.
- The course intends to explore concepts, techniques, and tools relevant to map the interaction of human-environment systems.
- The course aims to develop students' skills in identifying, describing, and explaining spatial patterns and processes and in applying field methods to answer geographic questions

Learning Outcomes:

The learning outcomes of this course are as follows:

- Students will be able to define and differentiate the core concepts, types, and historical evolution of field geography.
- Students will be able to critically evaluate and apply appropriate quantitative and qualitative methods for collecting, analyzing and interpreting geographic field data with ethical considerations.
- The Course will enhance their skills in landscape observation, description, analysis, and interpretation of spatio-temporal patterns and processes 'learning by doing' in the field.
- Students will be able to effectively structure field reports, utilize appropriate tools to represent field data, and communicate their research findings in a final project report.

Course Outline:

Unit 1: Introduction to Field Geography (Theory): Concept, Definitions, Types and significance, Historical Evolution

Readings

- Clifford, N., S. French, and G. Valentine. 2010. Key methods in geography. 1st ed. London, UK: SAGE Publications Ltd.

Unit 2: Data Collection Techniques (Theory): Qualitative and Quantitative data collection methods, Ethical Considerations, Integration of technology like GPS, RS and GIS and Data Governance

Readings

- Kothari, C.R., 2004. Research methodology: Methods and techniques. New Age International.
- Gomez, B., and J. P. Jones III. 2010. Research methods in geography: a critical introduction. 1st ed. Chichester, UK: Wiley-Blackwell.

Unit 3: Geography in Practice (Practical): Designing Field Research Projects, Pre-field preparations, Review of field experiences, safety guidelines and limitations, Field Investigation

Readings

- Creswell, J.W. and Creswell, J., 2003. Research design. Thousand Oaks, CA: Sage publications.
- Lunsbury J.F. and Aldrich, F.T. 1979. Introduction to Geographic Field Methods and Techniques, Charles E. Merrill Publishing Company, Columbus.

Unit 4: Reporting Field Observations (Practical): Debriefing, Structuring field reports, Tools and Techniques to represent field data, Communicating field Findings, Final Project Report Submission

Readings

- McSweeney, K. and WinklerPrins, A.M., 2021. Geographical Fieldwork in the 21st Century. Routledge.
- Martin, D., & Flowerdew, R. T. N. (2005). Methods in human geography: a guide for students doing a research project (Second edition). Pearson Education (Prentice Hall).

Tutorial Exercises: *Not Applicable*

Practical Record: A project report will be prepared based on the field investigation.

Readings:

Essential Readings

1. Clifford, N., S. French, and G. Valentine. 2010. Key methods in geography. 1st ed. London, UK: SAGE Publications Ltd.
2. Gomez, B., and J. P. Jones III. 2010. Research methods in geography: a critical introduction. 1st ed. Chichester, UK: Wiley-Blackwell.
3. Singh, R.L., Rana, Singh, P.B., प्रयोगात्मक भूगोल के मूल तत्व. Kalyani
4. Sharma, J P, प्रयोगात्मक भूगोल की रूपरेखा. Rastogi Publication
5. Kothari, C.R., 2004. Research methodology: Methods and techniques. New Age International.
6. Creswell, J.W. and Creswell, J., 2003. Research design. Thousand Oaks, CA: Sage publications.

Suggested Readings:

1. Neuman, L.W., 2007. Social research methods, 6/E. Pearson Education India.
2. McSweeney, K. and WinklerPrins, A.M., 2021. Geographical Fieldwork in the 21st Century. Routledge.
3. Lunsbury J.F. and Aldrich, F.T. 1979. Introduction to Geographic Field Methods and Techniques, Charles E. Merrill Publishing Company, Columbus.
4. Nicholas, Paul (2009), Social Survey Methods, Oxfam Publishers Delhi.

Digital materials: *Not Applicable*

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E101: CULTURAL GEOGRAPHY
(UPC 122902101)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|----------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E101: CULTURAL GEOGRAPHY (UPC 122902101) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To enhance the understanding of culture using key concepts of geography
- To develop analytical skills to decode culture
- To provide a critical understanding of the contemporary issues and the politics underlying it

Learning Outcomes:

The learning outcomes of this course are as follows:

- The students will be able to make sense of culture
- Acquire knowledge of geographic epistemologies for analyzing culture
- Develop analytical capability to read contemporary issues of culture

Course Outline:

Unit 1: Approaches to cultural geography: Morphology of cultural landscape; Representational and More-than-representational critiques

Readings

- Anderson, J., 2021. *Understanding Cultural Geography: Places & Traces*. Routledge, London. (Ch. 1-4)
- Lorimer, H., 2005. 'Cultural geography: The busyness of being more-than-representational'. *Progress in Human Geography*, 29(1), 83-94
- Sauer, C. O., 1925. *The Morphology of Landscape*. University of California Publications, 19-54.

Unit 2: Concepts: Space, place, landscape; Culture, politics, identity, ideology, hegemony; Spirituality & Sacred landscapes; Everyday landscapes and difference: gender, class, sexuality, race, ability, age.

Readings

- Atkinson, D., et al. 2005. *Cultural Geography: A Critical Dictionary of Key Concepts*, I.

B.Tauris, London & New York.

- Cavallaro, D., 2001. *Critical and Cultural Theory: Thematic Variations*. Athlone Press, London and New Brunswick, NJ.
- Derek, G.et. al 2009. *Dictionary of Human Geography*. Wiley-Blackwell (Select entries).
- Knott, K., 2009. Geography, space and the sacred. In *The Routledge Companion to Study of Religion* (pp. 490-505), Routledge

Unit 3: Reading landscapes: Textuality, iconography, participant observation and interviews, participatory methods.

Readings

- Von Benzon, N., Wilkinson, S., Wilkinson, C. and Holton, M., 2021. *Creative Methods for Human Geographers*, Sage.
- Hay, I., 2005. *Qualitative Research in Human Geography*, Oxford University Press.
- Shaw, W.S, DeLyser, D., & Crang, M., 2015. Limited by imagination alone: Research methods in cultural geography, *Cultural Geographies*, 22(2), 211-215.

Unit 4: Creation of Cultural Spaces: Body, home, city, nation, and globe & Politics of Difference; Spirituality, cosmological order and sacred spaces

Readings

- Mitchell, D., 2000. *Cultural Geography: A Critical Introduction*. Wiley
- Singh, R. PB., 1994. *Sacred Geometry of India's Holy City, Varanasi: Kashi as a Cosmogram*, National Geographical Society of India.
- Valentine, G., 2014. *Social geographies: space and society*, Routledge

Tutorial Exercises

- Unit 1: Discuss Bunnell, T., 2013. Urban landscapes. *The Wiley-Blackwell Companion to Cultural Geography*, pp.278-289.
- Unit 2: Interpret Space and Place using Maps, Cultural Products and Youtube Videos on Chicago and Delhi
- Unit 2: Discuss the Meaning of Culture using short movie clips circulated on class group: Kung Fu Panda (2008 onwards), PK (2014) (First 45 mins)
- Unit 2: Discuss the notions of Identity using pre-watched suggested movies: *Memoirs of a Geisha* (2005), *Perfume: The Story of a Murderer*, *Black Swan* (2010) for understanding Identity.
- Unit 2: Field Visit Exercise to Delhi University Campus buildings or Raisina Hill to understand Colonial ideologies, built environment & City Planning.
- Unit 2: How are geography, space and sacred related: Exercise Visit Gurudwara Bangla Sahib and record the spiritual basis Sacred sites.
- Unit 3: Can Culture be decoded as a text? Decode Taj Mahal design/ Lutyen's Delhi City plan.
- Unit 3: Employ research methods taught in the class on a field site (any one) Majnu-Ka-Tila/ Lodhi Garden/ Humayun's Tomb/ Khan market/ Dilli Haat .
- Unit 3: Report writing exercise based on field data.
- Unit 4: Skit on Home. Groups depend on number of participants available.
- Unit 4: Group exercise on campus streets to list the characteristics of public space.
- Unit 4: Make a list of global, glocal and Local products used in everyday life.
- Unit 4: Discuss a sacred sites one last visited and analyse the production and composition of

such site.

Practical Record: Not Applicable

Readings:

Essential Readings:

- Anderson, J., 2021. *Understanding Cultural Geography: Places & Traces*. Routledge, London.
- Mitchell, D., 2000. *Cultural Geography: A Critical Introduction*. Wiley.
- Sauer, C. O., 1925. *The Morphology of Landscape*. University of California Publications, 19-54.
- Valentine, G., 2014. *Social geographies: space and society*, Routledge.

Suggested Readings:

- Anderson, K., Domosh, M., Pile; Thrift, N. (eds.), 2002. *Handbook of Cultural Geography*. Sage
- Bharadwaj, S. M., 1983. *Hindu Places of Pilgrimage in India: A study in Cultural Geography*, Univ of California Press.
- Blunt, A., 2005. Cultural geography: cultural geographies of home. *Progress in Human Geography*, 29(4), 505-515.
- Bunnell, T., 2013. Urban landscapes. *The Wiley-Blackwell Companion to Cultural Geography*, pp.278-289.
- Cosgrove, D. E., 1984. *Social Formation and Symbolic Landscape*, London: Croom Helm
- Cosgrove, D. E., & Daniels, S. (eds.), 1988. *The Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments*, Cambridge University Press.
- Duncan, J. S., 2005. *The city as Text: The Politics of Landscape Interpretation in the Kandy Kingdom*, Cambridge University Press.
- Dutt, A.K and Noble, A. G., 2019 *The Cultural Geography of India in Perspective*. In *India: Cultural Patterns and Processes* (pp.367-373). Routledge
- Sengupta, R., 2008. *Delhi Metropolitan: The Making of an Unlikely City*, Penguin Books.
- Singh, R. PB., 2000-04 -2012-16. *INSA IGC Reports-in Cultural Geography, India*.

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E102: ENVIRONMENTAL IMPACT ASSESSMENT
(UPC 122902102)**

| Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------|----------|------------------------|---------------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-E102: ENVIRONMENTAL IMPACT ASSESSMENT (UPC 122902102) | 4 | 3 | 0 | 1 | BA/ BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To build a foundational understanding of Environmental Impact Assessment (EIA), its principles, and methodologies.
- To critically examine the socio-economic and ecological implications of development projects through EIA.
- To introduce national and international legal frameworks, policies, and practices related to environmental assessment.
- To equip students with analytical tools to assess, evaluate, and propose mitigation strategies for environmental impacts.

Learning Outcomes:

The learning objectives of this course are as follows:

- Students will be able to explain key concepts, processes, and different aspects of Environmental Impact Assessment.
- Students will develop the ability to evaluate the environmental consequences of development projects and suggest mitigation strategies.
- Students will be able to critically engage with national and international environmental policies and procedures.

Course Outline:

Unit 1: Introduction (Theory): Definition and principles of EIA, Concepts and approaches, Methods and procedure and currents issues in EIA, POSCO imbroglio.

Readings

- Morrison-Saunders, A., 2023. Advanced introduction to environmental impact assessment. Edward Elgar Publishing.
- Hanna, K. (2022). Routledge Handbook of Environmental Impact Assessment. Routledge. <https://doi.org/10.4324/9780429282492>

Unit 2: Selected National and International Procedures of EIA (Theory): Developed and Developing countries EIA Procedures, National Green Tribunal, Environmental Impact Assessment Regulations and Policies in India

Readings

- Rathi, A. K. A. (2024). Indian environmental impact assessment practice: Insights and learnings. Cambridge Scholars Publishing.
- Eccleston, C. H., 2017. Environmental Impact Assessment: A Guide to Best Professional Practices, CRC Press, New York.

Unit 3: Evaluation and Mitigation (Theory/ Practical – xxx hrs): Cost-benefit analysis of DMRC and Golden Quadrilateral projects and valuation of environmental impacts, public participation.

Readings

- Islam, K.M.B. and Nomani, Z.M., 2021. Environment Impact Assessment: Precept & Practice. CRC Press.
- Klemeš, J. J. (2015). Assessing and Measuring Environmental Impact and Sustainability (pp. 1–559). Elsevier Inc. <https://doi.org/10.1016/C2013-0-13586-6>

Unit 4: Case Studies of Environmental Impact Assessment (Theory/ Practical – xxx hrs): Water Impact Assessment; Hydroelectric power Impact Assessment; Ecological Impact assessment; Mining Impact Assessment.

Readings

- Goel, R.S. 2000. Environmental Impacts Assessment of water Resources Projects - concerns, Policy Issues Perceptions and Scientific Analysis, Oxford Publishing Co. Pvt. Ltd.
- Ninan, K. N., & Larigauderie, A. (2020). Environmental Assessments: Scenarios, Modelling and Policy (pp. 1–262). Edward Elgar Publishing Ltd. <https://doi.org/10.4337/9781788976879>

Tutorial Exercises: Not Applicable

Practical Record:

Four practical exercises to be completed in the Practical file from Unit 3 and 4, this will involve training students to evaluate major developmental projects using Environmental Impact Assessment frameworks. Students will study projects such as the Delhi Metro Rail Corporation (DMRC), Golden Quadrilateral Highway, Tehri Hydroelectric Project, Rampura Agucha Zinc and Lead Mine, wherein they will learn to assess ecological and socio-economic implications, quantify environmental costs in monetary terms, and critique the sufficiency of mitigation strategies.

Readings:

Essential Readings:

1. Bhateria, R. et al., 2024. Environmental impact assessment: A Journey to Sustainable Development. Springer

2. Fonseca, A. ed., 2022. Handbook of environmental impact assessment. Edward Elgar Publishing.
3. Goudie, A. 2000. The Human Impact on the Natural Environment, Blackwell, Publishers, Oxford.
4. Betty Bowers Marriott, 1997. Environmental Impact Assessment, Mc Graw Hill Professional Bookstore.

Suggested Readings:

1. Glasson, J., & Therivel, R. (2019). Introduction to Environmental Impact Assessment (pp. 1–381). Taylor and Francis. <https://doi.org/10.4324/9780429470738>
2. Momtaz, S., & Kabir, S. M. Z. (2013). Evaluating Environmental and Social Impact Assessment in Developing Countries (pp. 1–199). Elsevier. <https://doi.org/10.1016/C2012-0-06543-X>
3. Subramanian, V., 2001. Text Book on Environmental Sciences, Narosa Publishing House, N. Delhi.
4. Prasad, K. and Goel, R. S. 2000. Environmental Management in Hydro Electric Projects, Concept Pub., New Delhi.
5. Smith, L.G., 1993. Impact Assessment and Sustainable Resource Management, Longman, Harlow.
6. Richard, K. Morgan, 1999. Environmental Impact Assessment: A Methodological Perspective, Springer.
7. Warhurst, A. (1999). Mining and the Environment: Case Studies from the Americas - International Development Research Centre (Canada)

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E103: FOUNDATIONS OF GEOSPATIAL SCIENCE (PRACTICAL)
(UPC 122902103)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E103: FOUNDATIONS OF GEOSPATIAL SCIENCE (PRACTICAL) (UPC 122902103) | 4 | 2 | 0 | 2 | BA/BSc in Geography | |

Learning Objectives:

- To develop an understanding of remote sensing, GIS, and GPS technologies and their potential applications.
- To develop basic skills to interpret remote sensing images for various applications in geography.
- To develop basic skills to use GIS for various applications in geography.

Learning Outcomes:

- Overall understanding of the potential of Remote Sensing, GIS, and GPS
- Understanding of image interpretation
- Understanding of GIS analysis workflow and integrated applications in various domains of Geography

Course Outline:

Unit 1: Remote Sensing: principles, historical development, satellite and sensors, concept of resolution, photography vs. image, Electromagnetic radiation principles; interaction mechanism with atmosphere and earth surfaces

Readings for Unit 1

- Lillesand, T.M., Kiefer, R.W. and Chipman, J.W. 2022. Remote Sensing and Image Interpretation, 7th Edition, Wiley India.
- Jensen, J.R. 2006. Remote Sensing of the Environment: An Earth Resource Perspective, 2nd Edition, Pearson Education.

Unit 2: Interpretation: Principles of aerial photo interpretation; Visual interpretation of satellite images

Readings for Unit 2

- Jensen, J.R. 2006. Remote Sensing of the Environment: An Earth Resource Perspective, 2nd Edition, Pearson Education.
- Gupta, R.P. 2018. Remote Sensing Geology, 3rd Edition, Springer.

Unit 3: GIS: Definition, Development and Applications: elements of GIS; geographic objects: point, line, and area; coordinate systems and map projections

Readings for Unit 3 (not more than 3)

- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Burrough, P.A. and McDonnell, R.A. 1998. Principles of Geographic Information Systems, Oxford University Press.

Unit 4: Geographic Data, Input, Storage, and Editing: spatial and attribute data, vector and raster-based models, digitization; storage and manipulation of GIS databases, presentation of GIS output, GPS

Readings for Unit 4 (not more than 3)

- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.

Practical Record:

- Comparing images with various resolutions
- Visual Interpretation of Aerial Photographs
- Preparing Colour composites using multispectral images
- Visual Interpretation of Satellite Images
- Map georeferencing
- Digitization of point, line, and polygon features
- Attribute table handling and query analysis
- Geoprocessing and vector overlay
- Hands-on with handheld GPS devices

Readings:

Essential Readings:

- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Lillesand, T.M., Kiefer, R.W. and Chipman, J.W. 2022. Remote Sensing and Image Interpretation, 7th Edition, Wiley India.

Suggested Readings:

- Burrough, P.A. and McDonnell, R.A. 1998. Principles of Geographic Information Systems, Oxford University Press.
- Chang, K-t. 2006. Introduction to Geographic Information Systems, Tata McGraw-Hill.
- DeMers, M. 2009. Fundamentals of Geographic Information Systems, 4th Edition, John Wiley and Sons.
- Gupta, R.P. 2018. Remote Sensing Geology, 3rd Edition, Springer.
- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Jensen, J.R. 2006. Remote Sensing of the Environment: An Earth Resource Perspective, 2nd Edition, Pearson Education.
- Joseph, G. 2005. Fundamentals of Remote Sensing, Orient Blackswan.
- Sabins, F.F. 2007. Remote Sensing: Principles and Interpretation, 3rd Edition, Waveland Press.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.

**DISCIPLINE SPECIFIC ELECTIVE COURSE:
GEOG-E104 GEOGRAPHIES OF GENDER AND DEVELOPMENT IN
SOUTH ASIA (UPC 122902104)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E104 GEOGRAPHIES OF GENDER AND DEVELOPMENT IN SOUTH ASIA (UPC 122902104) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

1. To provide students with understanding of particular gender issues in the S Asian region.
2. To equip students with an understanding of intersections of these gender issues with the process of development.
3. To help students in appreciating the role of gender transformative interventions in addressing both the above

Learning Outcomes:

After transacting this course, the students will be able to :

1. Develop and understanding of S Asia as a geographic region and particularities of patriarchy within this region.
2. Appreciate the spatial basis of gender disparities in well-being, capabilities and opportunities in the region.
3. Develop a knowledge of key approaches to Gender and Development, measures of GEM and GDI and appreciating gender transformative interventions for change.

Course Outline:

Unit 1: Gender Roles and Gender Relations in South Asia: South Asia as a geographic and cultural region, gender roles, gender relations in South Asia, Patriarchy and Patriarchal Bargains in the South Asian region

Readings for Unit 1

- Ahmad, Aijazuddin. Geography of the South Asian subcontinent: A critical approach. Concept Publishing Company, 2009.
- Kandiyoti, Deniz. "Bargaining with patriarchy." *Gender & society* 2, no. 3(1988): 274-290.
- Kar, Rabi Narayan, and Kusha Tiwari. "Realms of gender interactions: South Asian perspectives." *South Asian Survey* 27, no. 2 (2020): 91-97.

Unit 2: Gender Disparities in Well Being and Human Development in South Asia: Spatial patterns of sex ratio differentials due to son preference and daughter discrimination, spatial patterns of gender disparities in female literacy, work force participation; gender, health and access to healthcare; land ownership and property rights; Household decision making, patterns of participation in local and national politics.

Readings for Unit 2

- Gupta, Monica Das. "Selective discrimination against female children in rural Punjab, India." *Population and development review* (1987): 77-100.
- Banu, Ayesha. "Human development, disparity and vulnerability: Women in South Asia." New York: United Nations Development Programme (2016).
- Filmer, Deon, Elizabeth M. King, and Lant Pritchett. *Gender disparity in South Asia: comparisons between and within countries*. Vol. 1867. World Bank Publications, 1998.

Unit 3: Gendered Approaches and Measures of Development: Gender Empowerment Measure (GEM), Gender Development Index (GDI), 'position', 'condition' and 'status' of women, strategic and practical needs, comparison and critique of WID, WAD and GAD approaches to gender and development.

Readings for Unit 3

- Miller, Carol, and Shahra Razavi. *From WID to GAD: Conceptual shifts in the women and development discourse*. No. 1. UNRISD Occasional Paper, 1995.
- Visvanthan, Nalini, Lynn Duggan, Laurie Nisonoff and Nan Wiegersma, (eds.) 1997. *The Women, Gender and Development Reader*. Zed Books
- Parpart, Jane, Patricia Connelly and Eudine Barriteau, 2000. *Theoretical Perspectives on Gender and Development* International Development Research Centre

Unit 4: Gender and Development in South Asia: Defining empowerment; empowerment , access and agency; characteristics of gender blind, gender neutral and gender transformative Interventions and policymaking; selected case studies [SEWA and Grameen Bank]

Readings for Unit 4

- Baruah, Bipasha. "Gender and development in South Asia: Can practice keep up with theory?." *Canadian Journal of Development Studies/Revue canadienne d'études du developement* 26, no. sup1 (2005): 677-688.
- Moser, Caroline, 1993. *Gender Planning and Development: Theory, Practice and Training*, Routledge.
- March, C., Smyth, I. and Mukhopadyay, M. 1999. *A Guide to Gender Analysis Frameworks*, Oxfam, Great Britain.

Tutorial Exercises

Tutorial exercises for unit 1 and Unit 2 will involve discussion on readings, problematizing SA region as distinct and locating gender disparities in the same.

Tutorial exercises for unit 3 and 4 will involve evaluation of data from UNDP and world Bank to construct and evaluate GDI, GEM for the constituent countries of S Asian region

Practical Record: Not Applicable

Readings:

Essential Readings:

- Banu Ayesha, 2016. Human Development, Disparity And Vulnerability: Women In South Asia, Human Development Report Background Paper, UNDP.
- Beneria, Lourdes, 2003. Gender, Development and Globalization: Economics as if All People Mattered, New York and London: Routledge.
- Datta, Anindita. "Gender, space and agency in India: Exploring regional genderscapes." In Gender, space and agency in India, pp. 1-14. Routledge India, 2020.
- Dube, Leela. 1997. "Women and kinship: Comparative perspectives on gender in South and South-East Asia."
- Kapadia, Karin, 2002. The Violence of Development: The Politics of Gender, Identity and Social Inequalities in India, Delhi, Kali for Women.
- Louise Edwards and Mina Roces, Eds. 2000. Women in Asia: Tradition, Modernity and Globalization', Ann Arbor, MI: University of Michigan Press.
- March, C., Smyth, I. and Mukhopadhyay, M. 1999. A Guide to Gender Analysis Frameworks', Oxfam, Great Britain.
- Moser, Caroline, 1993. Gender Planning and Development: Theory, Practice and Training, Routledge.
- Nussbaum, Martha C. 2001. Women and Human Development: the Capabilities Approach, Cambridge University Press.
- Parpart, Jane, Patricia Connelly and Eudine Barriteau, 2000. Theoretical Perspectives on Gender and Development' International Development Research Centre.
- Rustagi, Preet. Situation of women in south asia: some dimensions. No. id: 10949. 2016.
- Visvanthan, Nalini, Lynn Duggan, Laurie Nisonoff and Nan Wiegersma, (eds.) 1997. The Women, Gender and Development Reader'. Zed Books.
- World Bank, 2001. Engendering Development: Through Gender Equality in Rights, Resources, and Voice, Oxford University Press, 2001

Suggested Readings:

Rustagi, Preet, Dev Nathan, Amrita Datta, and Ann George. "Women and work in South Asia: Changes and challenges." Institute for Human Development, Working Paper 01 (2013).

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E105: GEOGRAPHY OF URBAN ENVIRONMENT
(UPC - 122902105)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|---------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E105: GEOGRAPHY OF URBAN ENVIRONMENT (UPC-122902105) | 4 | 3 | 1 | 0 | BA/ BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To develop a comprehensive understanding of urban environment and ecosystems dynamics, and to analyze global trends and patterns of urbanization.
- To identify and examine the major urban geo-environmental challenges and evaluate sustainable strategies for effective urban management.
- To critically assess the necessity of futuristic cities, and to assess relevant government policies, programmes, and initiatives pertaining to urban management and sustainability.

Learning Outcomes:

The learning outcomes of this courses are as follows:

- **Developing an understanding of foundational concepts and components of urban environment, examining their dynamics and its significance from local to global levels.**
- **Analysing the urban trends, and relationship between urbanization & geoenvironmental challenges and their ecological and health-related consequences through case studies.**
- Critically evaluating and assessing the urban environmental management strategies and institutional arrangements for sustainable urban future, focusing on Indian cities.

Course Outline:

Unit 1: Understanding Urban Environment

Nature, Scope, Concept, Component, Approaches; Relevance at local, regional and global level; Dynamics of urban environment.

Readings:

- Berkowitz, A.R., Nilon, C.H. and Hollweg, K.S. (eds.) (2003). *Understanding urban ecosystems: a new frontier for science and education*. Springer Science & Business Media.
- Francis, R. A., & Chadwick, M. A. (2013). *Urban ecosystems: understanding the human environment*. Routledge.

- Sinha, B. R. K. (2024). *Urban dynamics, environment and health: An international perspective*. Springer Singapore.

Unit 2: Urbanization Trends and City System

Trends and Patterns of urbanization in developed and developing countries; Physical expansion of cities; Slums; World Cities.

Readings

- Angel, S., Parent, J., Civco, D. L., & Blei, A. M. (2012). *Atlas of urban expansion*. Cambridge: Lincoln Institute of Land Policy.
- Ramachandran, R. (1989). *Urbanization and Urban Systems in India*. India: OUP India.
- Roberts, P., Ravetz, J., & George, C. (2009). *Environment and the city*. Routledge, London.

Unit 3: Geoenvironmental Urban Issues

Water, Air pollution, Solid & E-waste, Disaster and Microclimate; Ecological and Health Consequences; Indian Case Studies.

Readings

- Kateja, A., & Jain, R. (Eds.). (2022). *Urban growth and environmental issues in India*. Springer Nature, Singapore.
- Newman, P. (2006). The environmental impact of cities. *Environment and Urbanization*, SAGE Publications, 18(2), 275-295.
- Singh, R. B. (Ed.). (2015). *Urban development challenges, risks and resilience in Asian mega cities*. Springer, Japan.

Unit 4: Urban Management and Sustainable Future

Blue-Green infrastructure; Sustainable water, waste and disaster management; Futuristic Cities, Government programmes, policies and initiatives; Case Studies.

Readings

- Anand, S., Bhattacharyya, R., Das, M., Das, T. K., & Pradhan, P. K. (Eds.). (2025). *Sustainability in South Asian cities* (Advances in Geographical and Environmental Sciences). Springer Nature, Singapore.
- Dixon, T. J., & Tewdwr-Jones, M. (2021). *Urban futures: Planning for city foresight and city visions*. Policy Press, Bristol University Press.
- van Bueren, E. M., van Bohemen, H., Visscher, H., & Itard, L. (Eds.). (2011). *Sustainable urban environments: An ecosystem approach*. Springer Nature, Netherlands.

Tutorial Exercises

- Engage in debates and discussions on the changing components of urban environments and their broader implications.
- Identify a specific environmental issue (e.g., air, water, or solid waste etc.) in your city, analyse its causes, and prepare a concise analytical report.
- Design a scaled model (physical or digital) of a neighbourhood that incorporates blue-green

infrastructure to demonstrate sustainable urban planning.

- Participate in a role-play exercise where students assume the roles of urban planners, citizens, bureaucrats, and technical experts to collaboratively design a sustainable city.
- A field visit based on observation to a nearby location or slum and prepare a record on waste management, air quality, or drainage infrastructure.
- Thought-provoking discussion on the development of futuristic cities in the Indian context.
- Prepare an assignment and presentation on urban environmental issues using firsthand data and information collected through observation or research.
- Formulate strategies aimed at promoting sustainable cities within the Indian urban development framework.

Practical Record: NA

Readings:

Essential Readings:

- Anand, S., Bhattacharyya, R., Das, M., Das, T. K., & Pradhan, P. K. (Eds.). (2025). *Sustainability in South Asian cities* (Advances in Geographical and Environmental Sciences). Springer Nature, Singapore.
- Kateja, A., & Jain, R. (Eds.). (2022). *Urban growth and environmental issues in India*. Springer Nature Singapore.
- van Bueren, E. M., van Bohemen, H., Visscher, H., & Itard, L. (Eds.). (2011). *Sustainable urban environments: An ecosystem approach*. Springer Netherlands.

Suggested Readings:

- Berkowitz, A.R., Nilon, C.H. and Hollweg, K.S. (Eds.). 2003. *Understanding urban ecosystems: a new frontier for science and education*. Springer Science & Business Media.
- Bigio, A. G., & Dahiya, B. (2004). *Urban environment and infrastructure: Toward livable cities*. World Bank.
- Chatterjee, U., Bandyopadhyay, N., Setiawati, M. D., & Sarkar, S. (Eds.). (2023). *Urban commons, future smart cities and sustainability*. Springer Nature. Netherlands
- Joshi, P. K., Rao, K. S., Bhadouria, R., Tripathi, S., & Singh, R. (Eds.). (2024). *Blue-green infrastructure for sustainable urban settlements: Implications for developing countries under climate change*. Springer.
- Lye, L. F., & Chen, G. (Eds.) (2010). *Towards a Liveable and Sustainable Urban Environment: Eco-cities in East Asia*. World Scientific.
- Sinha, B. R. K. (2024). *Urban dynamics, environment and health: An international perspective*. Springer Singapore.

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E106: HYDROLOGY AND WATER RESOURCES MANAGEMENT
(122902106)**

| Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------|----------|------------------------|---------------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-E106: HYDROLOGY AND WATER RESOURCES MANAGEMENT (UPC 122902106) | 4 | 3 | 1 | 0 | BA/ BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To develop an in-depth understanding of the hydrologic cycle and its components within natural and anthropogenic contexts.
- To analyze the principles of groundwater hydrology, aquifer dynamics, and subsurface water flow.
- To examine critical water-related challenges such as droughts, floods, and water quality degradation.
- To understand frameworks and policies for water resource planning and management at multiple governance levels.

Learning Outcomes:

On transaction of this course students will be able to

- Explain the functioning of the hydrologic system and evaluate the role of human activities in altering its components.
- Assess groundwater conditions using aquifer types, geological formations, and monitoring methods.
- Critically analyze contemporary issues like water scarcity, pollution, and inter-sectoral water conflicts.
- Evaluate and interpret water policy frameworks and propose strategies for sustainable and participatory water governance.

Course Outline:

Unit 1: Introduction (Theory): The history of hydrology, System Concept in hydrology, hydrologic cycle, Elements of hydrologic cycle, Human impact on the hydrologic cycle, Water balance.

Readings

- Andrew, D. W. and Trimble, S. 2004. Environmental Hydrology, 2nd Edition, Lewis Publishers, CRC Press.

- Singh, V.P. 1995. Environmental Hydrology, Kluwar Academic Publications, The Netherlands.

Unit 2: Groundwater Hydrology (Theory): Groundwater Hydrology: Divisions of subsurface water, formations according to their water-bearing properties, types of aquifer and aquifer properties, Darcy's law and elementary groundwater flow equation, geological formations as aquifers, groundwater monitoring, groundwater resource estimation.

Readings

- Todd, D.K. 1980. Groundwater Hydrology, John Wiley, New York.
- Mukherjee, A. (Ed.). (2018). Groundwater of South Asia. Springer Singapore. <https://doi.org/10.1007/978-981-10-3889-1>

Unit 3: Contemporary Issues and Challenges (Theory): Drought, flood, water use conflicts, water quality and major water pollutants (points and non-point source), water quality criteria for different uses.

Readings

- Jain, S. K., Agarwal, P. K., & Singh, V. P. (2007). Hydrology and water resources of India. Springer Dordrecht. <https://doi.org/10.1007/1-4020-5180-8>
- Mays, L. W. (2007). Water resources sustainability (1st ed.). McGraw-Hill Education.

Unit 4: Water Resource Planning (Theory): Concepts and objectives of water resource planning, Institutional frameworks and planning bodies in India, Multi-level governance and stakeholder participation, Water governance and policies

Readings

- Rai, P. K. (Ed.). (2023). Advances in water resource planning and sustainability. Springer Singapore. <https://doi.org/10.1007/978-981-99-3660-1>
- Beek, E., Loucks, P.D. 2005. Water Resource Systems Planning and Management: An Introduction to Methods, Models and Applications, UNESCO, Paris.

Tutorial Exercises

- Discussion on the hydrologic cycle as a dynamic system, focusing on anthropogenic impacts and feedbacks in the context of climate change
- Identification and classification of aquifers using schematic cross-sections and real-world examples
- Discussion on contemporary water issues such as drought, pollution and inter-state water conflicts
- Analysis of point and non-point source pollution in Indian rivers with emphasis on public health impacts
- Review of India's National Water Policy with focus on stakeholder participation and governance

Practical Record: Not Applicable

Readings:

Essential Readings

1. Beach, Tim and Jonathan, M.F. 2017. Wetland Hydrology: The International Encyclopedia of Geography, Wiley Online Library.
2. Chow, V.T., Maidment, D.R. and Mays, W.L. 1988. Applied Hydrology, McGraw-Hill International Editions, McGraw-Hill Book Company, New York.
3. Karanth, K.R. 1988. Groundwater: Exploration, Assessment and Development, Tata-McGraw Hill, New Delhi.

Suggested Readings

1. Subramanya, K. 2010. Engineering Hydrology, Tata McGraw Hill Education Pvt. Ltd. New Delhi.
2. Abbas, B.M. 1982. The Ganges Water Dispute, Vikas Publishing House Pvt. Ltd., New Delhi.
3. Aggarwal, A. 1991. Floods, Floodplains and Environmental Myths, Centre for Science and Environment, New Delhi.
4. Rai, S.C. 2017. Hydrology and Water Resources: A Geographical Perspective, Ane Book Pvt. Ltd., New Delhi.
5. Kumar, M. D. (Ed.). (2021). Politics and policies for water resources management in India. Routledge.
6. Thornthwaite, C.W. and Mather, J.R. 1957. Instructions and Tables for Computing Potential Evapotranspiration and the Water Balance, Drexel Institute of Technology, Centerton, New Jersey.
7. Bhattacharya, S.K. 1988. Urban Domestic Water Supply in Developing Countries, CBS Publishers, CR Distributors, Delhi.
8. Mahajan G. 1989. Evaluation and Development of Groundwater, Ashish Publishing House, New Delhi.

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E107: TECHNIQUES AND METHODS OF REGIONAL ANALYSIS
(UPC 122902107)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E107: TECHNIQUES AND METHODS OF REGIONAL ANALYSIS (UPC 122902107) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives

The learning objectives of this course are as follows:

- Regional Science is a field of the social sciences concerned with analytical approaches to problems that are specifically regional in nature.
- In the broadest sense, any social science analysis that has a spatial dimension is embraced by regional scientists.
- The students will be exposed to a wide variety of techniques and methods used in regional analysis.

Learning Outcomes

The learning outcomes of this course are as follows:

- The students will be able to project population of a spatial unit, and estimate its component of migration.
- The students will be able to estimate income (GDP) of a spatial unit.

Course Outline

Unit 1: Introduction: Origin, Growth, Scope and Nature of Regional Science.

Readings

- Isard Walter, 1975. *Introduction to Regional Science*, Prentice-Hall.
- Isard Walter, 1990. *Location Analysis and General Theory – Economic, Political, Regional and Dynamic*, Macmillan.
- Isard Walter, 2003. *History of Regional Science and the Regional Science Association International – The Beginnings and Early History*, Springer, Berlin Heidelberg.

Unit 2: Regional Demographic Analysis: Census Data, Population Projection and Migration Estimation.

Readings

- Bendavid, A. 1991. *Regional and Local Economic Analysis for Practitioners*, Praeger, New York.
- Davis H. Craig, 1990. *Regional Economic Analysis and Project Evaluation*, UBC Press.

- Isard Walter, 1960. *Methods of Regional Analysis: An Introduction to Regional Science*, MIT and John Wiley & Sons, Inc.

Unit 3: Regional Economic Analysis – I: Regional Income Estimation and Social Accounting; Interregional Flow Analysis and Balance of Payment Statements; Regional Cycle and Multiplier Analysis.

Readings

- Bendavid, A. 1991. *Regional and Local Economic Analysis for Practitioners*, Praeger, New York.
- Isard Walter, 1960. *Methods of Regional Analysis: An Introduction to Regional Science*, MIT and John Wiley & Sons, Inc.
- Maki, Wilbur and Lichty Richard, 2000. *Urban Regional Economics: Concepts, Tools, Applications*, Iowa State Univ. Press.

Unit 4: Regional Economic Analysis – II: Regional Industrial Location and Complex Analysis; Interregional and Regional Input-Output Techniques.

Readings

- Bendavid, A. 1991. *Regional and Local Economic Analysis for Practitioners*, Praeger, New York.
- Isard Walter, 1960. *Methods of Regional Analysis: An Introduction to Regional Science*, MIT and John Wiley & Sons, Inc.
- Treyz George I. 1993. *Regional Economic Modelling: A Systematic Approach to Economic Forecasting and Policy Analysis*, Academic Publishers, Boston.

Tutorial Exercises

- Select a Census of India 2011 series table and briefly explain its data structures.
- Select a district (preferably your home district), and project the population for 2021, 2031, 2041 and 2051, using any three of the four techniques. Compare and interpret the results.
- Present a perceptive and descriptive (no data) migration profile of the same district (preferably your home district), for which you had projected the population.
- Explain the relevance of social accounting in the contemporary World. Give real life examples that you may have encountered and observed in your home district.
- Give real life examples, where you may have encountered and observed the working of commodity and money flow, and the maintenance of balance of payment statements, at a micro-level, in your home district.
- Did you ever witness a multiplier working around you? Illustrate with possible live examples you may have experienced in your home-district.
- "A certain activity (ABC) is localized in a spatial unit (XYZ), which also happens to be its specialization". Analyze the above statement by distinguishing between localization and specialization, and supporting it with a few possible cases from your home district.
- Did you ever witness or imagine the working of the input-output model around you? Illustrate with a product or service, describing its input and output.

Practical Record: Not Applicable

Readings

Essential Readings:

- Bendavid, A. 1991. *Regional and Local Economic Analysis for Practitioners*, Praeger, New York.
- Isard Walter, 1960. *Methods of Regional Analysis: An Introduction to Regional Science*, MIT and John Wiley & Sons, Inc.

Suggested Readings:

- Brian Field and MacGregor Bryan, 1987. *Forecasting Techniques for Urban and Regional Planning*, Univ. College London.
- Davis H. Craig, 1990. *Regional Economic Analysis and Project Evaluation*, UBC Press.
- Isard Walter, 1975. *Introduction to Regional Science*, Prentice-Hall.
- Isard Walter, 1990. *Location Analysis and General Theory – Economic, Political, Regional and Dynamic*, Macmillan.
- Isard Walter, 2003. *History of Regional Science and the Regional Science Association International – The Beginnings and Early History*, Springer, Berlin Heidelberg.
- Klosterman, R. E. 1990. *Community Analysis and Planning Techniques*, Rowman & Littlefield Savage, Maryland.
- Krueckeberg, Donald A. and Silvers Arthur L. 1974. *Urban Planning Analysis: Methods and Models*, John Wiley, NY.
- Maki, Wilbur and Lichty Richard, 2000. *Urban Regional Economics: Concepts, Tools, Applications*, Iowa State Univ. Press.
- Oppenheim, Norbet, 1980, *Applied Models in Urban and Regional Analysis*, Prentice-Hall, New Jersey.
- Rondinelli, D. 1983. *Applied Methods of Regional Planning: The Urban Functions In Rural Development Approach*, Clark University.
- Treyz George I. 1993. *Regional Economic Modelling: A Systematic Approach to Economic Forecasting and Policy Analysis*, Academic Publishers, Boston.

Digital Materials: *Not Applicable*

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E108: TERRITORIAL BASES OF POLITICS IN INDIA
(UPC 122902108)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E108: TERRITORIAL BASES OF POLITICS IN INDIA (UPC 122902108) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To provide students with an understanding of the territorial bases of the state and role of geographic factors in shaping political history.
- To provide an overview of constituencies and their evolution as well as politico electoral regions of India.
- To provide an understanding of India's role and position in regional blocs and among Indian Ocean and SAARC countries.

Learning Outcomes:

The learning outcomes of this course are as follows:

- To appreciate the role of terrain and other geographical factors in India's political history.
- To understand the process of evolution of constituencies and politico electoral regions of India
- An understanding of India's position in regional power blocs, bilateral relations with SAARC countries and the geopolitics of the Indian Ocean region.

• **Course Outline:**

Unit 1: Geographical Bases of the Indian State: India as a federal state-Territoriality, Location and size; Population: Distribution, social composition; Geopolitics of the Indian Ocean and India's position in the region.

Readings for Unit 1

- Chatterjee, Shiba Prasad. "Evolution of political history of India as influenced by geographical factors." Geographical Review of India 44, no. 1 (1982): 1-18.
- Nag, Prithvish, and Smita Sengupta. Geography of India. Concept Publishing Company, 1992.
- Sanyal, Sanjeev. Land of seven rivers: History of India's Geography. Random House India, 2012.
- Sidaway, James D. "The geography of political geography." The SAGE handbook of political geography (2008): 41e55.

Unit 2: Territorial Factors in India's Political History: Role of terrain, rivers and sea coasts in shaping India's political history, forces of integration; role of geographical factors on the continuity of political and social boundaries, coexistence of regional diversities within pan Indian unity.

Readings for Unit 2

- Baru, S. (2019). Indian Ocean Perspectives: From Sea Power to Ocean Prosperity. *Strategic Analysis*, 43(5), 435–440.
- Edney, Matthew H. Mapping an empire: The geographical construction of British India, 1765-1843. University of Chicago Press, 1997.
- K.M. Pannikar, (1951) India and the Indian Ocean: An Essay on the Influence of Sea Power on Indian History, George Allen & Unwin, London, 1945, 2nd Edition, 1951
- Gottlob, Michael. "India's unity in diversity as a question of historical perspective." *Economic and Political Weekly* (2007): 779-789.

Unit 3: Diversity, Federalism and Nation Building: Geographic perspectives on Socio cultural diversities, Federal mechanisms, Environmental movements, issues of rehabilitation and livelihoods, river water disputes, inclusion in nation building.

Readings for Unit 3

- Adhikari, Sudepta. "Kautilya's Political Geography—Concepts and Ideas: An Example of Ancient Indian Geographical Thinking." In *Practising Cultural Geographies: Essays in Honour of Rana PB Singh*, pp. 257-297. Singapore: Springer Nature Singapore, 2022.
- Akbar, Mobashar Jawed. India: The siege within. Roli Books Private Limited, 2018.
- Padmanabhan, Sudarsan. "Unity in diversity: The Indian cosmopolitan idea." In *Routledge Handbook of Cosmopolitanism Studies*, pp. 476-489. Routledge, 2012
- Adeney, Katharine. "Does ethnofederalism explain the success of Indian federalism?." In *Understanding Contemporary Indian Federalism*, pp. 125-148. Routledge, 2018.

Unit 4: Electoral support and Territorial Representation: Constituencies and their evolution, Redistricting: Issues and concerns; Regional and National parties, the politics of coalition, Patterns of electoral support and representation; reading the emerging politico electoral regions of India.

Readings for Unit 4

- Dikshit, Ramesh D. "Geography and federalism." *Annals of the Association of American Geographers* 61, no. 1 (1971): 97-115.
- Singh, Chandra Pal. "A century of constituency delimitation in India." *Political Geography* 19, no. 4 (2000): 517-532.
- Raiyan, Pori Sayema. "Regional Political Parties in India: Origin, Past and Future." *Journal of Namibian Studies* 36 (2023).

Tutorial Exercises

For Unit 1: Group discussion on readings by Chatterjee, Nag

For Unit 2: Map superimposition to understand historical role of terrain factors in shaping political boundaries

For Unit 3: Case study of Kaveri water dispute and Narmada Bachao Movement

For Unit 4: Regional Analysis of Assembly Elections

Practical Record: Not Applicable

Readings:

Essential/ Suggested Readings:

- Adhikari, S. 1997. *Political Geography*, Rawat publications, Jaipur and Delhi.
- Bandhopadhyaya, J. 1991. *The Making of India's Foreign Policy*, Allied Pub, Delhi.
- Bhambri, C.P. 1991. *Political Process in India*, Vikas, New Delhi.
- Brass, P.R. 1990. *The Political Economy of India since Independence*, Cambridge University Press, New Delhi.
- Brass, P.R. 1983. *Caste, Faction and Party in Indian Politics*, Vol. I and II, Chanakya Pub, Delhi.
- Chakrabarty, Dilip K. The geopolitical orbits of ancient India: The geographical frames of the ancient Indian dynasties. Oxford University Press, 2010.
- Dikshit, Ramesh Dutta. The political geography of federalism: an inquiry into origins and stability. The Australian National University (Australia), 1971.
- Weiner M and J Osgoodfield (eds.), 1975. *Electoral Politics in the Indian States*, Centre for International Studies, MIT.
- Pannikar, K.N. 1955. *Geographical Factors in India's History*, Bharatiya Vidya Bhavan, Bombay.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E109: URBAN GEOGRAPHY
(UPC 122902109)

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E109: URBAN GEOGRAPHY (UPC 122902109) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To critically examine the multifaceted nature of urban settlements and the diverse lived experiences of individuals and communities within contemporary cities.
- To develop an understanding of the dynamic relationship between urban spaces and the broader societal, economic, political, and cultural forces that shape.
- To foster critical thinking about urban policy and planning interventions, and their implications for social justice and equitable development.

Learning Outcomes:

The learning outcomes of this course are as follows:

- To critically understand key theoretical frameworks in urban geography and apply them to real-world case studies.
- To develop an understanding of the dynamic relationship between urban spaces and the broader societal, economic, political, and cultural forces that shape them
- To apply geographical insights to evaluate and engage with planning and policy responses to urban issues, with attention to context-specific and scalable solutions

Course Outline:

Unit 1: Introduction: Conceptualizing the Urban: Defining urban; Conceptual differences and interrelations between Urbanism and urbanization; Theoretical approaches to studying urban

Readings

- Latham, A., McCormick, D., McNamara, K., and McNeil, D. (2009) Key Concepts in Urban Geography. Sage: London, California, New Delhi, Singapore
- Wirth, L. (1938). Urbanism as a Way of Life. *American Journal of Sociology*, 44(1), 1–24.
- Saberwal, S. (1977). Indian urbanism: a sociohistorical perspective. *Contributions to Indian sociology*, 11(1), 1-19.

- Storper, M., & Scott, A. J. (2016). Current debates in urban theory: A critical assessment. *Urban Studies*, 53(6), 1114-1136.

Unit 2: Historical and Global Transformations of Cities: Urban evolution in historical perspective - ancient cities to Industrialization and the rise of modern cities; Colonial and post-colonial urbanism; Global cities and the world system

Readings

- Childe, V. Gordon (1950). The Urban Revolution. *The Town Planning Review*, 21(1), 3- 17.
- Smith Michael E. (2002). The Earliest Cities. In *Urban Life: Readings in Urban Anthropology*, edited by George Gmelch and Walter Zenner, 4 th ed., pp. 3-19. Waveland Press, Prospect Heights, Illinois.
- Hall, P. (2003). The end of the city? "The report of my death was an exaggeration" *City*, 7(2), 141–152.
- King, A.D. (1989) Colonialism, Urbanism and Capitalist World Economy, *IJURR*, 13(1), 1-18

Unit 3: Urban Society, Economy, and Culture: The social organization of urban space - Segregation, gentrification, and spatial justice; Urban Subcultures, countercultures; Urban economy – informal and formal economies and emerging new economies.

Readings

- Paddison, R. (2001) Handook of Urban Studies, Part III – The City as People, Sage. London Thosand Oaks, New Delhi.
- Daniels, P. W. (2004). Urban challenges: the formal and informal economies in mega-cities. *Cities*, 21(6), 501-511.

Unit 4: Governing and Planning the City: Urban governance and the role of the state; Urban citizenship and participation; Smart cities, sustainability, and future urban imaginaries.

Readings

- Da Cruz, N. F., Rode, P., & McQuarrie, M. (2019). New urban governance: A review of current themes and future priorities. *Journal of Urban Affairs*, 41(1), 1-19.
- Ahluwalia, I. J. (2019). Urban governance in India. *Journal of Urban Affairs*, 41(1), 83-102.
- Halegoua, G. (2020). *Smart cities*. MIT press.
- Pathak, C. R. (2020). *Challenges of smart cities in India* (pp. 261-269). Springer International Publishing.

Tutorial Exercises

- Group discussion on the advantages and limitations of various definitions of the city and which definition resonates most with student's understanding and why?
 - Case study on the different phases of historical transformation of the city and their impact on urban forms
 - Urban ethnography on a neighborhood students will document visible signs of socio-cultural diversity, inclusion/exclusion, gentrification, or community identity and present findings to peers.
 - Students will evaluate an urban development policy or planning intervention in a city of their choice and critically assess its outcomes in terms of equity, accessibility, and inclusiveness.
- **Practical Record: Not Applicable**

Readings:

Essential Readings:

- LeGates T.R., Stout F., Caves, R.W (ed.) (2020) The City Reader (7th edition). Routledge: London and New York.
- Bridge, G Watson, S. (eds.) (2010) The Blackwell City Reader (2nd Edition), Wiley-Blackwell, UK.

Suggested Readings:

- Andrew, E.G.J, McCann, E and Thomas, M (2015) Urban Geography: A Critical Introduction, Wiley, Blackwell, UK.
- Gilbert, A and Gugler, J (eds.) (1992) Cities, Poverty, and Development: Urbanization the Third World, Oxford University Press, Oxford.
- Fainstein, S. S and Campbell, S (eds) (2011) Readings in Urban Theory (3rd Edition), Wiley-Blackwell, UK.
- Hall, T (2002) Urban Geography (2nd Edition). Routledge: London and New York.
- Brunn, S.D., Hays-Mitchell, M., Ziegler, D.J. (2012) Cities of the World: World Regional Urban Development (5th edition). Rowman and Littlefield Publishers: England
- Anderson, D (2017) Imaginary cities : a tour of dream cities, nightmare cities, and everywhere in between Chicago and London Chicago University Press
- Garcia, M et al (2023) Urban Policy in the framework of 2030 Agenda, Switzerland Springer
- Knox, P and Pinch, S (2010) Urban Social Geography (6th edition) Pearson: England
- Ren, X and Kiel, R (2018) The Globalizing Cities Reader (2nd edition) Routledge: London and New York.
- Davidson, M. Martin, D. (2013) Urban Politics. Critical Approaches. Sage: London, California, New Delhi, Singapore.

Digital materials: Not Applicable

SKILL BASED (SB) COURSE:
GEOG-S101: BUILDING GEO-DATABASE (PRACTICAL)
(UPC 122903101)

| Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-S101: BUILDING GEO- DATABASE (PRACTICAL) (UPC 122903101) | 2 | 1 | 0 | 1 | BA/BSc in Geography | Nil |

Learning Objectives:

The learning objectives of this course are as follows:

- To enable students to deal with the complexity of geospatial data handling in GIS
- To build a versatile geo-database to handle complex geographical problems

Learning Outcomes:

The learning outcomes of this course are as follows:

- The students will be able to manage a complex geospatial database.
- The students will be able to analyze complex geospatial problems.

Course Outline:

Unit 1: GIS Data Management: GIS Data Structure, Topology, R-DBMS; Structure, concepts, and components of Geo-database

Readings for Unit 1:

- Kresse, W. and Danko, D.M. (Eds.) 2012. Springer Handbook of Geographic Information
- Zeiler, M. 1999. Modelling Our World: The ESRI Guide to Geodatabase Design

Unit 2: Geo-database layers: Interpolation, Krigging; terrain derivatives; vector and raster-based layers and conversions; hotspot analysis

Readings for Unit 2:

- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.
- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.

Practical Record:

- Handling Spatial and Attribute data using GIS Software
- Building R-DBMS, Query Analysis
- Building a Geo-database using point, line, and polygon features

- Geospatial analysis using a geo-database approach

Readings:

Essential Readings:

- Kresse, W. and Danko, D.M. (Eds.) 2012. Springer Handbook of Geographic Information
- Zeiler, M. 1999. Modelling Our World: The ESRI Guide to Geodatabase Design

Suggested Readings:

- Chang, K-t. 2006. Introduction to Geographic Information Systems, Tata McGraw-Hill.
- DeMers, M. 2009. Fundamentals of Geographic Information Systems, 4th Edition, John Wiley and Sons.
- Fisher, P. and Unwin, D.J. 1995. Re-presenting GIS, John Wiley.
- Graser, A. 2016. Learning QGIS, 3rd Edition, Packt.
- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Law, M. and Collins, A. 2018. Getting to Know ArcGIS Desktop, 5th Edition, ESRI Press.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.
- Shekar, S. and Xiong, H. (eds.), 2008. Encyclopedia of GIS, Springer.

**DISCIPLINE SPECIFIC CORE (DSC) COURSE –
GEOG-C201: CLIMATOLOGY AND BIOGEOGRAPHY
(UPC 122901201)**

| Course title & Code | Credits | Duration (Hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|----------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-C201: CLIMATOLOGY AND BIOGEOGRAPHY (UPC 122901201) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

1. Providing a comprehensive understanding of climatic systems of the Earth and their influence on the spatial distribution of flora and fauna.
2. Examine atmospheric processes, climate variability, and biogeographic regions through theoretical and applied frameworks.
3. Develop critical thinking on the dynamic interactions between climate, landforms, biodiversity, and human interventions.
4. Introduce global and regional environmental issues such as climate change, biodiversity loss, biome shifts, and conservation challenges.
5. Encourage interdisciplinary approaches in analyzing ecosystem processes, climatic drivers, and spatial distribution patterns.

Learning Outcomes:

The learning outcomes of this course are as follows:

1. Demonstrate an in-depth understanding of climatic systems, atmospheric processes, and biogeographic principles influencing the distribution of life on Earth.
2. Evaluate the interrelationship between climate variability, ecosystem dynamics, and species distribution with reference to global and regional case studies.
3. Apply theoretical concepts to assess biogeographic patterns and climatic influences across diverse landscapes, including forests, mountains, deserts, and aquatic systems.
4. Critically assess environmental issues such as climate change, biodiversity loss, and habitat degradation, and propose sustainable adaptation or mitigation strategies.
5. Communicate scientific observations and research findings effectively through academic writing, presentations, and spatial visualizations.

Course Outline:

Unit 1: Energy in the Earth-Atmosphere System: Distribution of Insolation and Energy in the Earth and its Atmosphere, Factors affecting the Insolation and Energy and their impact on

Earth and its Atmosphere.

Readings

1. Trewartha G. T., 1980. *An Introduction to Climate*, McGraw Hill Company, New York.
2. Lal, D. S. 2003. *Climatology*, Allahabad: Sharda Pustak Bhawan.

Unit 2: Circulations within the Atmosphere: Tri-Cellular Wind System, Movement of Air Masses and Influences of Jet Streams; **World Climatic Patterns:** Koppen, Components of the Climatic Classifications, Criteria of the Climatic Classifications and Latitudinal Extent of various Climates of the world.

Readings

1. Trewartha G. T., 1980. *An Introduction to Climate*, McGraw Hill Company, New York.
2. Lal, D. S. 2003. *Climatology*, Allahabad: Sharda Pustak Bhawan.

Unit 3: Extent and Distribution of major Biomes of the Earth: Mapping, Key Features of each Biome, Characteristics of various Floral and Faunal Species and their Continental Locations, Factors affecting their distribution and their inter relationships including the Latitudinal and Altitudinal Biomes, Dominating species and related Contemporary Issues.

Readings

1. Haggett, R.J. 1998. *Fundamentals of Biogeography*, Routledge, U.S.A.
2. Clarke, G. L. 1967. *Elements of ecology*, New York: John Wiley Pub.
3. Mathur, H.S. 1998. *Essentials of Biogeography*, Anuj Printers, Jaipur.

Unit 4: Ecological successions: Nature and Types of Ecological Succession, its Impact and Importance, Stages and Climax.

Readings

1. Parmesan, C., Yohe, G. 2003. A globally coherent fingerprint of climate change impacts across natural systems. *Nature*, 421 (6918), 37–42.
2. Hoyt, J.B. 1992. *Man, and the Earth*, Prentice Hall, U.S.A.

Tutorial Exercises

1. Discussion on current aspects, reports of International and national agencies and case studies related to climate
2. Group discussions and report submission on contemporary topics
3. **Case Study Review and** analyzing recent climate change events (e.g., heatwaves, cyclones)
4. Microclimate study within campus or nearby urban areas as **Field-Based Assignment and writing a** biogeographic impact report
5. **Biodiversity Hotspot Debate** for students to argue conservation priorities between hotspots.
6. **Species Mapping** and interpretation of local biodiversity patterns.

Practical Record: Not Applicable

Readings:

Essential Readings:

1. Trewartha G. T., 1980. *An Introduction to Climate*, McGraw Hill Company, New York.
2. Lal, D. S. 2003. *Climatology*, Allahabad: Sharda Pustak Bhawan.
3. Haggett, R.J. 1998. *Fundamentals of Biogeography*, Routledge, U.S.A.
4. Clarke, G. L. 1967. *Elements of ecology*, New York: John Wiley Pub.
5. Mathur, H.S. 1998. *Essentials of Biogeography*, Anuj Printers, Jaipur.
6. Parmesan, C., Yohe, G. 2003. A globally coherent fingerprint of climate change impacts across natural systems. *Nature*, 421 (6918), 37–42.
7. Hoyt, J.B. 1992. *Man, and the Earth*, Prentice Hall, U.S.A.

Suggested Readings:

1. Haden-Guest, S., Wright, J. K. and Teclaff, E. M. 1956. *World Geography of Forest Resources*, New York: Ronald Press Co.
2. Lapedes, D.N. 1974. *Encyclopedia of Environmental Science* (eds.), McGraw Hill.
3. *Mountain and Tree cover in Mountain Regions Report. 2002*, UNEP-WCMC.
4. Singh Savindra 2015. *Paryawaran Bhoogol, Prayag Pushtak Bhawan*, Allahabad (Hindi).
5. Sivaperuman, Chandrakasan et al. 2018. *Biodiversity and Climate Change Adaptation in Tropical Islands*. Academic Press, London.

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC CORE (DSC) COURSE –
GEOG-C202: CONTEMPORARY HUMAN GEOGRAPHY
(UPC 122901202)**

| Course title & Code | Credits | Duration (Hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-C202 CONTEMPORARY HUMAN GEOGRAPHY UPC (122901202) | 4 | 3 | 1 | 0 | BA/BSc in Geography | NIL |

Learning Objectives:

The learning objectives of this course are as follows:

- To introduce the current debates within the field of human geography and to cultivate an understanding of the historical, theoretical, and empirical contexts from which these debates have emerged.
- To critically examine a wide range of contemporary socio-spatial issues, with an emphasis on understanding how spatial processes shape and are shaped by social, political, cultural, and economic forces.
- To provide foundational knowledge of social, cultural, political, and economic dimensions of human geography, enabling students to analyze contemporary issues from both global and local perspectives.

Learning Outcomes:

- To understand the interdisciplinary role and theoretical contributions of geography within the social sciences.
- To apply geographical concepts and frameworks to case studies and field-based scenarios.
- To evaluate contemporary social issues using spatial analysis and critical geographical perspectives.

Course Outline:

Unit 1: Introduction to key concepts: Foundational and Contemporary issues and debates; Defining Space and Place; Understanding different approaches in conceptualizing space and place
Readings

- Tuan, YF. (1979). Space and Place: Humanistic Perspective. In: Gale, S., Olsson, G. (eds) Philosophy in Geography. Theory and Decision Library, vol 20. Springer, Dordrecht.
- Cresswell, T. (2019). Maxwell Street: Writing and thinking place. In *Maxwell Street*.

University of Chicago Press.

- Soja, E. W. (2008). Thirdspace: Toward a new consciousness of space and spatiality. In *Communicating in the third space*(pp. 63-75). Routledge.
- Datta, A., & De, A. (2008). Reimagining impossible worlds: Beyond circumscribed geographical imaginations: A play in many acts. *Progress in Human Geography*, 32(5), 603-612.

Unit 2: Socio-spatial interconnections: Conceptualizing place-making; Processes of Place making in everyday lives; Place making and spatializing of identities, difference and exclusion.

Readings

- Cresswell, T. (2022). Writing (new) worlds: Poetry and place in a time of emergency. *Geografiska Annaler: Series B, Human Geography*, 104(4), 374-389.
- Gupta, A., & Ferguson, J. (2008). Beyond 'culture': space, identity, and the politics of difference. In *The cultural geography reader* (pp. 72-79). Routledge.
- Yeoh, B. S., & Kong, L. (1994). Reading landscape meanings: state constructions and lived experiences in Singapore's Chinatown. *Habitat International*, 18(4), 17-35.

Unit 3: Critical geopolitics: Understanding the relationship between territoriality and power, nationalism, citizenship and conflicts; Spatial dimensions and strategies of conflict resolution.

Readings

- Sebastien, L. (2020). The power of place in understanding place attachments and meanings. *Geoforum*, 108, 204-216.
- Storey, D. (2024). *Territories: The claiming of space*. Routledge.
- McConnell, F., Megoran, N., & Williams, P. (2014). (Chs 6 and 8)
- McConnell, F., Megoran, N., & Williams, P. (2014). *Geographies of peace: New approaches to boundaries, diplomacy and conflict resolution*. Bloomsbury Publishing. (Ch 1 and 10)

Unit 4: Development Geographies: Understanding theories of development; Re-thinking development; Development in the global south with particular focus on sustainable development goals.

Readings

- Willis, K. (2011). *Theories and practices of development*. Routledge. (Ch 1)
- Chant, S. H., & McIlwaine, C. (2009). *Geographies of development in the 21st century: an introduction to the global South*. Edward Elgar Publishing. (Ch 2)
- Khalid, A. M., Sharma, S., & Dubey, A. K. (2021). Concerns of developing countries and the sustainable development goals: Case for India. *International Journal of Sustainable Development & World Ecology*, 28(4), 303-315.

Tutorial Exercises

- Using Cresswell's concept of my place students will write their own understanding of their place – their homes, home towns, school, etc.
- Students will do a photo documentation of places like local markets, park, street corners and tea stores and analyze how different people 'make place' there.
- Students will draw mental maps of a familiar space and mark "zones of comfort and safety" and analyse the spatial articulation of concepts of safety and comfort
- Choosing news stories about on any conflict or displacement students will

- deconstruct the geographical assumptions implicit in the coverage.
- Students will conduct a “development audit” of their homes village/city locality and assess infrastructure, education, health, and sustainability.

Practical Record: Not Applicable

Readings:

Essential Readings:

- Agnew, J.A. and Duncan, J.S. (2016) *The Wiley Companion to Human Geography*, Wiley, UK.
- Cloke, P., Philo, C., Sadler, D. (2003) *Approaching Human Geography. An Introduction to Contemporary Theoretical Debates*. Sage: London.
- Cresswell, T. (2014). *Place: an introduction (2nd edition)*. John Wiley & Sons.

Suggested Readings:

- Agnew, J.A. and Duncan, J.S. (2016) *The Wiley Companion to Human Geography*, Wiley, UK.
- Kitchin, B and Thrift N (eds) (2009) *International Encyclopedia of Human Geography*, Elsevier
- Benko, G and Strohmayer, U (eds) (2004) *Human Geography. A History for the 21st Century*, Routledge, London and New York.
- Kobayashi, A and Mackenzie, S (1989) *Remaking Human Geography*, Routledge, London New York.
- Daniels, S and Lee, R. (eds) (1996) *Exploring Human Geography: A Reader*, Routledge, London and New York.
- Hubbard P, Kitchin B and Valentine G (2008) *Key Texts in Human Geography*, Sage, London.
- Hubbard, P., Kitchin, R., Bartley, B., Fuller, D. (2005) *Thinking Geographically. Space, Theory and Contemporary Human Geography*. Continuum: London.
- Aitken, S.C, Valentine, G. (2015) *Approaches to Human Geography. Philosophies, Theories, People and Practices*. Sage: London, California, Delhi, Singapore.
- Marshall, Tim. (2025) *Prisoners of Geography*. London, England: Elliott & Thompson.
- Marshall, Tim. (2025) *Power of Geography: Ten Maps that reveal the future of our World*. London, England: Elliott & Thompson.

Digital materials: None

DISCIPLINE SPECIFIC CORE (DSC) COURSE
GEOG-C103: STATISTICAL METHODS IN GEOSCIENCE (PRACTICAL)
(UPC 122901103)

| Course title & Code | Credits | Duration (Hrs per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|-------------------------|----------|---------------------|-----------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-C103: STATISTICAL METHODS IN GEOSCIENCE (PRACTICAL) (UPC 122901103) | 4 | 3 | 0 | 1 | BA/ BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To introduce students to the application of statistical methods in geoscientific investigations.
- To develop the ability to process, analyze and interpret geographical data using statistical tools.
- To enable students to identify patterns and regional disparities using statistical techniques.
- To build competence in applying statistical outputs for spatial interpretation and planning.

Learning Outcomes:

On transaction of this course students will be able to

- Apply probability distributions and variance analysis to evaluate geographical datasets.
- Employ non-parametric statistical tests for interpreting spatial patterns in non-normal data.
- Conduct correlation and regression analysis to examine spatial relationships between geographic variables.
- Integrate statistical techniques to draw meaningful insights for geoscientific spatial analysis

Course Outline:

Unit 1: Introduction (Theory/ Practical – xxx hrs):

Indices of inequality and disparity, Probability Theory: Normal, Binomial and Poisson distributions.

Readings

- Eldon, D. (1983). Statistics in Geography: A Practical Approach. Blackwell.
- Mukhopadhyay, P. (2011). An Introduction to the Theory of Probability (pp. 1–474). World Scientific Publishing Co. <https://doi.org/10.1142/7802>

Unit 2: Hypothesis testing (Theory/ Practical – xxx hrs):

F-Distributions, Analysis of Variance, One-way and Two-way classification.

Readings

- Gregory, S. (1978). Statistical Methods and the Geographer. Longman.
- Santhakumaran, A. (2001). Fundamentals of Testing Statistical Hypotheses. Atlantic Publishers & Distributors Pvt Ltd.

Unit 3: Non-parametric Tests (Theory/ Practical – xxx hrs):

Chi-Square, Kolmogorov-Smirnov, Mann-Whitney and Kruskal Wallis tests.

Readings

- Veeraraghavan, V., & Shetgovekar, S. (2016). Textbook of Parametric and Non-parametric Statistics. Sage Publications India Pvt Ltd.
- Ewens, W. J., & Brumberg, K. (2023). Introductory Statistics for Data Analysis (pp. 1–273). Springer Nature. <https://doi.org/10.1007/978-3-031-28189-1>

Unit 4: Correlation and Regression Analysis (Theory/ Practical – xxx hrs):

Rank order and product moment correlation; Linear regression, multi-linear regression.

Readings

- Johnston, R. J. (1978). Multivariate Statistical Analysis in Geography. Longman.
- Sharma, A. K. (2005). Text Book of Correlations and Regression. Discovery Publishing House, New Delhi.

Tutorial Exercises: Not Applicable

Practical Record: Five practical exercises are to be completed in the Practical file from Units 1, 2, 3 and 4. These will involve hands-on practice with calculating indices of inequality and disparity, and solving numerical problems using Normal, Binomial, and Poisson distributions. Students will apply F-distributions and perform analysis of variance through one-way and two-way classification techniques to assess patterns in geospatial data. The exercises will also include application of non-parametric tests such as Chi-Square, Kolmogorov-Smirnov, Mann-Whitney, and Kruskal-Wallis for spatial data interpretation. Correlation and regression analyses using rank order, Pearson's, and multi-linear methods will be conducted to evaluate inter-variable relationship.

Readings:

Essential Readings:

1. Pal, S. K. (1998). Statistics for Geoscientists: Techniques and Applications. Concept Publishing.
2. Mahmood, A. (1977). Statistical Methods in Geographical Studies. Rajesh Publications.

3. Mandal, R. B. (2014). Statistics for Geographers and Social Scientists. Concept Publishing Company, New Delhi.

Suggested Readings:

1. King, L. J. (1969). Statistical Analysis in Geography. Prentice Hall.
2. Yeates, M. (1974). An Introduction to Quantitative Analysis in Human Geography. McGraw-Hill.
3. Chorley, R. J. & Haggett, P. (1970). Models in Geography. Methuen.
4. Davis, J. C. (2002). Statistics and Data Analysis in Geology (3rd ed.). John Wiley & Sons.
5. Sahu, S. K. (2024). Introduction to Probability, Statistics & R. Springer International Publishing.
<https://doi.org/10.1007/978-3-031-37865-2>
6. Rogel-Salazar, J. (2023). Statistics and Data Visualisation with Python (1st ed.). Chapman and Hall/CRC. <https://doi.org/10.1201/9781003160359>

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E201: CULTURAL POLICY AND HERITAGE GOVERNANCE
(UPC 122902201)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E201: CULTURAL POLICY AND HERITAGE GOVERNANCE (UPC- 122902201) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

- To comprehend key theoretical frameworks and concepts in cultural policy and heritage conservation
- To analyze national and international cultural policy frameworks and their impact on heritage governance
- To evaluate ethical, political, and economic issues surrounding cultural heritage and its conservation and management.

Learning Outcomes:

- Evaluating and assessing the various models of cultural policy and their historical development and its application in real world contexts.
- Assessing the implications of cultural and heritage policies on identity, development, and social justice
- Engaging with real-world case studies, applying theoretical insights to policy evaluation and design

Course Outline:

Unit 1: Introduction to Cultural Policy and Heritage governance: Definitions, key concepts and debates: culture, heritage, policy, governance; Historical evolution of cultural policy and heritage conservation.

Readings

- Durrer, V., Miller, T., & O'Brien, D. (Eds.). (2017). The Routledge Handbook of Global Cultural Policy (1st ed.). Routledge. (Ch1)
- Pendlebury, J. (2015). Heritage and Policy. In: Waterton, E., Watson, S. (eds) The Palgrave Handbook of Contemporary Heritage Research. Palgrave Macmillan, London.
- Schmitt, T. M. (2009). Global cultural governance. decision-making concerning World Heritage between politics and science. *Erdkunde*, 103-121.

Unit 2: Heritage Theories and Conservation Principles: Concepts of authenticity, integrity, and significance; The Venice Charter, Burra Charter, UNESCO conventions; Public value theory and cultural rights; Cultural citizenship and access.

Readings

- Billore, S. (2021). Cultural Consumption and Citizen Engagement—Strategies for Built Heritage Conservation and Sustainable Development. A Case Study of Indore City, India. *Sustainability*, 13(5), 2878. <https://doi.org/10.3390/su13052878>
- Jones, S., & Yarrow, T. (2013). Crafting authenticity: An ethnography of conservation practice. *Journal of Material Culture*, 18(1), 3-26.
- Liu, R., Gao, W., & Yang, F. (2025). Authenticity, Integrity, and Cultural–Ecological Adaptability in Heritage Conservation: A Practical Framework for Historic Urban Areas—A Case Study of Yicheng Ancient City, China. *Buildings*, 15(8), 1304.

Unit 3: Community Participation and Policy Ethics: Participatory heritage governance; Rights-based approaches and community custodianship; Economic valuation of cultural assets, cultural industries and economic development.

Readings

- Bose, L. (2022). A call for a community-driven participatory approach in restoring the heritage in the city of Chandannagar, West Bengal. *Journal of Community Archaeology & Heritage*, 10(1), 24–32.
- Chitty, G. (Ed.). (2017). *Heritage, conservation and communities: Engagement, participation and capacity building*. Routledge. (Part 1)
- Nijkamp, P. (2012). Economic valuation of cultural heritage. *The economics of uniqueness: Investing in historic city cores and cultural heritage assets for sustainable development*, 75, 75-103.

Unit 4: Heritage Tourism and Sustainable Policy Design: Tourism as policy driver: benefits and challenges; Models of sustainable tourism policy; Digitization of cultural heritage.

Readings

- Andriotis, K., Styliadis, D., & Weidenfeld, A. (Eds.). (2020). *Tourism policy and planning implementation: Issues and challenges*. Routledge.
- King, L., Stark, J. F., & Cooke, P. (2016). Experiencing the Digital World: The Cultural Value of Digital Engagement with Heritage. *Heritage & Society*, 9(1), 76–101. <https://doi.org/10.1080/2159032X.2016.1246156>
- Zaimes, G.N., Iakovoglou, V., Maclaren, F.T., Manchanda, P. (2022). Adopting Digital Tools & Technology to Evolve Sustainable Tourism at World Heritage Sites: Case Studies from India and Greece

Tutorial Exercises

- Group discussion on interconnections between the terms: *culture, heritage, policy, and governance*.
- Students select a local heritage site and evaluate it through the lens of *authenticity, integrity, and cultural rights* and submit a report.
- Students assume roles (heritage officer, local community member, urban planner, economist) and debate a mock proposal to redevelop a heritage neighborhood.

- Write a policy brief recommending sustainable tourism strategies for a selected heritage town (e.g., Hampi, Varanasi, Madurai) that addresses the most pressing issues.
- In small teams, students will co-design a *sustainable heritage tourism* strategy for any site of their choice.

Practical Record: Not applicable

Readings:

Essential Readings:

- Trumpf, T. (2019). Urban cultural heritage governance: Understanding the interlinkages of imagination, regulation and implementation in Delhi, India. Franz Steiner Verlag Wiesbaden GmbH.
- Young, G. (Ed.). (2013). The Routledge Research Companion to Planning and Culture (1st ed.). Routledge.

Suggested Readings:

- Bennett, T. (1995). The birth of the museum: history, theory, politics. Routledge.
- Boym, S (2002) The Future of Nostalgia. New York: Basic Books. Casey.
- Craik, J. (2007). Re-Visioning Arts and Cultural Policy: Current Impasses and Future Directions. ANU Press
- Harold Kalman, Heritage Planning: Principles and Process (New York: Routledge, 2014)
- Laurajane Smith, Uses of heritage, (London: Routledge, 2006).
- Lowenthal, D. (2003) The past is a foreign country. Cambridge University Press: UK
- Miles Glendinning, (2013) The Conservation Movement: A History of Architectural Preservation. Routledge: London and New York.
- Rodney Harrison, Heritage: Critical Approaches, (London: Routledge, 2013).
- Silva, K.D., and Chapagain, N.K. (eds) (2013) Asian Heritage Management. Contexts, Concerns, Prospects. Routledge: London and New York.
- UNESCO Intangible Heritage Convention (2003)
- UNESCO World Heritage Convention (1972)

Digital materials:

Venice Charter: <https://www.icomos.org/charters-and-doctrinal-texts/>

Burra Charter: <https://australia.icomos.org/publications/burra-charter-practice-notes/>

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG- E202: DIGITAL ETHNOGRAPHY (PRACTICAL)
(UPC 122902202)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E202: DIGITAL ETHNOGRAPHY (PRACTICAL) (UPC 122902202) | 4 | 2 | 0 | 2 | BA/BSc in Geography | |

Learning Objectives:

- Develop a comprehensive understanding of digital ethnography as a qualitative research methodology
- Apply advanced methods of data collection, analysis tailored for digital environments
- Acquire practical proficiency with advanced AI-assisted qualitative analysis software and tools

Learning Outcomes:

- Critically evaluate the foundational assumptions, theories, and methodologies underpinning digital ethnography
- Demonstrate proficiency in defining, conceptualizing, and designing research projects
- Apply robust qualitative data collection methods tailored to digital environments

Course Outline:

Unit 1: Introduction to Digital ethnography: Understanding ethnography (L), Methodological assumptions, tools and approaches (L); Defining the field in digital spaces (L); Designing Digital Ethnographic Research (L)

Readings

- Markham, A. (2017). Ethnography in the Digital Internet Era: from fields to flows, descriptions to interventions, In N. K. Denzin, & Y. S. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (5 ed., pp. 650-668). SAGE Publications.
- Sloan, L., Quan-Haase, A., McCay-Peet, L., & Quan-Haase, A. (2016). What is social media and what questions can social media research help us answer? In *What is social media and what questions can social media research help us answer?* (pp. 13-26). SAGE Publications Ltd.
- Varis, P. (2020). Ethnography. In *The Routledge Handbook of English Language and Digital Humanities* (1st ed.). Routledge.

Unit 2: Data Collection Methods in Digital Ethnography: Immersive research and observational practices online (P); Adapting interview techniques for digital platforms (P); Capturing online content, digital media archives (P); Challenges of Digital Fieldwork and ethical concerns (L)

Readings

- Ugoretz, Kaitlyn. 2017. A Guide to Unobtrusive Methods in Digital Ethnography.
- Sloan, Luke, Anabel Quan-Haase, Philipp Mayr, and Katrin Weller. (2016). Think Before You Collect: Setting Up a Data Collection Approach for Social Media Studies, In *The SAGE Handbook of Social Media Research Methods*, 107-24. 55 City Road, London: SAGE Publications Ltd.
- Ulmer, G. L., & Cohen, J. H. (2016). Ethnographic Inquiry in the “Digitized” Fields of Madre de Dios, Peru and Oaxaca, Mexico: Methodological and Ethical Issues. *Anthropological Quarterly*, 89(2), 539–560.

Unit 3: Analyzing Digital Ethnographic Data: Qualitative Analysis Approaches (L); Content analysis, discourse analysis, thematic coding, narrative approaches (P); Analysing Digital Interactions and Practices; Interpreting online behaviours, identities, and interactions (P)

Readings

- Creswell, John. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage.
- Caliendo, Alessandro. (2017). Digital Methods for Ethnography: Analytical Concepts for Ethnographers Exploring Social Media Environments. *Journal of Contemporary Ethnography*, 1–28
- Mahmood, J. (2019). New Online Communities and New Identity Making: The Curious Case of the Kurdish Diaspora. *Journal of Ethnic and Cultural Studies*, 6(2), 34–43.

Unit 4: AI tools and software for Digital Ethnographic Analysis: Software based data analysis, and qualitative coding tools (P)

Readings

- Radford, M. L., Kitzie, V., Floegel, D., Connaway, L. S., Bossaller, J., & Burns, S. (2019). InVivo inspiration: Investigating computer assisted qualitative data analysis software (CAQDAS). Workshop presented at the iConference 2019, March 31, 2019, Washington, DC.
- Astrupgaard, S. L., Lohse, A., Gregersen, E. M., Salka, J. H., Albris, K., & Pedersen, M. A. (2023). Fixing Fieldnotes: Developing and Testing a Digital Tool for the Collection, Processing, and Analysis of Ethnographic Data. *Social Science Computer Review*, 42(5), 1223-1243.
- Li, Zhuofan, and Corey M. Abramson. (2023). Ethnography and Machine Learning: Synergies and New Directions In Christian Borch, and Juan Pablo Pardo-Guerra (eds). In *The Oxford Handbook of the Sociology of Machine Learning*, Oxford Handbooks.

Tutorial Exercises: Not Applicable

Practical Record: A project report will be prepared based on digital ethnography

Readings:

Essential Readings:

- Sloan, L., & Quan-Haase, A. (2016). *The SAGE Handbook of social media research methods*. SAGE Publications Ltd
- Hjorth, L., & Khoo, O. (Eds.). (2015). *Routledge Handbook of New Media in Asia* (1st ed.). Routledge.
- Grbich, C. (2013). Design methodologies, data management and analytical approaches. In *Design methodologies, data management and analytical approaches* (pp. 15-24). SAGE Publications Ltd.

Suggested Readings:

- Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., & Tacchi, J. (2015). *Digital Ethnography*. SAGE.
- Hine, C. (2020). *Ethnography for the Internet*. Routledge.
- Boellstorff, T., Nardi, B., Pearce, C., & Taylor, T. L. (2024). *Ethnography and Virtual Worlds*. Princeton University Press.
- Kozinets, R. V., & Gambetti, R. (2021). *Netnography unlimited: understanding technoculture using qualitative social media research*. Routledge.
- Kozinets, R. V. (2019). *Netnography: The Essential Guide to Qualitative Social Media Research*. SAGE.
- Van, H., Puppis, M., Donders, K., Leo Van Audenhove, & Springerlink (Online Service. (2019). *The Palgrave Handbook of Methods for Media Policy Research*. Springer International Publishing.
- Dicks, B., Mason, B., Coffey, A., & Atkinson, P. (2006). *Qualitative research and hypermedia: ethnography for the digital age*. Sage Publications.
- Gubrium, A., & Harper, K. (2016). *Participatory Visual and Digital Methods*. Routledge.
- Boyka Simeonova, & Galliers, R. D. (2023). *Cambridge Handbook of Qualitative Digital Research*. Cambridge University Press.
- Whiting, R., & Pritchard, K. (2021). *Collecting qualitative data using digital methods: for business and management students*. Sage.

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E203: EVERYDAY GEOGRAPHIES
(UPC 122902203)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E203: EVERYDAY GEOGRAPHIES (UPC 122902203) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives

The learning objectives of this course are as follows:

- To engage students to unpack everyday spaces and processes
- To study the dynamics of 'everyday' in production of spaces
- To make sense of 'everyday' context as a field and source of data

Learning Outcomes

The learning outcomes of this course are as follows:

- Appreciate the Everyday as an important context for knowledge making
- Engage with contemporary theories and empirical evidences to make sense of production of space
- Devise innovative ways of building theory from the bottom-up.

Course Outline

Unit 1: Introduction: Ontology and epistemology of Everyday Geographies; Scope & Relevance of the Everyday; The ordinary city framework and the Everyday. Field work and Field Journal.

Readings

- Holloway, L. and Hubbard, P., 2014. *People and place: the extraordinary geographies of everyday life*. Routledge
- Robinson, J. 2013. *Ordinary cities: Between modernity and development*. Routledge.
- Rigg, J., 2007. *An everyday geography of the global south*. Routledge.

Unit 2: Settling and Residing: Meaning of home and belonging; public space and street: Negotiations and spatial practices of Settling; urban informality: appropriation and contestation

Readings

- Askins, K., 2015. Being together: Everyday geographies and the quiet politics of belonging. *ACME: An International Journal for Critical Geographies*, 14(2), pp.470-478.

- Bhandari, P., 2023. Lived reality of elite neighbourhoods: geographies of inequality in Delhi. *Contemporary South Asia*, 31(1), 36-50.
- Caldeira, T. P., 2017. Peripheral urbanization: Auto-construction, transversal logics, and politics in cities of the global south. *Environment and Planning D: Society & Space*, 35(1), 3-20.
- Marx, C., & Kelling, E., 2019. Knowing urban informalities. *Urban Studies*, 56(3), 494-509.

Unit 3: Aspirational Lives and Encounters: People and Everyday identities; Urban individual biographies, Spatial Imagination: hopes and aspirations

Readings

- Palat Narayanan, N., & Véron, R. (2018). Informal production of the city: Momos, migrants, and an urban village in Delhi. *Environment and Planning D: Society and Space*, 36(6), 1026-1044.
- Ramakrishnan, K., 2013. City futures: aspirations and urban imaginaries in Delhi. *Kaleidoscope*, 5(1), pp.100-108.

Unit 4: Moral geographies of participation and leisure: spirituality, health and wellness; practices of consumption: eating and drinking, shopping, watching; urban nightlife and hedonism

Readings

- Bunnell, T., Yea, S., Peake, L., Skelton, T. and Smith, M., 2012. Geographies of friendships, *Progress in Human Geography*, 36(4), 490-507.
- Hinchliffe, S. and Whatmore, S., 2006. Living cities: towards a politics of conviviality, *Science as culture*, 15(2), 123-138.
- Jupp, E., 2008. The feeling of participation: Everyday spaces and urban change. *Geoforum*, 39(1), pp.331-343
- Lakshyayog., 2023. Production of Fit City: Physical (In) Activity, Body and Everyday Space in Delhi. *Social Change*, 53(2), 226-239.

Tutorial Exercises

- Differentiate between Spectacular and Everyday events around us.
- Class discussion on Everyday life concept by Henri Lefebvre and Michel de Certeau.
- Photo essay on practices of settling in the city of a community of your choice.
- Discussion on pre-suggested walks around residential neighbourhoods in Delhi.
- Tutorial discussion on how to collate an urban individual biography
- Tutorial discussion on how to present an urban individual biography
- Group assignment on aspirations and everyday life on Delhi University campus
- Group assignment presentation on aspirations and everyday life.
- Make sense of people's spiritual engagements in Delhi (may Include Yoga classes, place of worship visits etc)
- A visit to Open Gyms in Public park and discussion around it.
- Discussion on young people, nightlife practices and hedonism.

Practical Record: Not Applicable

Readings

Essential Readings:

- Chakravarty, S., & Negi, R., (Eds.). 2016. *Space, planning and everyday contestations in Delhi*. Springer India: New Delhi.
- Holloway, L. and Hubbard, P., 2014. *People and place: the extraordinary geographies of everyday life*. Routledge
- Robinson, J. 2013. *Ordinary cities: Between modernity and development*. Routledge.
- Rigg, J., 2007. *An everyday geography of the global south*. Routledge.
- Srivastava, S. 2014. *Entangled urbanism: Slum, gated community, and shopping mall in Delhi and Gurgaon*. Oxford University Press.

Suggested Readings:

- Anjaria, J. S., & McFarlane, C. (Eds.). 2013. *Urban navigations: politics, space and the city in South Asia*. Routledge: London, New York and Delhi.
- Chatterton, P. and Hollands, R., 2003. *Urban nightscapes: Youth cultures, pleasure spaces and corporate power*. Routledge.
- Datta, A. 2016. *The illegal city: Space, law and gender in a Delhi squatter settlement*. Routledge: London.
- Finnegan, R., 1998. *Tales of the city: a study of narrative and urban life*. Cambridge University Press.
- Parnell, S. and Oldfield, S. (eds.). 2014. *The Routledge handbook on cities of the global South*, Routledge
- Phillips, R. and Johns, J. 2012. *Fieldwork for Human Geography*, Sage
- Roy, A. 2005. Urban informality: toward an epistemology of planning, *Journal of the American planning association*, 71(2), 147-158.

Digital Materials: *Not Applicable*

**DISCIPLINE SPECIFIC ELECTIVE COURSE:
GEOG-E204: GEOGRAPHY OF AGRICULTURAL TRANSFORMATION
(UPC: 122902204)**

| Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------|----------|------------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-E204: GEOGRAPHY OF AGRICULTURAL TRANSFORMATION (UPC: 122902204) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- This course seeks to familiarize students with the theoretical foundations and historical evolution of agriculture, emphasizing the diverse agricultural systems.
- It critically engages with key questions surrounding agricultural transformation, including challenges related to productivity, regional disparities, tenancy and agricultural developmental policies, focusing on India's agrarian landscape.
- The course also aims to analyse the multifaceted socio-economic, environmental, and public health implications of agricultural practices, while examining emerging trends, technological innovations and strategies for sustainable agriculture.

Learning Outcomes:

The Learning outcomes of this course are as follows:

- Students will be able to critically analyze the historical development of farming systems, with particular attention to their spatial distribution, growth patterns, and regional disparities, within the broader context of agricultural transformation.
- Students will develop the capacity to evaluate the socio-economic, ecological, and policy-driven implications of agricultural practices and reforms, drawing on comparative case studies.
- Students will gain a comprehensive understanding of sustainable, climate-resilient, and technology-enabled approaches focusing on food security, and long-term sustainability in a transforming agricultural landscape.

Course Outline:

Unit 1: Introduction to Agriculture

Introduction to Agriculture Geography; Origin and dispersal of agriculture: Theories and gene-centres of agriculture; Farming System: Organic, Urban Agriculture, Hydroponics, Precision.

Readings:

- Grigg, D. (2003). An Introduction to Agricultural Geography. United Kingdom: Taylor & Francis.
- Mohammad, N. (Ed.) (1992). Historical Dimensions of Agriculture. New Dimension in Agriculture Geography, Vol. I, Concept Publishing Company. New Delhi.

- Vavilov, N. I., Dorofeev, V. F. (1992). Origin and geography of cultivated plants. United Kingdom: Cambridge University Press.

Unit 2: Agricultural Development and Productivity

Concept, Spatial pattern of agricultural development; Green to evergreen revolution; Agricultural productivity: determinants and regional imbalances; Agricultural Regions of India.

Readings:

- Fuglie, K. O., Morgan, S., & Jelliffe, J. (2024). World agricultural production, resource use, and productivity, 1961–2020. U.S. Department of Agriculture.
- Gollin, D. (2010). Agricultural productivity and economic growth. Handbook of agricultural economics, 4, 3825-3866. Elsevier.
- Swaminathan, M. S., & Kesavan, P. C. (2017). The transition from green to evergreen revolution. In Sustainable Development of Organic Agriculture (pp. 91-100). Apple Academic Press.

Unit 3: Socio-Economic Problems and Implications

Agriculture development induced problems: Agrarian distress, Inequality, Tenancy, Socio-economic and human health consequences; Social and policy reforms; Case Studies.

Readings:

- Berardi, G. M., & Geisler, C. C. (Eds.). (2019). The social consequences and challenges of new agricultural technologies. Taylor & Francis.
- Cakmak, I., & Welch, R. M. (Eds.) (2009). Impacts of Agriculture on Human Health and Nutrition. EOLSS Publications.
- Mohammad, N. (Ed.) (1992). Socio-Economic Dimensions of Agriculture. New Dimension in Agriculture Geography, Vol. III, Concept Publishing Company. New Delhi.

Unit 4: Ecological Consequences and Agriculture Sustainability

Concept, process, and impacts on land, soil, water and forest; Food security and Nutrition; Sustainable Agriculture; Agro- cities; Case Studies.

Readings:

- Hester, R. E., & Harrison, R. M. (Eds.). (2012). Environmental impacts of modern agriculture (Vol. 34). Royal Society of Chemistry.
- Nelson, C. J. (2007). Sustainability of agriculture: Issues, observations and outlook. Journal of Crop Improvement, 19(1-2), 1-24. Taylor and Francis.
- Singh, R. B. (2000). Environmental Consequences of Agricultural Development: A Case Study from the Green Revolution state of Haryana, India, Agriculture, Ecosystems and Environment 82, 97–103. Elsevier.

Tutorial Exercises

- Debates on the specific topics like traditional vs contemporary agriculture, sustainable agriculture, hydroponics etc.
- Discussion on urban and peri-urban agriculture and emerging agro-cities.
- Recent data analysis exercises based on various case studies and its presentation.
- Select any district for evaluating its agricultural productivity and making comparison.
- Knowing ground realities about impact of agriculture development on natural resources and human health.
- Activities on emerging issues and sustainability through presentation, group discussion, assignments, etc.

- An individual/group pilot survey to assess the impact of agriculture development on different stakeholders.
- Prepare a group project based on the urban agriculture issues and sustainability.
- Brainstorming sessions to discuss comprehensively on agricultural challenges and their solutions.

Readings:

Essential Readings:

- Berardi, G. M., & Geisler, C. C. (Eds.). (2019). The social consequences and challenges of new agricultural technologies. Taylor & Francis.
- Hester, R. E., & Harrison, R. M. (Eds.). (2012). Environmental impacts of modern agriculture (Vol. 34). Royal Society of Chemistry.
- Mohammad, N. (Ed.) (1992). New Dimensions in Agricultural Geography (Vol I to VIII). Concept Publishing Company. New Delhi.

Suggested Readings:

- Alam, A., & Rukhsana. (Eds.). (2021). Agriculture, food and nutrition security: A study of availability and sustainability in India. Springer.
- Cakmak, I., & Welch, R. M. (Eds.) (2009). Impacts of Agriculture on Human Health and Nutrition. EOLSS Publications.
- Kumar, P., Kumar, S., & Joshi, L. (2015). Socioeconomic and environmental implications of agricultural residue burning: A case study of Punjab, India. Springer Nature.
- Paroda, R. S. (Ed.). (2018). Reorienting Indian agriculture: challenges and opportunities. CAB International.
- Sillmann, J. et al. (2021). Combined impacts of climate and air pollution on human health and agricultural productivity. Environmental Research Letters, 16(9), 093004.
- Vavilov, N. I., Dorofeev, V. F. (1992). Origin and geography of cultivated plants. United Kingdom: Cambridge University Press.

Digital materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E205: GEOGRAPHY OF GLOBAL CAPITALISM
(UPC 122902205)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E205: GEOGRAPHY OF GLOBAL CAPITALISM (UPC 122902205) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- Taking perspectives from Geography, Economics, History and Political science, the paper tends to address key issues and developments in the global economic landscape
- To introduce the student to basic concepts of global economy
- To provide a critical understanding of the contemporary issues and the politics underlying it

Learning Outcomes:

The learning outcomes of this course are as follows:

- Know basic concepts and characteristics of different types of Economies
- Understand basic concepts of the Global economy
- Make sense of the political economic forces that have shaped the world

Course Outline:

Unit 1: Economic systems: capitalist, socialist and mixed economies, the geography of world economy

Readings

- Rosefielde, S., 2002. Comparative Economic Systems: Culture, Wealth, and Power in the 21st Century, John Wiley & Sons.
- Rosser, J. B. and Rosser, M. V., 2018. Comparative Economics in a Transforming World Economy, Mit Press.

Unit 2: Geospatial paradigms: Historical materialism, Productive forces, relations of production, types of economic systems.

Readings

- Derek, G.et. al 2009. Dictionary of Human Geography [Select entries]. Wiley-Blackwell.
- Peet, R. J. and Hartwick, E., 2015. Theories of Development: Contentions, Arguments, Alternatives, Third Edition, Guilford Press

- Peet, R. J. and Lyons, J. V., 2014. Marxism: dialectical materialism, social formation and the geographic relations. In Themes in geographic Thought (Routledge Revivals) (pp 187-205). Routledge.

Unit 3: Socio-economic spatial relations: Territorial division of labour, location of productive forces, economic-geographic links and flows.

Readings

- D'Costa, A. P. 2004. The Indian software industry in the global division of labour. In India in the global software industry (pp. 1-26), Palgrave Macmillan, London.
- Friedman, T. L. 2006. The world is flat: The globalized world in the twenty-first century, Penguin Books.
- Murray, W. E. and Overton, J. 2014. Geographies of Globalization, Routledge.

Unit 4: Changing geographies of capitalism: Colonial expansion, Development, Post-colonial states, Neo liberalism, Globalisation and Regionalism, Resistance movements and alternative imaginations.

Readings

- Beaud, M. 2004. A history of capitalism, 1500-2000, Aakar Books.
- Gwynne, R., Shaw, D. and Klak, T. 2014. Alternative capitalisms: Geographies of emerging regions, Routledge.
- Murray, W. E. and Overton, J., 2014. Geographies of Globalization, Routledge.
- Peet, R. J. and Hartwick, E., 2015. Theories of Development: Contentions, Arguments, Alternatives, Third Edition, Guilford Press.

Tutorial Exercises

- QUIZ: Countries and Economic systems
- Group Discussion on Merits of Different economic systems
- Group countries of the world based on UN, World Bank, WTO and IMF
- Extempore on Key concepts of Economics
- Find out sources of world Economic data
- Analyse Trade flows from UNCTAD data
- Analyse Investment flows based on UNCTAD data
- Map investment flows in India
- Map the growth of Global cities
- Examine the relation World Economic Forum and World Social Forum
- Doubts clearing sessions

Practical Record: Not Applicable

Readings:

Essential Readings:

- Beaud, M. 2004. A history of capitalism, 1500-2000, Aakar Books
- Murray, W. E. and Overton, J., 2014. Geographies of Globalization, Routledge
- Peet, R. J. and Hartwick, E., 2015. Theories of Development: Contentions, Arguments, Alternatives, Third Edition, Guilford Press
- Rosefielde, S., 2002. Comparative Economic Systems: Culture, Wealth, and Power in the 21st

Century, John Wiley & Sons.

- Rosser, J. B. and Rosser, M. V., 2018. Comparative Economics in a Transforming World Economy, Mit Press.

Suggested Readings:

- Bery, B.J.L., Conkling, E.C. and Ray, D.M., 1993. The Global Economy: Resource Use, Locational Choice and International Trade, Englewood Cliffs, N.J.: Prentice Hall.
- Cox, K. R., (eds.) 1997. Spaces of Globalisation- reasserting the Power of the Local, Guilford Press, New York and London.
- Gilpin, R., 2011. Global political economy: Understanding the international economic order, Princeton University Press.
- Gwynne, R., Shaw, D. and Klak, T., 2014. Alternative capitalisms: Geographies of emerging regions, Routledge.
- Harvey, D., 2006. Spaces of Global capitalism, Verso.

Digital materials: NA

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E206: INTEGRATED WATERSHED MANAGEMENT
(UPC 122902206)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|------------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GEOG-E206: INTEGRATED WATERSHED MANAGEMENT (UPC 122902206) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives

The learning objectives of this course are as follows:

- To develop a comprehensive understanding of integrated watershed management.
- To identify the health of the watershed based on its Morphometric and hydrological characteristics.
- To appreciate the role of Earth Observation (EO) and Open Data in Watershed Management
- To understand the role of sustainable watershed management policies in changing climate

Learning Outcomes

The learning outcomes of this course are as follows:

- The course will help students, in building conceptual understanding of integrated watershed management.
- Students will also learn about the factors affecting watershed management, Flood and Drought Assessment, and mitigation measures.
- Students will learn the use of Earth Observation and GIS for watershed analysis, management and modeling.
- During their follow up field visit students will analyze the changing climate response to sustainability in a watershed.

Course Outline

Unit 1: Introduction: Concepts, Definition, Principles and Objectives of Integrated Watershed Management

Readings

- Gregersen H.M, Folliott P.F and Brooks K.N. 1983. Integrated Watershed Management: Connecting People to their Land and Water, CAB International, London.
- Rahaman, M.M. and Varis, O. 2005. Integrated water resources management: evolution, prospects and future challenges, sustainability, Sci. Pract. Policy, 1, 15–21.
- Gurjar, R. K. and Jat, B.C. 2005. जल संसाधन भूगोल. Rawat Publications

Unit 2: Characteristics of Watershed: Morphometric and hydrological characteristics, Identification of critical sub-watershed

Readings

- Murthy, J. V S. 1994. Watershed Management in India. Wiley Eastern Ltd. and New Age International Ltd., New Delhi.
- Randhir O. Timothy, 2007. Watershed Management-Issues and Approaches, IWA Publishing.
- वर्षा जन-सहभागिता (2000) Guidelines for National Watershed Development Project for Rainfed Areas (NWDPA). Ministry of Agriculture, Dept. of Agriculture and Cooperation, Rainfed Farming Systems Division, New Delhi, Govt. of India

Unit 3: Flood and Drought Assessment: Types, Characteristics, Challenges and mitigation and management strategies, SWAT Model, Case Studies.

Readings

- Debarry Paul A. 2004. Watershed: Processes, Assessment and Management, John Wiley and Sons, New Jersey.
- Morgan R.P. 2009. Soil Erosion and Conservation, John Wiley and Sons.
- Brooks, KN., Ftollott, P.E, Gregersen, H.M. and De Bano, L.E. 1998. Hydrology and the Management of Watersheds. Panima Publishing Corporation, New Delhi.

Unit 4: Watershed and Changing Climate: Changing Climate response to sustainable Watershed, Watershed Policies in India. Follow-up field visit and Case study demonstration.

Readings

- Dhruva N.V.V., Sastry G. and Patnaik U.S. 1990. Watershed Management, Indian Council of Agricultural Research, New Delhi.
- Tideman E.M. 1999. Watershed Management–Guidelines for Indian Conditions, Omega Scientific Publishers, New Delhi.
- वाटरशेड विकास परियोजनाओं के लिए समान मार्गदर्शी सिद्धांत. 2008. भारत सरकार

Tutorial Exercises

- Introduction to Open-Source Satellite data and Tools
- Acquisition of the required satellite data
- Watershed Delineation
- Morphometric Analysis
- Identification of critical sub-watershed
- Discussion on the possible solution for sustainable watershed management

Practical Record: *Not Applicable*

Readings

Essential Readings:

1. Rahaman, M.M. and Varis, O. 2005. Integrated water resources management: evolution, prospects and future challenges, sustainability, Sci. Pract. Policy, 1, 15–21.

2. Murthy, J. V S. 1994. Watershed Management in India. Wiley Eastern Ltd. and New Age International Ltd., New Delhi.
3. Debarry Paul A. 2004. Watershed: Processes, Assessment and Management, John Wiley and Sons, New Jersey.
4. Brooks, KN., Ftollott, P.E, Gregersen, H.M. and De Bano, L.E. 1998. Hydrology and the Management of Watersheds. Panima Publishing Corporation, New Delhi.

Suggested Readings:

1. Gregersen H.M, Folliott P.F and Brooks K.N. 1983. Integrated Watershed Management: Connecting People to their Land and Water, CAB International, London.
2. Gurjar, R. K. and Jat, B.C. 2005. जल संसाधन भूगोल. Rawat Publications
3. Dhruva N.V.V., Sastry G. and Patnaik U.S. 1990. Watershed Management, Indian Council of Agricultural Research, New Delhi.
4. Randhir O. Timothy, 2007. Watershed Management-Issues and Approaches, IWA Publishing.
5. Iyer K. G. and Roy U.N., (ed.), 2005. Watershed Management and Sustainable Development, Kanishka Publishers, New Delhi.

Digital Materials: *Not Applicable*

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E207: REGIONAL GEOGRAPHY
(UPC 122902207)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E207: REGIONAL GEOGRAPHY (UPC 122902207) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives

The learning objectives of this course are as follows:

- The students will be exposed to 'regional' approach in studying geography.
- The students will be conscious of the various facets of regional geography – foundations and dimensions, regional consciousness and identity, and forms and evolution.
- The students will be aware of the hierarchy of regional divisions of India.

Learning Outcomes

The learning outcomes of this course are as follows:

- The students will be able to understand and analyze the principal issues confronting the regions today.
- The students will get an insight into 'how regions work', through case-study from India.
- The students will be able to understand and analyze the principal issues confronting the different regions of India.

Course Outline

Unit 1: Introduction: Regional Studies and Approach, Concept of Region, Methods of Regionalization, Regional Consciousness, Regionalism, Regional Planning.

Readings

- Claval Paul, 1998. *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
- De Blij H. J. 1971. *Geography: Regions and Concepts*, John Wiley and Sons.
- Whittlesey D. 1952. *The Regional Concept and the Regional Method* in P. James and C. F. Jones (eds.), *American Geography – Inventory and Prospect*, AAAG.

Unit 2: Foundations and Dimensions of Regional Geography: Ecological and Economic Foundations, Social and Cultural dimensions.

Readings

- Abler R., Adams J. S., and Gould P. R., 1971. *Spatial Organization: A Geographer's View of the World*, Englewood Cliffs, Prentice-Hall.
- Claval Paul, 1998. *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
- Minshull Roger, 2007. *Regional Geography: Theory and Practice*, Transaction Publishers.

Unit 3: Forms and Evolution of Regional Organization: Societies without Space, Regional Organization of Traditional and Industrial Societies, Globalization and New Territorial Order.

Readings

- Claval Paul, 1998. *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
- Johnston R. J. And Hauer J. 1990. *Regional Geography: Current Developments and Future Prospects*, Taylor and Francis.
- Johnston R. J. and Sidaway J. D. 2004. *Geography and Geographers: Anglo-American Human Geography since 1945*, Arnold, London.

Unit 4: Regionalization of India: Basis of Division, Regional Divisions, Schemes of Regionalizations by Spate and Learmonth, and R. L. Singh.

Readings

- Deshpande C. D. 1992. *India: A Regional Interpretation*, ICSSR, New Delhi.
- Singh R. L. 1971. *India: A Regional Geography*, National Geographical Society of India.
- Spate O. H. K. and Learmonth A. T. A. 1954. *India and Pakistan – A General and Regional Geography*, Methuen.

Tutorial Exercises

- Select a state (preferably your home state), and divide this into 3-6 macro regions. Explain the basis of the regional divisions.
- Select a region in the state (preferably your home region), and present its detailed physical profile (structure and relief, drainage, climate, soil and biotic life).
- For the same selected region (as above), present its social and economic profile, on the basis of the latest data collected from the Census of India, and the National Statistical Organization.

Practical Record: Not Applicable

Readings

Essential Readings:

- Claval Paul, 1998. *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
- Singh R. L. 1971. *India: A Regional Geography*, National Geographical Society of India.

Suggested Readings:

- Abler R., Adams J. S., and Gould P. R., 1971. *Spatial Organization: A Geographer's View of the World*, Englewood Cliffs, Prentice-Hall.
- De Blij H. J. 1971. *Geography: Regions and Concepts*, John Wiley and Sons.
- Deshpande C. D. 1992. *India: A Regional Interpretation*, ICSSR, New Delhi.
- Johnston R. J. And Hauer J. 1990. *Regional Geography: Current Developments and Future Prospects*, Taylor and Francis.
- Johnston R. J. and Sidaway J. D. 2004. *Geography and Geographers: Anglo-American Human Geography since 1945*, Arnold, London.
- Minshull Roger, 2007. *Regional Geography: Theory and Practice*, Transaction Publishers.
- Spate O. H. K. and Learmonth A. T. A. 1954. *India and Pakistan – A General and Regional Geography*, Methuen.
- Whittlesey D. 1952. *The Regional Concept and the Regional Method* in P. James and C. F. Jones (eds.), *American Geography – Inventory and Prospect*, AAAG.

Digital Materials: Not Applicable

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:
GEOG-E208: SOCIAL GEOGRAPHY OF INDIA
(UPC122902208)**

| Course Title & Code | Credits | Duration (hours per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-E208: SOCIAL GEOGRAPHY OF INDIA (UPC 122902208) | 4 | 3 | 1 | 0 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To acquaint the students to the unique social geography of India.
- To allow students to appreciate the roles of geographic factors in socio-cultural regionalization.
- To provide an understanding of the socio-geographical elements within a framework of pan Indian unity and regional specificity.

Learning Outcomes:

The learning outcomes of this course are as follows:

- To acquire a knowledge of the geographic basis of socio-cultural regionalization in India and continuity and correspondence of socio- political and geographic boundaries.
- To understand and appreciate the role of geographic factors in the diffusion of Indic and extra Indic religions as well as appreciate spatial patterning of languages.
- To acquire an understanding of the social geography of India through the lens of pan Indian elements and regional specificity

Course Outline:

Unit 1: Introduction: Nature and Scope, pan Indian elements and regional specificity; Centripetal and centrifugal forces, Aryavarta, Dakshinpatha, socio- geographical significance of Narmada Chota-Nagpur axis

Readings for Unit 1

- Dutt, Ashok K., and Allen G. Noble. "The culture of India in spatial perspective: An introduction." In India: Cultural patterns and processes, pp. 1-28. Routledge, 2019.
- Fox, Richard Gabriel. "Realm and region in traditional India." 1977.
- Lodrick, Deryck O. "An Exploration of India: Geographical Perspectives on Society and Culture." (1981): 295-297.
- SubbaRao Bendupudi. The Personality of India, MS University Press, 1958

Unit 2: Historical Bases of Socio-cultural regionalization of India: Elements in the development of socio-cultural regions; continuity and change in the historically evolved regional structure-correspondence between solasa mahajanpadas and mughal subahs, inversion of regional structure in colonial period, implications of emerging regional structure since independence.

Readings for Unit 2

- Chatterjee, Shiba Prasad. "Evolution of political history of India as influenced by geographical factors." *Geographical Review of India* 44, no. 1 (1982): 1-18.
- Sopher, David E. "Place and location: notes on the spatial patterning of culture." *Social Science Quarterly* (1972): 321-337.
- Richards, F. J. "Cultural regions in India." *Geography* (1929): 20-29.
- Nag, Prithvish. "Cultural And Physiographic Basis for Regionalization of India." *SCIREA Journal of Geosciences* 7, no. 2 (2023): 60-77

Unit 3: Spatial patterning of Religion and Language: Religious diversity and regional identity, Geographical factors explaining the distribution of the tribal religions, indic and extra indic religions; Language and dialects, Major Language families and their speech areas, linguistic diversity, the stability and fluidity of language returns; language loss, language retention and language shift.

Readings for Unit 3

- Dutt Akron, A. K., and S. Davgun Kent. "Religious pattern of India with a factorial regionalization." *GeoJournal* 3 (1979): 201-214.
- Motiram, Sripad, and Vamsi Vakulabharanam. "Mapping religion, space and economic outcomes in Indian cities." *Urban Studies* 62, no. 1 (2025): 69-91.
- Khubchandani, Lachman M. "India as a sociolinguistic area." *Language sciences* 13, no. 2 (1991): 265-288.
- Dutt, Ashok K., Chandrakanta C. Khan, and Chandralekha Sangwan. "Spatial pattern of languages in India: A culture-historical analysis." *GeoJournal* 10 (1985): 51-74.

Unit 4: Geographic analysis of caste and tribe: pan Indian structure and regional specificity :*Varna* and *jati*; settlement morphology, village groupings, rural urban distribution and concentrations, Tribes in India, dominance and dispersion of Tribal population, penetration of tribal regions, tribal habitats.

Readings for Unit 4

- Schwartzberg, Joseph E. "The distribution of selected castes in the north Indian plain." *Geographical Review* 55, no. 4 (1965): 477-495.
- Schwartzberg, Joseph E. "Caste regions of the North Indian plain." In *Structure and change in Indian society*, pp. 81-114. Routledge, 2017.
- von Furer-Haimendorf, Christoph, and Furer-Haimendorf Christoph Von. *Tribes of India: The struggle for survival*. Univ of California Press, 1982.
- Xaxa, Virginus. "Tribes and Indian national identity: Location of exclusion and marginality." *The Brown Journal of World Affairs* 23, no. 1 (2016): 223-237.

Tutorial Exercises

For Unit 1- Geo physical attribute mapping of Aryavarta, Dakshinapata and discussion on the socio geographical importance of the Narmada Chotanagpur axis

Unit 2 – group discussion and map comparison based on unit's readings

Unit 3 -Mapping of linguistic diversity, morphology of rural settlements

Unit 4- Exercise on central Indian and NE Indian tribal regions

Practical Record: Not Applicable

Readings:

Essential Readings:

- Ahmed, A. 1999. *Social Geography*, Rawat publications, Jaipur.

- Ahmed, A. 1993. (ed.) *Social Structure and Regional Development: A Social Geography Perspective*, Rawat Publications, Jaipur.
- Singh, K.S. 1993. *People of India* Vol. I to XI, Oxford University Press, New Delhi.
- Raza, M. and Ahmed, A. 1990. *An Atlas of Tribal India*, Concept Publishing Co, Delhi.
- Sopher, D. (ed.) 1980. *An Exploration of India: Geographical Perspectives on Society and Culture*, Cornell Press, New York.
- Schwartzberg, J. 1978. *A Historical Atlas of South Asia*, University of Chicago Press, Chicago.
- Crane Robert, I. 1973. *Regions and Regionalism in South Asian Studies: An Exploratory Study*, Duke University Durham.
- Registrar General of India, 1972. *Economic and Socio-cultural Dimensions of Regionalization of India*, Census Centenary Monograph No 7, New Delhi.
- Pannikar, K.M. 1959. *Geographical Factors in Indian History*, Bharatiya Vidya Bhavan, Bombay.
- Subba Rao, B. 1958. *Personality of India*, MS University Press, Baroda.

Suggested Readings

- Chaudhuri, Samhita. *Social and cultural geography*. PHI Learning Pvt. Ltd., 2023.
- Karna, M. N. "Language, region and national identity." *Sociological bulletin* 48, no. 1-2 (1999): 75-96
- Shah, Arvindbhai M. *The structure of Indian society: Then and now*. Routledge India, 2019.
- Singh, Kumar Suresh. *People of India*. Vol. 1. Anthropological Survey of India, 1992.
- Sopher, David E. "A Historical Atlas of South Asia." (1980): 288-291.
- Sopher, David E. "Place and location: notes on the spatial patterning of culture." *Social Science Quarterly* (1972): 321-337.

SKILL BASED (SB) COURSE:
GEOG-S201: GIS FOR DECISION SUPPORT SYSTEM (PRACTICAL)
(UPC 122903201)

| Course Title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|---|----------|---------------------|----------|----------------------|--------------------------------|--------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| GEOG-S201: GIS FOR DECISION SUPPORT SYSTEM (PRACTICAL) (UPC 122903201) | 2 | 1 | 0 | 1 | BA/BSc in Geography | |

Learning Objectives:

The learning objectives of this course are as follows:

- To enable students to understand the concept of analytical modelling
- To enable students to use GIS for geospatial decision-making analyses

Learning Outcomes:

The learning outcomes of this course are as follows:

- The students will be able to build suitable GIS-based models.
- The students will be able to use GIS for geospatial decision-making.

Course Outline:

Unit 1: Analytical modelling in GIS: multi-criteria evaluation, analytical hierarchy process, statistical modelling

Readings for Unit 1:

- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.
- DeMers, M. 2009. Fundamentals of Geographic Information Systems, 4th Edition, John Wiley and Sons.

Unit 2: GIS-Aided Decision Support System: Spatial Analysis functions, overlay analysis

Readings for Unit 2:

- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.
- DeMers, M. 2009. Fundamentals of Geographic Information Systems, 4th Edition, John Wiley and Sons.

Practical Record:

- Computations of weights of thematic layers using AHP.
- Computations of weights of thematic layers using bivariate/multivariate analysis.
- Overlay analysis
- Application exercises: viz., landslide hazard zonation, land suitability assessment, EIA

Readings:

Essential Readings:

- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.

Suggested Readings:

- Chang, K-t. 2006. Introduction to Geographic Information Systems, Tata McGraw-Hill.
- DeMers, M. 2009. Fundamentals of Geographic Information Systems, 4th Edition, John Wiley and Sons.
- Fisher, P. and Unwin, D.J. 1995. Re-presenting GIS, John Wiley.
- Graser, A. 2016. Learning QGIS, 3rd Edition, Packt.
- Heywood, L., Cornelius, S., Carver, S. 2011. An Introduction to Geographic Information Systems, 4th Edition, Pearson Education.
- Law, M. and Collins, A. 2018. Getting to Know ArcGIS Desktop, 5th Edition, ESRI Press.
- Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. Geographic Information Systems and Science, 3rd Edition, Wiley.
- Shekar, S. and Xiong, H. (eds.), 2008. Encyclopedia of GIS, Springer.

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF DELHI**

**POST-GRADUATE CURRICULUM
SEMESTERS I & II**

(BASED ON NEP-PG FRAMEWORK)

JULY 2025

CONTENTS

PART I DISCIPLINE-SPECIFIC CORE (DSC) COURSES

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| DSC-2 | Sociology of Kinship | I | 4 (L3+T1) |
| DSC-3 | Sociology of Religion | I | 4 (L3+T1) |
| DSC-4 | Methodology of Social Sciences | II | 4 (L3+T1) |
| DSC-5 | Political Sociology | II | 4 (L3+T1) |
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PART II DISCIPLINE-SPECIFIC ELECTIVE (DSE) COURSES

| Course Type | Course Title | Semester* | Credits |
|-------------|--|-------------|-----------|
| DSE-1 | Sociology in India | I/II/III/IV | 4 (L3+T1) |
| DSE-2 | Sociology of Gender | I/II/III/IV | 4 (L3+T1) |
| DSE-4 | Sociology of Education | I/II/III/IV | 4 (L3+T1) |
| DSE-5 | Sociology of Generations and Life Course | I/II/III/IV | 4 (L3+T1) |
| DSE-6 | Urban Sociology | I/II/III/IV | 4 (L3+T1) |

***All DSE courses may be offered/opted for by students in any Semester of the Program.**

PART III
GENERIC ELECTIVE (GE) COURSES

| Course Type | Course Title | Semester* | Credits |
|--------------------|--------------------------------------|------------------|----------------|
| GE-1 | Reading Ethnographies of India | I/II/III/IV | 4 (L3+T1) |
| GE-2 | Themes in Sociology | I/II/III/IV | 4 (L3+T1) |

***All GE courses may be offered/opted for by students in any Semester of the Program.**

PART IV
SKILL-BASED COURSES (SBC)

| Course Type | Course Title | Semester | Credits |
|--------------------|----------------------------|-----------------|----------------|
| SBC-1 | Academic Reading | I | 2(1L+ 1P) |
| SBC-2 | Learning from the Field | II | 2 (P2) |

PART I

DISCIPLINE-SPECIFIC CORE COURSES

DSC-1 Introduction to Sociological Theory

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|--|---------|------------------------------------|----------|--------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC-1: Introduction to Sociological Theory | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Objectives:

This course aims to:

1. Provide an intellectual map of how the disciplines of sociology and anthropology emerged in different parts of the world.
2. Introduce themes that have historically been important in sociology and anthropology, drawing on three key theorists, read their canonical texts, and critically engage with them by bringing them in conversation with each other.
3. Introduce some key Indian sociological thinkers through their writings or speeches.
4. Introduce contexts and theorists hitherto neglected in the discipline, and reflect on the reasons.

Learning Outcomes:

At the end of this course, a student will be able to:

- (i) Identify and elaborate on canonical thinkers and themes in sociology/anthropology
- (ii) Enumerate and evaluate the significance of themes that have been important in the discipline.
- (iii) Demonstrate understanding of some key Indian sociological thinkers through their writings and ideas about society
- (iii) Demonstrate understanding of how and why certain themes have been marginalised in sociology.
- (iv) Engage with conceptual frameworks in sociology and anthropology.
- (v) Apply sociological and anthropological concepts to contemporary social issues.

Syllabus of the Course:

Unit I: Canons and Critiques (12 Hours)

This unit presents an overview of what sociology claims as its unique contribution, how the disciplines of sociology and anthropology emerged in different parts of the world, and critiques of the traditional disciplinary histories.

- a. Understanding the Sociological Imagination
- b. Disciplinary Histories of Sociological Theory
- c. Disciplinary Histories of Anthropological Theory
- d. Historicising and Critiquing the Sociological/Anthropological Canon

Unit II: Canonical Sociological Theorists: Conversations and Cross-Cutting Themes (12 Hours)

In this unit, the writings and context of key thinkers (Marx, Weber, and Durkheim) will be introduced. The writers will be put into conversation with each other to see how different approaches emerge in response to the same theme, or how different terms such as alienation or anomie emerge in response to a similar complex of concerns. Additional texts may be used for specific cross-cutting themes.

- a. Division of Labour
- b. Class, Status and Power
- c. Individual and Society (Alienation, Anomie)
- d. Method (Historical Materialism, Interpretive Method, Social Facts)

Unit III: Analysing Colonialism, Empire and Anti-Colonial Thought (9 Hours)

This unit introduces contexts and theorists that have hitherto been neglected in the history of sociology and anthropology, and discusses how this background changes our understanding of societies and how they have been studied in the disciplines of sociology and anthropology.

- a. Colonialism and Capitalism
- b. Anti-Colonial Theory
- c. Post-Colonial Critiques
- d. Key Anti/Post-Colonial Theorists

Unit IV: Theories on Society from India (12 Hours)

This unit will introduce some key Indian thinkers and their commentary on society, and how these diverged from or merged with Western perspectives.

- a. Perspectives on industrialisation
- b. Perspectives on modernity
- c. Theories on decolonisation and post-colonialism
- d. Perspectives on stratification and inequality

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Canons and Critiques

- Mills, C. W. 1999. *The Sociological Imagination* (Chapter 1, “The Promise”). Oxford University Press.
- Ritzer, G., & Stepnisky, J. 2022. *Sociological Theory* (11th ed., Part 1, Chapter 1, “A historical sketch of sociological theory: The early years”). Sage Publications.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (eds.). 2022. *Classical Sociological Theory* (Introduction, pp. 1–24). Wiley-Blackwell.
- Nisbet, R. 2017. *The Sociological Tradition* (Part I). Routledge.
- McGee, R. J., & Warms, R. L. 2025. *Anthropological Theory: An Introductory History* (Part II). Rowman and Littlefield.
- Kuklick, H. 1991. *The Savage Within: The Social History of British Anthropology 1885–1945* (Selected Chapters). Cambridge University Press.
- Béteille, A. 1993. Sociology and anthropology: Their relationship in one person’s career. *Contributions to Indian Sociology* 27(2): 291–304.
- Connell, R. W. 1997. Why is classical theory classical? *American Journal of Sociology* 102(6): 1511–1557.
- Bhambra, G. K. & J. Holmwood. 2021. *Colonialism and Modern Social Theory*. Polity.
- Patel, Sujata. 2023. Anti-Colonial Thought and Global Social Theory. *Frontiers in Sociology* 8:1143776.

Unit II: Canonical Sociological Theorists: Conversations and Cross-Cutting Themes

- Hobsbawm, E. 1995. *The age of empire, 1875–1914* (Selections). Weidenfeld and Nicolson.

Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (eds.). 2022. *Classical Sociological Theory*, Parts II, III, and IV, Wiley-Blackwell.

Braverman, H. 1974. *Labour and Monopoly Capitalism*. Monthly Review Press.

Ambedkar, B.R. 2020 (1936). Annihilation of Caste. In *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. 1. Dr. Ambedkar Foundation. (pp. 23-98).

Unit III: Analysing Colonialism, Empire and Anti-Colonial Thought

Marx, K. 1954. *Capital: Volume I*. Moscow: Progress Publishers. (Chapters 26, 31, “Primitive accumulation”)

Fanon, F. 1986. *Black Skin, White Masks*. Pluto Press.

Dubois, W.E.B. 1996. *The Souls of Black Folk*. Penguin Books.

Said, E. 1978. *Orientalism*. Pantheon Books

Hall, S. 2021. *Selected Writings on Race and Difference*. Duke University Press. (Selected Chapters)

Mishra, P. 2012. *From the Ruins of Empire*. Picador

Unit IV: Theories on Society from India

Sarkar, S. 2014. *Modern Times*. Orient BlackSwan. (Select Chapters)

Gandhi, M.K. 1909. *Hind Swaraj*. Navjivan Press

Nehru, J. 1946. *Discovery of India*. Penguin Books. (Chapters 7-10)

Ambedkar, B.R. Speeches in the Constituent Assembly, 4 November 1948 (*Constituent Assembly Debates (CAD)*, Volume 7, pp. 31-44) and 25 November 1949 (*CAD* Volume 11, pp. 972-81).

Guha, R. 2011. *Makers of Modern India*. Harvard University Press. (Part II) (Writings by Syed Ahmad Khan and Jyotiba Phule), Part III (Writings by R.Tagore, E.V. Ramaswami, Kamladevi Chattopadhyay): Part IV (Writings by MS Golwalkar, RM Lohia, Jayprakash Narayan)

Uberoi, J.P.S. 1968. Science and Swaraj. *Contributions to Indian Sociology* 2(1): 119-123.

Ramanujan, A.K. 1989. Is there an Indian Way of Thinking? An Informal Essay. *Contributions to Indian Sociology* 23(1): 41-58.

DSC-2: Sociology of Kinship

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|-----------------------------|---------|------------------------------------|----------|--------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC-2: Sociology of Kinship | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Objectives:

This course aims to:

1. Develop an understanding of key issues in the study of kinship.
2. Appreciate the changes in kinship studies over time and across different cultures.
3. Identify and evaluate different approaches to studying kinship.

Learning Outcomes:

At the end of the course, a student will be able to:

- i. *Identify and evaluate different approaches to the study of kinship*
- ii. *Explain and discuss key kinship concepts*
- iii. *Analyse and explain how kinship and families are made through different processes and practices.*

Syllabus of the Course:

Unit I: Early Approaches to the Study of Kinship (12 hours)

- a. Origin of Kinship as an Object of Study
- b. Descent, Residence, and Domestic Groups
- c. Incest Taboo and Marriage Alliance
- d. Axiom of Amity and Morality of Kinship

Unit II: Beyond Structures (9 hours)

- a. Cultural Approach
- b. The Practice and Process of Kinship
- c. House Societies
- d. Relatedness/ Mutuality of Being

Unit III: Doing Kinship (12 Hours)

- a. Making Kin and Family
- b. Conjugalinity, Domesticity and Care
- c. Kinship, Technology and the State

- d. Visualising Kinship

Unit IV: Boundaries and Exclusions (12 Hours)

- a. Caste and Kinship
- b. Intimacies and Marriage
- c. Gender and Property
- d. Honour, Shame and Violence

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussions, and reviews of books, articles and movies; research activities and projects; poster making and exhibitions; genealogical chart making and presentations; essay and other writing tasks relevant to the course. Students will be evaluated on the basis of the assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Unit-Wise Reading List:

Unit I: Early Approaches to the Study of Kinship

Trautmann, T. R. 1987. *Lewis Henry Morgan and the invention of kinship* (Chapters 1, 3, 10). University of California Press.

Fortes, M. 1953. The structure of unilineal descent groups. *American Anthropologist* 55(1):17–41.

Gough, E. K. 1959. The Nayars and the definition of marriage. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* 89(1): 23–34.

Lévi-Strauss, C. 1969. *The elementary structures of kinship* (Select chapters). Eyre and Spottiswoode.

Goody, J. 1973. *The developmental cycle in a domestic group* (Introduction). Cambridge University Press

Rubin, G. 1975. The traffic in women: Notes on the ‘political economy’ of sex. In R. R. Reiter (ed.), *Toward an anthropology of women*, pp. 157–210. Monthly Review Press. (Section on Levi-Strauss)

Parkin, R., & L. Stone (eds.), 2004. *Kinship and family: An anthropological reader*. Blackwell. (Chapter by Evans-Pritchard)

- Fortes, M. 1969. Kinship and the axiom of amity. In *Kinship and the social order*, pp. 219–229. Aldine Publishing Co.
- Goody, J. (Ed.). 2010. *The character of kinship* (Original work published 1973; essays by Strathern, Leach, Bloch, Pitt-Rivers). Cambridge University Press.
- Shah, A M. 1998. *The Family in India*. Orient Longman. (Selected Chapters).

Unit II: Beyond Structures

- Schneider, D. 2003. What is Kinship All About? In Robert Parkin and Linda Stone (eds). *Kinship and Family: An Anthropological Reader*, pp. 257-274. Blackwell Publishing.
- Schneider, D. 1968. *American Kinship: A Cultural Account*. Prentice-Hall. (Selected Chapters)
- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge University Press. (pp. 30-71).
- Carsten, J. and Hugh-Jones, S. 1995. *About the House: Levi Strauss and Beyond*. Cambridge University Press. (Introduction and select chapters)
- Carsten J. 2000. ed., 'Introduction' in *Cultures of Relatedness: New Approaches to the Study of Kinship*, pp.1-36. Cambridge University Press.
- Sahlins, M. 2011. 'What kinship is (part one)'. *Journal of the Royal Anthropological Institute (N.S.)* 17: 2-19.

Unit III: Doing Kinship

- Howell, S. 2003. Kinning: The creation of life trajectories in transnational adoptive families. *Journal of the Royal Anthropological Institute* 9(3): 465-484.
- Weston, K. 1997. *Families we Choose*. Columbia University Press. (Chapters 1-5)
- Lamb, S. 2022. *Being Single in India: Stories of Gender, Exclusion and Possibility*. University of California Press. (Introduction and Chapter 3)
- Finch, J. and Mason, J 2003. *Negotiating Family Responsibilities*. Routledge. (Selected Chapters)
- Borneman, J. 1996. Until Death Do Us Part: Marriage/Death in Anthropological Discourse. *American Ethnologist* 23(2): 215-235.
- Palriwala, R. 2005. Living to care: single parents in and out of welfare. In Carla Risseuw, Rajni Palriwala, Kamala Ganesh (eds), *Care, Culture and Citizenship: Revisiting the politics of the Dutch welfare state*, pp.159-212. Het Spinhuis.
- Pande, A. 2009. 'It may be her eggs but it's my blood': Surrogates and Everyday Forms of Kinship in India. *Qualitative Sociology* 32(4): 379–397.
- Maunaguru, S. 2018. Transnational Marriages: Documents, Wedding Albums, Photographers and Jaffna Tamil Marriages In Ravinder Kaur and Rajni Palriwala (eds). *Marrying in South Asia*, pp. 253-270. Orient BlackSwan.

Unit IV: Boundaries and Exclusions

- Agrawal, A. 2004. 'The Bedias are Rajputs': Caste Consciousness of a Marginal Community. *Contributions to Indian Sociology* 38(1&2): 221– 246.
- Still, C. 2017. *Dalit women: Honour and patriarchy in South India*. Routledge. (Selected Chapters)
- Lambert, H. 2000. Sentiment and Substance in North Indian Forms of Relatedness. In Janet Carsten (ed.) *Cultures of Relatedness: New Approaches to the Study of Kinship*, pp. 73–89. Cambridge University Press.
- Chowdhry, P. 1997. Enforcing Cultural Codes: Gender and Violence in Northern India. *Economic and Political Weekly* 32(19): 1019–1028.
- Parry, J. 2001. 'Ankalu's Errant Wife': Sex, Marriage and Industry in Contemporary Chhattisgarh. *Modern Asian Studies* 35(4): 783– 820.
- Vatuk, S. 2018. Change and Continuity in Marital Alliance Patterns Muslims in South India, 1800–2012. In R. Kaur and R. Palriwala (eds) *Marrying in South Asia*, pp. 28–48. Orient BlackSwan.
- Tambiah, S.J. 1989. Bridewealth and dowry revisited: The position of women in sub-Saharan Africa and north India. *Current Anthropology* 30(4): 413–435.
- Basu, S. (ed.) 2005. *Dowry and inheritance*. Women Unlimited. (Selected Chapters by U. Sharma and others)
- Yan, Y. 2003. *Private Life under Socialism: Love, intimacy, and family Change in a Chinese Village 1949–1999*. Stanford University Press. (Selected Chapters)
- Das, V. 1995. National Honour and Practical Kinship. In *Critical Events*, pp. 55–83. Oxford University Press.

Suggested Readings:

- Abraham, J. 2023. Caste and Kinship. In Surinder Jodhka and Jules Naudet eds. *The Oxford Handbook of Caste*, pp. 145–165. Oxford University Press.
- Agrawal, A. (ed.) 2024. *Family Studies*. Oxford University Press. (Selected Chapters)
- Bamford, S., & Leach, J. (eds.). 2009. *Kinship and beyond: The genealogical model reconsidered* (Introduction and Selected Chapters). Berghahn Books.
- Carsten, J. 1995. The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi. *American Ethnologist* 22(2): 223–41.
- Fortes, M. 1970. *Time and Social Structure and other Essays*. Routledge. (Chapter 1).
- Kapadia, K. 1996. *Siva and her sisters: Gender, Caste and Class in Rural South India*. Oxford University Press. (Chapter 3).
- Chowdhry, P. 2007. *Contentious Marriages, Eloping Couples: Gender, Caste and Patriarchy in Northern India*. Oxford University Press. (Selected Chapters).
- Kaur, R., & Palriwala, R. (eds.). 2014. *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*. Orient BlackSwan. (Introduction and Selected Chapters).

- Mazumdar, A. 2021. Assisted Reproductive Technologies and the Conceptualization of Ageing in India. *Anthropology & Aging* 42(1):49-65.
- Stacey, J. 2011. *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York University Press (Selected Chapters)
- Uberoi, P (ed.) 1994. *Family, Kinship and Marriage in India*. Oxford University Press. (Introduction and Selected Chapters)

DSC-3: Sociology of Religion

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|------------------------------|---------|------------------------------------|----------|--------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC-3: Sociology of Religion | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Objectives:

1. To understand key questions and sociological concepts in the study of religion.
2. To understand religion as a cross-cultural social phenomenon.
3. To sociologically understand religious beliefs, practices, basis of religious authority, religious and faith based organisations and movements across different societies
4. To inculcate a comparative perspective in the understanding of religion and its changing significance through examining case studies from diverse contexts.

Learning Outcomes:

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

- i. *Identify the key questions in sociology of religion.*
- ii. *Demonstrate understanding of the key sociological concepts to study religion sociologically.*
- iii. *Appreciate the diversities and intricacies of religious beliefs and practices and analyse the varied forms of religious authority, organizations and movements.*
- iv. *Demonstrate understanding of the meanings and place that religion has across different societies and times.*

Syllabus of the Course:

Unit I: Conceptualising Religion (9 Hours)

- a. Religion as a domain of social life
- b. Religion as a cross-cultural category
- c. The idea of World Religions

Unit II: Sociological Perspectives on Religion (12 Hours)

- a. Religion as Collective Representation
- b. Religion and Rationality
- c. Religion as a Cultural system
- d. Secularization thesis

Unit III: Religious Beliefs and Practices (12 Hours)

- a. Religion as Lived Reality
- b. Ritual, Myth and Magic
- c. Sacred Geography and Pilgrimage
- d. Science and Religion

Unit IV: Religious Authority, Organizations and Movements (12 Hours)

- a. Types and Sources of Religious Authority
- b. Structure of Religious Organisations
- c. Faith-Based Organisations
- d. New Religious Movements

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem solving exercises, essay and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Unit-Wise Reading List:

Unit I: Conceptualizing Religion

Smith, Jonathan Z. 1998. Religion, religions, religious. In M. Taylor (ed.), *Critical Terms for Religious Studies*, pp. 269-84. University of Chicago Press.

Fitzgerald, T., 1997. A critique of 'religion' as a cross-cultural category. *Method & Theory in the Study of Religion* 9(2): 91-110.

Masuzawa, T., 2012. *The invention of world religions*. University of Chicago Press. (Introduction, Chapters. 1, 3 & 4).

Asad, T. 1993. *Genealogies of religion: Discipline and reasons of power in Christianity and Islam*. Johns Hopkins University Press, Chapter 1.

Unit II: Sociological Perspectives on Religion

Durkheim, E. 1915. *The Elementary forms of Religious Life*. Allen and Unwin. (Select Chapters)

Weber, M. 1958. *The Protestant Ethic and the Spirit of Capitalism*. Charles Scribner's Sons (Selected Chapters)

Geertz, C. 1973. *The Interpretation of Culture*. Basic Books. (Chapter 4).

Asad, T. 1983. Anthropological conceptions of religion: Reflections on Geertz. *Man* 18(3): 237-259.

Wilson, B. 1985. Secularization: The Inherited Model. Phillip E. Hammond (ed.) *The Sacred in a Secular Age*, pp. 9-20. University of California Press.

Wilson, B. 1966. *Religion in a Secular Society*. Penguin Books. (Chapters 11 & 12).

Chaves, M. 1994. Secularization as Declining Religious Authority. *Social Forces* 72 (3): 749-774.

Unit III: Religious Beliefs and Practices

McGuire, M. B. 2008. *Lived religion: Faith and practice in everyday life*. Oxford University Press (Chapters 1 & 3).

Malinowski, B. 1948. *Magic, Science and Religion and Other Essays*. Beacon Press. (pp. 1-124).

Turner, V.W. 1967. *The Forest of Symbols: Aspects of Ndembu Ritual*. Cornell University Press. (Chapter 4).

Evans-Pritchard, E.E. 1976. *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press. (Chapters 1-4)

Wuthnow, R. 2001. Spirituality and spiritual practice. In Richard Fenn. (Ed.) *The Blackwell companion to sociology of religion*, pp. 306-320. Blackwell.

Eck, D.L. 1998. The imagined landscape: Patterns in the construction of Hindu sacred geography. *Contributions to Indian sociology* 32(2): 165-188.

Eade, J. 1992 Pilgrimage and Tourism at Lourdes, France. *Annals of Tourism Research* 19(1): 18-32.

Coleman, S. 2022. *Powers of Pilgrimage: Religion in a World of Movement*. New York University Press. (Chapters 1 & 2).

Thomas, R., 2017. Atheism and unbelief among Indian scientists: Towards an anthropology of atheism(s). *Society and culture in South Asia* 3(1): 45-67.

Thomas, R., 2021. *Science and religion in India: Beyond disenchantment*. Routledge. (Chapters 3 & 5).

Unit IV: Religious Authority, Organizations and Movements

Roth, G. and C. Wittich. 1978. *Max Weber: Economy and Society*. University of California Press. (pp. 241-54, 439-51).

Ghurye, G.S. 1953. *Indian Sadhus*. Popular Book Depot. (Selected Chapters)

Srinivas, T. 2006. Divine enterprise: Hindu priests and ritual change in neighbourhood Hindu temples in Bangalore. *South Asia: Journal of South Asian Studies* 29(3): 321-343.

Dawson, L.L., 2009. Church-sect-cult: Constructing typologies of religious groups. Peter B. Clarke (ed) *The Oxford Handbook of the Sociology of Religion*. Oxford University Press.

Richardson, J T. 1993. Definitions of Cult: From Sociological-Technical to Popular-Negative. *Review of Religious Research* 34(4): 348–56.

Venugopal, C. N. 1990. Reformist Sects and the Sociology of Religion in India. *Sociological Analysis* 51: S77–S88.

Shah, A.M. 2006. Sects and Hindu Social Structure. *Contribution to Indian Sociology (n.s.)* 40(2): 210-48.

Sharma, U. M. 1970. The immortal cowherd and the saintly carrier: An essay in the study of cults. *Sociological Bulletin* 19(2): 137-152.

Ram, R., 2023. Understanding Diversity and Deras within the Sikh Panth (Community) *Journal of Sikh & Punjab Studies* 30(1): 147-213.

Clarke, G. (2006). Faith matters: faith-based organisations, civil society and international development. *Journal of International Development* 18(6): 835-848.

Jodhka, S. S., & P. Bora. 2012. In the Name of Development: Mapping ‘Faith-Based Organisations’ in Maharashtra. *Economic and Political Weekly* 47(1): 77–85.

Dawson, L. L. 2001 The Cultural Significance of New Religious Movements: The Case of Soka Gakkai. *Sociology of Religion* 62(3): 337-364.

Warrier, M. 2003. Processes of Secularization in Contemporary India: Guru Faith in the Mata Amritanandamayi Mission. *Modern Asian Studies* 37(1): 213-253.

Suggested Readings

- Ammerman, N. T. 2014. Finding religion in everyday life. *Sociology of Religion* 75(2): 189-207.
- Copeman, J & A. Ikegame. 2012. Guru Logics. *HAAU: Journal of Ethnographic Theory* 2(1): 289-336.
- Evans-Pritchard, E.E. 1956. *Nuer Religion*. Clarendon Press.
- Fisher, M. 1980. *Iran: From Religious Dispute to Revolution*. University of Wisconsin Press.
- Ibrahim, Farhana ed. 2024. *Studies in Religion and the Everyday*. Oxford University Press.
- Josephson, J.Ä. 2014. The invention of religions in East Asia. In Bryan S. Turner and Oscar Salemink (eds.) *Routledge Handbook of Religions in Asia*, pp. 17-29. Routledge.
- Lambek, M. 2002. *A Reader in the Anthropology of Religion*. Blackwell Publishing Ltd.
- Madan, T.N. 1992. (ed.) *Religion in India*. Oxford University Press.
- Robinson, R. (ed.). 2004. *Sociology of Religion in India*. Sage Publications.
- Shaw, R., 1990. The invention of 'African traditional religion'. *Religion* 20(4): 339-353.
- Singh, S.K. 2025. *Deras: Culture, Diversity and Politics*. Penguin Viking. (Selected Chapters)
- Weber, M. 1965. *The Sociology of Religion*. Methuen & Co. Ltd.
- Worsley, P. 1957. *The Trumpet Shall Sound: A study of 'Cargo' Cults in Melanesia*. Macgibbon and Kee.

DSC-4: Methodology of Social Sciences

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|--|----------|------------------------------------|----------|--------------------|--|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC-4: Methodology of Social Sciences | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Description.

In order to understand how various ontological and epistemological viewpoints influenced various aspects of the ethnographic process, the course introduces the fundamental concepts in the philosophy of social sciences. The course addresses broader philosophical debates such as induction/deduction, abduction/retroduction, subjective/objective, hermeneutics and ethnography, modernity/postmodernity, and so on.

Course Objectives:

This course aims to:

1. Engage with philosophical questions on epistemology, justifications for social science knowledge production, or interpretation of social phenomena.
2. Identify and evaluate assumptions about social reality; social ontology.
3. Understand philosophical differences and debates on methodological issues such as inductive/deductive, abductive/retroductive, hermeneutics and ethnography, subjective/objective, and modernity/postmodernity
4. Examine and analyse the methodological foundations of any social theory and how it develops an epistemic community or school of thought.

Learning Outcomes:

At the end of this course, a student will be able to:

- Demonstrate understanding and be able to apply concepts and practices that validate social science knowledge production.*
- Analyse the methodological framework of different social theories and their applicability in social research.*
- Demonstrate familiarity with and ability to apply logic of inquiry in social science.*
- Identify ethnography as a process.*
- Differentiate different schools of thought in sociology and anthropology based on their epistemological and ontological positions.*

Syllabus of the Course:

Unit I: Modernity and Social Science (9 hours)

- a. The Nature of Social Science
- b. Epistemology and Ontology
- c. A-priori and A-posteriori: Rationalism and Empiricism

Unit II: Methodological Identity of Sociology and Social Anthropology (12 Hours)

- a. Social Fact and Objectivity
- b. Social Action and Interpretivism
- c. Materialist Ontology
- d. Positivism and Ethnography.

Unit III: Beyond Empiricism and Positivism (12 Hours)

- a. Understanding Critical Theory.
- b. Standpoint Epistemology
- c. Hermeneutics and Ethnography

Unit IV: Structuralism, Post-Structuralism and Post-Modernism (12 Hours)

- a. Is Structuralism a Methodology?
- b. Epistemes and Historical a priori.
- c. Post-modernism and Epistemological Nihilism.
- d. Debating on Modernity.

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books and articles, research activities and projects, presentations and discussions, poster making and exhibitions, problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Compulsory Readings (for all units)

Doyal, L. and Harris, R. 1986. *Empiricism, Explanation and Rationality: An Introduction to the Philosophy of the Social Sciences*. Routledge & Kegan Paul.

Blaikie, N. 2000. *Designing Social Research: The Logic of Anticipation*. Polity Press.

Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.

Unit-Wise Reading List:

Unit I: Modernity and Social Science:

Wallerstein, I., et al. 1996. *Open the Social Sciences*. Vistaar.

Grayling, A.C. 2003. Epistemology. In Nicholas Bunnin and E.P. Tsui-James (eds). *The Blackwell Companion to Philosophy*, pp. 37-60. Blackwell.

Adams, R. M. 1975. Where Do Our Ideas Come From? Descartes vs Locke. In S.Stitch (ed.) *Innate Ideas*, pp. 71-88. California University Press.

Bunge, M. A. 1998. *Social Science Under Debate: A Philosophical Perspective*. University of Toronto Press. (chapters 1, 2 and 6)

Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications. (pp. 1-41).

Schnegg, M. 2015. Epistemology: The Nature and Validation of Knowledge. In Bernard, H. Russell and Clarence C. Gravlee (ed) *Handbook of Methods in Cultural Anthropology (Second Edition)*, pp. 21-53. Rowman & Littlefield.

Unit II: Methodological Identity of Sociology and Social Anthropology

Durkheim, E. 1982. *The Rules of Sociological Method*. Macmillan. (Chapters 1 and 2).

Baert, P. 2005. Max Weber's Interpretive Method. In *Philosophy of the Social Sciences: Towards Pragmatism*, pp. 37-60. Polity Press.

Doyal, L. and Harris, R. 1986. *Empiricism, Explanation and Rationality: An Introduction to the Philosophy of the Social Sciences*. Routledge & Kegan Paul (Chapters 3 and 4).

Bunge, M. A. 1996. *Finding Philosophy in Social Science*. Yale University Press. (Chapter 11).

Radcliffe-Brown, A.R. 1948. *A Natural Science of Society*. The Free Press. (pp. 3-7 and 43-65).

Unit III: Beyond Empiricism and Positivism

Habermas, J. 1987. The Task of a Critical Theory of Society. In *The Theory of Communicative Action, Vol II*, pp. 374-403. Beacon Press.

Fraser, N. 1985. What's Critical about Critical Theory? The Case of Habermas and Gender. *New German Critique*, 35: 97-131.

- Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications. (Chapters 3 to 8).
- Brenda, J. A. 'Standpoint Theory' *The International Encyclopaedia of Intercultural Communication*. Wiley Online. DOI: 10.1002/9781118783665.ieicc0234
- Rege, S. 2003. 'A Dalit Woman's standpoint' in Anupama Rao ed. *Gender and Caste*, pp. 90-10. Women Unlimited.
- Gadamer, H. G. 1986. Text and Interpretation. In Wachterhauser Brice R. (ed). *Hermeneutics and Modern Philosophy*, pp. 377-386. State University of New York Press.
- Clifford, G. 1973. *The Interpretation of Cultures*. Basic Books. (Chapter 1 and 15).

Unit IV: Structuralism, Post-Structuralism and Post-Modernism

- Runciman, W. G. 1969. What is structuralism? *The British Journal of Sociology* 20(3): 253–265.
- Levi-Strauss, C. 1963. *Structural Anthropology*. Basic Books. (Chapters 2,15 and 16).
- Segre, S. 2021. Structuralism. In Peter Kivisto (ed.), *The Cambridge Handbook of Social Theory*, Volume I: A Contested Canon, pp. 250-271. Cambridge University Press.
- Foucault, M. 2002. *The Order of Things: An Archaeology of the Human Science*. Routledge (Selected Chapters).
- Foucault, M. 1971. *The Archaeology of Knowledge*. Pantheon Book. (Chapters 1 & 2).
- Crotty, M. 2003. *The Foundations of Social Research: Meaning and perspective in the Research Process*. Sage Publications. (Chapter 9).
- Seidman, S. 2004. The Post-Modern World of Jacques Derrida, Jean-Francois Lyotard and Jean Baudrillard. In *Contested Knowledge: Social Theory Today*, pp. 161-77. Blackwell.
- Seidman, S. 1991. The End of Sociological Theory: The Postmodern Hope. *Sociological Theory* 9(1): 131-146.
- Habermas, J. and S.Ben-Habib. 1981. Modernity versus Postmodernity. *New German Critique*. 22: 3-14.
- Giddens, A. 1981. Modernism and Post-Modernism. *New German Critique* 22:15-18.

Suggested Readings:

- Fay, B. and Moon, J.D. 1977. What Would an Adequate Philosophy of Social Science Look Like? *Philosophy of the Social Sciences* 7(3): 209-227.
- Doyal, L and Harris, R. 1986. *Empiricism, Explanation and Rationality: An Introduction to the Philosophy of Social Science*. Routledge and Kegan Paul.

- Pritchard, D. 2018. *What is this Thing Called Knowledge?* Routledge.
- Feyerabend, P. 1978. *Against Method: Outline of an Anarchistic Theory of Knowledge*. Verso.
- Horkheimer, M. 2002. *Critical Theory: Selected Essays*, pp. 188-243. Continuum.
- Lakatos, I. 1970. Falsification and the Methodology of Scientific Research Programmes. In Imre Lakatos and Musgrave, A. (eds). *Criticism and the Growth of Knowledge*, pp. 91-196. Cambridge University Press.
- Liotard, J.F. 1984. *The Postmodern Condition: A Report on Knowledge*. (Trans. Geoff Bennington and Brian Massumi). Manchester University Press.
- Habermas, J. 1971. *Knowledge and Human Interests*, (trans. Jeremy J. Shapiro). Beacon Press.
- Popper, K. 1979. *Objective Knowledge: An Evolutionary Approach*. Oxford University Press.
- Popper, K. 2002. *Conjecture and Refutation*. Routledge. (Chapter 1).
- Kuhn, T.S. 1970. *The Structure of Scientific Revolutions* (second edition). The University of Chicago Press.
- Hollis, M. 1994. *The Philosophy of Social Science: An Introduction*. Cambridge University Press.
- Marx, K., and Engels, F. 1939 *German Ideology*. Progress Publishers. (pp. 1-101).
- Bunnin N., and Tsui-James, E.P. (ed). 2003. *The Blackwell Companion to Philosophy*. Blackwell. (Chapters 12, 29, 30 and 31).
- Raymond W. Mack. 1955. How Scientific is Social Science? *ETC: A Review of General Semantics* 12(3): 201-208.
- Rorty, R. 1980. *Philosophy and the Mirror of Nature*. Oxford University Press.
- Audi, R 2010. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*. Routledge.
- Roth, G. and Wittich, C., 1978. *Max Weber: Economy and Society*. University of California Press.

DSC-5: Political Sociology

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|-----------------------------------|----------|------------------------------------|----------|--------------------|--|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC-5: Political Sociology | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Objectives:

This course aims to:

1. Develop an understanding of the relationship between state and society and the 'political' and the 'social'.
2. Recognise how power, authority, and domination are derived from political as well as from non-political systems
3. Understand how political institutions and their agencies and processes work and relate to social life and societies
4. Understand theoretical debates and ethnographic insights in political sociology.

Learning Outcomes:

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

- Differentiate political systems and other systems.*
- Demonstrate understanding of and analyse the working of local bodies and political institutions.*
- Identify and discuss different political ideologies and power structures.*
- Engage with and use modern political theories of state and society.*

Syllabus of the Course:

Unit I: Political Sociology: Concepts and Approaches (12 hours)

- a. Political and the Social
- b. Methods and Approaches to the Study of Politics
- c. Power, Authority and Legitimacy
- d. Ideology, Hegemony and Domination

Unit II: State-Society Relations (12 Hours)

- a. Stateless Societies
- b. Pre-Capitalism and Capitalist Societies
- c. Welfare State and Socialism
- d. Variants of Political Systems

Unit III: Political Institutions and the Public Sphere (9 Hours)

- a. State and Party Systems
- b. Civil Society and Public Sphere
- c. Bureaucracy and Electoral Process
- d. Democracy and Citizenship

Unit IV: Nation-State, Social Power, and Identities (12 Hours)

- a. Nation and Nationalism
- b. Violence and Resistance
- c. Class, Caste, Ethnicity and Gender
- d. Minorities, Pluralism and the State

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Unit-Wise Reading List:

Unit I: Political Sociology: Concepts and Approaches

Runciman, W.G. 1963. *Social Science and Political Theory*. Cambridge University Press.
(Chapters 2 and 4).

Easton, D. 1957. An Approach to the Analysis of Political Systems. *World Politics* 9(3): 383-400.

Collins, R. 1988. A Comparative Approach to Political Sociology. In R. Bendix (ed.): *State and Society*, pp. 42-67. University of California Press.

Weber, M. 1948. Politics as a Vocation. In Gerth, H. H. and C.W.Mills (eds). *From Max Weber: Essays in Sociology*. Routledge & Kegan Paul.

Parsons, T. 1966 (2nd edition). On the Concept of Political Power. In R. Bendix and S. M. Lipset (eds.): *Class, Status and Power*, pp. 240-66. Routledge & Kegan Paul.

Mills, C.W. 1956. *The Power Elite*. Oxford University Press. (Chapters 12 and 13).

Foucault, M. 1982. The Subject and Power. *Critical Inquiry* 8(4): 777-795.

Roth, G. and Wittich, C., 1978. *Max Weber: Economy and Society*. University of California Press. (Vol. I, Chapter III).

Bourdieu, P. 1990. *The Logic of Practice*. Stanford University Press (Chapter 8).

Unit II: State-Society Relations

Migdal, J.S. 2001. *State in Society*. Cambridge University Press (Chapters 1, 2, and 3).

Fortes, M., and E. E. Evans-Pritchard (eds.). 1940. *African Political Systems*. Oxford University Press. (Preface and Introduction).

Willem van Schendel. 2002. Geographies of Knowing, Geographies of Ignorance: Jumping Scale in Southeast Asia. *Environment and Planning D: Society and Space* 20(6): 647-668.

Scott, J. C. 2010. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. Yale University Press. (Chapters 1-6)

Miliband, R. 1973. *The State in Capitalist Society*. Quartet Books. (Chapters 1, 3, 7 & 8).

Lane, D. 1976. *The Socialist Industrial State: Towards a Political Sociology of State Socialism*. George Allen and Unwin. (Chapter 1).

Cox, R.W. 1991. 'Real Socialism' in historical perspective. *Socialist Register* 27: 169-193.

Marshall, T.H. 1964. *Class, Citizenship and Social Development*. Chicago: University of Chicago Press. (Chapters 4, 13, and 14).

Arendt, H. 1951. *The Origins of Totalitarianism*. A Harvest Book. (Part Three, Chapter 10: A Classless Society, pp. 305-340).

Unit III: Political Institutions and the Public Sphere

Mitchel, R. 2016. *Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy*. The Free Press. (Chapter 1 and Part One A.)

Habermas, J. 1991. *The Structural Transformation of the Public Sphere*. The MIT Press (Chapter Part II).

Friedrich, P. 1968. 'The Legitimacy of Caciques' in M.J. Swartz (ed.) *Local Level Politics: Social and Cultural Perspectives*. 243-269. University of London Press.

Gramsci, A. 1992. *Selections from the Prison Notebooks*. Volume I. International Publishers. (Section II, Chapter 2: State and Civil Society, pp. 206-276).

Pateman, C. 1989. *The Disorder of Women: Democracy, Feminism, and Political Theory*. Stanford University Press (Chapter 8, pp. 179-209).

Katju, M. 2023. *Electoral Practice and the Election Commission in India: Politics, Institutions and Democracy*. Cambridge University Press (Chapters 1, 2, 3, and 5).

Unit IV: Nation-State, Social Power, and Identities

Mann, M. 2005. *The Sources of Social Power: The Rise of Classes and Nation-States*. Volume II. Cambridge University Press. (Chapter 3: A Theory of the Modern State, p. 44-91).

Agamben, G. 2005. *State of Exception*. University of Chicago Press. (Chapter 1: The State of Exception as a Paradigm of Government, p. 1-31).

Schmitt, C. 2005. *Political Theology: Four Chapters on the Concept of Sovereignty*. University of Chicago Press (Chapter 3: Political Theology, p. 36-52).

Fanon, F. 1961. *The Wretched of the Earth*. Grove Press. (Chapter 1: Concerning Violence, p. 35-94).

Chatterjee, P. 1993. *The Nation and its Fragments: Colonial and Post-Colonial Histories*. Princeton University Press (Chapters 1, 2, 5).

Scott, J. 1992. *Domination and the Arts of Resistance*. Yale University Press (Chapters 1, 2, 3, and 4).

Baviskar, B.S. 1980. *The Politics of Development: The Sugar Cooperatives in Maharashtra*. Oxford University Press.

Kaviraj, S. (ed.) 1997. *Politics in India*. Oxford University Press. (Chapters I, II, III, and IV).

Chatterjee, P. 2004. *The Politics of the Governed*. Columbia University Press. (Chapters 1, 3, and 6).

Baruah, S. 2010. *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press. (Chapter 1 and Conclusion).

Menon, N. (ed.) 2001. *Themes in Politics: Gender and Politics in India*. Oxford University Press (Chapters 1, 2, and 3).

Suggested Readings:

Gerth, H. H. and C. W. Mills (eds.). 1948. *From Max Weber: Essays in Sociology*. Routledge & Kegan Paul.

- Fuller, C.J. and V. Benei (eds.) 2001. *The Everyday State and Society in Modern India*. Hurst & Co. (Chapter 1, 4, and 8).
- Gellner, E. 2006. *Nations and Nationalisms*. Cornell University Press (Chapters 1, 4, and 5).
- Das, V., and D. Poole (eds.) 2004. *Anthropology in the Margins of the State: Comparative Ethnographies*. Oxford University Press. (Selected Essays).
- Robinson. S. M. 1989. *Local Politics: The Law of the Fishes*. Oxford University Press. (Chapter 1: Poverty and Power: Chapter 3: Mallannapalle Village and Its Environs).

DSC-6: Economic Sociology

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|---------------------------|---------|------------------------------------|----------|--------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC-6: Economic Sociology | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Objectives:

1. To understand the development and relevance of Economic Sociology.
2. To broaden the understanding of economic processes and activities.
3. To understand the social frameworks in which the economy operates.
4. Recognize the usefulness of sociological analysis in economic policy making.

Learning Outcomes

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

- i. *Identify and analyse social dimensions of economic life.*
- ii. *Critically evaluate the social implications of economic policies, planning, and development initiatives*
- iii. *Explore entrepreneurial skills with a socially informed approach.*
- iv. *Undertake interdisciplinary research in association with economists and other sister disciplines.*

Syllabus of the Course:

Unit I: Introduction: Economy in Society (12 Hours)

This section discusses the way the economy is encapsulated with other institutions of society and provides the students a glimpse of the way this relation has been understood in sociological literature. It also focuses on how sociology has understood different forms taken by capital.

- a. Classical and New Economic Sociology
- b. From Embeddedness to Networking

Unit II: Production and Reproduction (12 Hours)

This section discusses the social framework of economic production, which lies at the heart of an economic activity. It also looks at the organisation and experience of work

- a. The Production Process
- b. Forms of capital
- c. The Structure and Experience of Work
- d. Reproductive work

Unit III: Exchange and Consumption (12 Hours)

The focus of this unit is to show how social factors play an important role in exchange of goods and services and also that status and identity influence consumption.

- a. Gift and Market
- b. Status and Identity

Unit IV: Economy and the State (9 Hours)

In this section the focus is on sociological aspects of the tension between growth and inclusivity and how it is addressed in modern states.

- a. Transition Economies and Welfare State
- b. Neoliberal Economy and Society

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem solving exercises, essay and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests,

Unit-Wise Reading List:

Unit I: Introduction: Economy in Society

Smelser, N.J. and R. Swedberg (eds). 2005. *The Handbook of Economic Sociology* (2nd Edition). Princeton University Press (Chapter 1).

Polanyi, K. 1975. *The Great Transformation*. Octagon Press. (Chapters 5,6,14, &15)

Granovetter, M. 1985. Economic Action and Social Structure: The Problem of Embeddedness. *American Journal of Sociology* 91(3): 481-510.

Bourdieu, P. 1998. *Practical Reason: On the Theory of Action*. Stanford University Press (Chapter 5).

Unit II: Production and Reproduction

- Marx, K. 1974. *Capital Vol. 1*. Progress Publishers, (Part 1 and Chapter 7)
- Bourdieu, P. 2011. 'The Forms of Capital'. In Mark Granovetter and Richard Swedberg (ed) *The Sociology of Economic Life*, pp. 78-92. Westview Press.
- Taussig, M. 1980. *The Devil and Commodity Fetishism in South America*, University of North Carolina Press. (Part 1).
- Braverman, H. 1974. *Labour and Monopoly Capitalism*. Monthly Review Press.
- Ong A. 1987. *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia*, SUNY Press (Chapter 5-10).
- Duffy, M. 2007. Doing the Dirty Work: Gender, Race, and Reproductive Labor in Historical Perspective. *Gender & Society* 21(3): 313-336.

Unit III: Exchange and Consumption

- Mauss, M. 1990 (1950). *The Gift: The form and reason for exchange in archaic societies*. Routledge.
- Carrier, J. 1990. Gifts in a World of Commodities: The Ideology of the Perfect Gift in American Society. *Social Analysis: The International Journal of Social and Cultural Practice* 29: 19-37.
- Parry, J., and Bloch M. (eds). 1989. *Money and the Morality of Exchange*. Cambridge University Press (Chapters 3&7).
- Geertz, C. 1978. The Bazaar Economy: Information and Search in Peasant Marketing. *The American Economic Review* 68(2): 28-32.
- Mintz, S. 1985. *Sweetness and Power: The Place of Sugar in Modern History*, Viking Penguin.
- Trigg, A. B. 2001. Veblen, Bourdieu, and Conspicuous Consumption. *Journal of Economic Issues* 35(1): 99-115.

Unit IV: Economy and the State

- Schumpeter, J. A. 1942. *Capitalism, Socialism and Democracy*. Harper and Brothers Publishers (Part III- 'Can Socialism Work').
- Nee, V. 2000. The Role of the State in Making a Market Economy. *Journal of Institutional and Theoretical Economics* 156 (1): 64-88.
- Triglia, C. 2002. *Economic Sociology: State, Market, and Society in Modern Capitalism*, Blackwell Publishers (Chapters 8, 9).
- Harvey, D. 2005. *A Brief History of Neoliberalism*. Oxford University Press.

Breman, J. 2001. An Informalised Labour System: End of Labour Market Dualism. *Economic and Political Weekly* 36 (52): 4804-4821.

Hann, C.M. (Ed.). 1998. *Property relations renewing the Anthropological Tradition*. Cambridge University Press. (Introduction and Chapters 5, 11).

Suggested Readings

Smelser, N.J. and R. Swedberg (eds). 2005. *The Handbook of Economic Sociology* (2nd edition). Princeton University Press.

Wilk, R. R. 1996. *Economic and Cultures: Foundations of Economic Anthropology*. Westview Press.

Trigilia, C. 2002. *Economic Sociology: State, Market, and Society in Modern Capitalism*. Blackwell Publishers (Chapters 8, 9).

Weber, M. 1947. *The Theories of Social and Economic Organization*. The Free Press.

Beckert, J., and M. Zafirovski, M. 2006. *International Encyclopedia of Economic Sociology*. Routledge.

Appadurai, A. 1986. *The social life of things: Commodities in cultural perspective*, Cambridge University Press.

Bourdieu, P. *Distinction: A Social Critique of Judgement of Taste*. Harvard University Press.

Scott, J. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press.

Zelizer, V. 1994. *The Social Meaning of Money*. Basic Books.

Hochschild, A. 1983. *The Managed Heart: Commercialisation of Human Feelings*. University of California Press.

PART II

DISCIPLINE-SPECIFIC ELECTIVES

DSE-1: Sociology in India

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|---------------------------|---------|------------------------------------|----------|--------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE-1: Sociology in India | 4 | 3 | 1 | 0 | Bachelor's degree in any course | None |

Course Objectives:

This course aims to:

1. Familiarise students with the disciplinary history of Sociology and Social Anthropology in India.
2. Map the institutionalization, professionalization, development, growth and diversification of these disciplines in India.
3. Introduce the contributions of pioneering Indian scholars and institutions in establishing the disciplines.
4. Introduce critical debates among the practitioners of these disciplines on the nature and identity of these discipline(s).

Learning Outcomes:

At the end of this course, a student will be able to:

- i. Place Sociology (and its kindred discipline Social Anthropology) India in their historical contexts.
- ii. Appreciate the ways specific individuals and institutions played a critical role in establishing and popularizing the discipline in India.
- iii. Demonstrate understanding of the various phases and historic timelines along which the discipline has developed, grown, and spread in India.

Syllabus of the Course:

Unit I: History, Development, and Growth of Sociology and Social Anthropology in India (12 Hours)

- a. Proto-Sociology as Precursors to Sociology in India
- b. Social and Historical Context of Indian Sociology
- c. Academic Institutionalization, Professionalization, and Diversification

Unit II: Individuals and Institutions in Promotion and Popularization of Sociology and Social Anthropology in India (12 Hours)

- a. Early Sociologists and Anthropologists
- b. Pioneers and the Promoters
- c. Key Institutions in Popularizing Sociology and Social Anthropology in India

Unit III: Approaches, Methods, and Theoretical Orientations in the Study of Indian Society (9 Hours)

- a. From Indology to Sociology
- b. From Book-View to Field-View
- c. Theoretical and Methodological Conflicts and Innovations in Indian Sociology and Social Anthropology

Unit IV: Ideologies, Identity, and Critiques of “Indian Sociology” (12 Hours)

- a. Ideological Underpinning and Value Orientations in Indian Sociology
- b. Debates on Indigenization of Indian Sociology
- c. Limits, Critiques and Contestations within Indian Sociology

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles and movies; research activities and projects such as archival research and interviews with sociologists and scholars; presentations and discussions; poster making and exhibitions; problem solving exercises, essay and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: History, Development, and Growth of Sociology and Social Anthropology in India

Dutt Gupta, B. 1972. *Sociology in India: An Enquiry into Sociological Thinking and Empirical Social Research in the Nineteenth Century with special reference to Benga*. Progressive Publishers. (Preface, Introduction & Part-I).

Sarkar, B.K. 1985(1937) *The Positive Background of Hindu Sociology: Introduction to Hindu Positivism*. Motilal Banarsidass. (Publisher's Preface, Author's Preface, Chapters 1-2).

- Shah, A.M. 2006 The Indian Sociologist, 1905-14, 1920-22. *Economic and Political Weekly* 41(31): 3435-3439.
- Shah, A.M. 1972. The Indian Journal of Sociology, 1920. *Sociological Bulletin* 21(1): 62-67.
- Shah, A.M. 2014. Indian Journal of Sociology, 1921. *Sociological Bulletin* 63(1): 141-143.
- Saberwal, S. 1986. Uncertain Transplants: Anthropology and Sociology in India. In Oommen, T. K. and P. N. Mukherji (eds). *Indian Sociology: Reflections and Introspections*. Popular Prakashan.
- Oommen, T. K. 1986. Sociology in India: A Plea for Contextualization. In Oommen, T. K. and P. N. Mukherji (eds). *Indian Sociology: Reflections and Introspections*. Bombay: Popular Prakashan.
- Singh, Y. 1996. *Indian Sociology: Social Conditioning and Emerging Concerns*. Vistaar Publishers. (Preface, Chapter 1).
- Srinivas, M.N. and M. N. Panini. 1973. The Development of Sociology and Social Anthropology in India. *Sociological Bulletin* 22(2): 179-215.
- Rao, M.S.A., 1974. *A Survey of Research in Sociology and Social Anthropology, Vol. I*, Popular Prakashan for ICSSR. (Introduction, pp. xxi-xxxv).
- Uberoi, P., N. Sundar & S. Deshpande (eds). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Permanent Black. pp. 1-63.
- Atal, Y.(ed). 2009. *Sociology and Social Anthropology in India: ICSSR Survey of Advances in Research*. Dorling Kindersley /Pearson, ICSSR. (Chapter 1).
- Dhanagare, D. N. 2004. Sociology and Social Anthropology in India. In *Themes and Perspectives in Indian Sociology*. Rawat Publications. (Chapter 3).
- Atal, Y. 2003. *Indian Sociology: From Where to Where: Footnotes to the History of the Discipline*. Rawat Publications. (Chapters 2, 3 & 13).
- Chaudhuri, M. (ed). 2012. *Sociology in India: Intellectual and Institutional Practices*. Rawat Publications.

Unit II: Individuals and Institutions in Promotion and Popularization of Sociology and Social Anthropology in India

- Mukherjee, R. 1979. *Sociology of Indian Sociology*. Allied Publishers.
- Uberoi, P., N. Sundar & S. Deshpande (eds). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Permanent Black.
- Patel, S. (ed). 2011. *Doing Sociology in India: Genealogies, Locations and Practices*. Oxford University Press.
- Chadha, G. and M.T. Joseph (eds). 2018. *Re-Imagining Sociology in India: Feminist Perspectives*. Routledge India.
- Chaudhuri, M. (ed). 2012. *Sociology in India: Intellectual and Institutional Practices*. Rawat Publications.
- Munshi, I. 2013. On the Margins of Sociology: An Appreciation of Patrick Geddes's Work in India. *Sociological Bulletin* 62(2): 217-238.

- Pillai, S. 1997. *Indian Sociology through Ghurye: A Dictionary*. Popular Prakashan
- Momin, A.R. (ed). 1996. *The Legacy of G.S. Ghurye: A Centennial Festschrift*. Bombay: Popular Prakashan.
- Srinivas, M.N. 2002. *Collected Essays*. Oxford University Press. (Part-VIII: Autobiographical Essays).
- Shah, A.M. 1996. M.N.Srinivas: The Man and His Work. In Shah, A.M. et.al. (eds). *Social Structure and Change: Vol: I: Theory and Method: An Evaluation of the Work of M.N. Srinivas*. Sage Publications.
- Misra, P.K., K.K. Basa and H.K. Bhat (eds). 2007. *M.N.Srinivas: The Man and His Work*. Rawat Publications.
- Gupta, D. (ed). 2005. *Anti-Utopia: Essential Writings of Andre Beteille*. Oxford University Press. (Dipankar Gupta 'Anti-Utopian Liberal', Chapter 1)
- Guha, R. 1999. The Career and Credo of Andre Beteille. In Guha, Ramachandra and Jonathan P. Parry (eds). *Institutions and Inequalities: Essays in Honour of Andre Beteille*. Oxford University Press.
- Oommen, T.K., 2018. *Trials, Tribulations and Triumphs: Life and Times of a Sociologist*. Konark Publishers. (Part I: 'Torments of Sociology' & 'Appendices').
- Jayaram, N. & T. Chakravarty, 2011. 'Sociological Bulletin' at Sixty: The Biography and Meta-Analysis of a Journal. *Sociological Bulletin* 60(3): 419-462.

Unit III: Approaches, Methods, and Theoretical Orientations in the Study of Indian Society

- Dumont, L. and D.F. Pocock, 1957. For a Sociology of India. *Contributions to Indian Sociology (Old Series)* 1: 7-22.
- Mukerji, D. P. 2002(1958). Indian Tradition and Social Change. In his *Diversities: Essays in Economics, Sociology and Other Social Problems* (second edition). Manak Publications (Chapter 11).
- Uberoi, J.P.S. 1968. Science and Swaraj. *Contributions to Indian Sociology* 2(1): 119-123.
- Marriott, M. (ed). 1990. *India Through Hindu Categories*. Sage Publications. (Chapter 1).
- Madan, T.N., 2011. *Sociological Traditions: Methods and Perspectives in the Sociology of India*. Sage Publications. (Part Two, Chapters 6-10)
- Srinivas, M.N., 2002. *Collected Essays*. Oxford University Press. (Part-VII).
- Oommen, T.K., 2008. Disjunctions between Field, Method and Concept: An Appraisal of M.N. Srinivas. *Sociological Bulletin* 57(1): 60-81.
- Cohn, B. S. 2000. *India: The Social Anthropology of a Civilization*. Oxford University Press.
- Desai, A. R., 1986. Relevance of the Marxist Approach to the Study of Indian Society. In Oommen, T. K. and Partha Nath Mukherji (eds). *Indian Sociology: Reflections and Introspections*. Popular Prakashan.
- Sharma, S. 2019. *Sociology in India: A Perspective from Sociology of Knowledge* (second edition). Rawat Publications.

Unit IV: Ideologies, Identity, and Critiques of “Indian Sociology”

- Singh, Y. 2004. *Ideology and Theory in Indian Sociology*. Rawat Publications. (Chapters 3 and 4).
- Dhanagare, D. N. 1998. *Themes and Perspectives in Indian Sociology*. Rawat Publications. (Chapter 2).
- Atal, Y. 2003. *Indian Sociology: From Where to Where: Footnotes to the History of the Discipline*. Rawat Publications. (Chapters 5 & 6).
- Pathy, J. 1996. In Pursuit of Indigenization: Trends and Issues on Building Sociology for India. in N.K. Singhi (ed). *Theory and Ideology in Indian Sociology: Essays in Honour of Prof. Yogendra Singh*. Rawat Publications. (Chapter 1).
- Mukherjee, R. 1989. Indian Sociology or Sociology of India? In N.Genov (ed). *National Traditions in Sociology*. Sage Publications. (Chapter 9).
- Uberoi, P. 1996. Reciprocity in Social Science. In N.K.Singhi (ed). *Theory and Ideology in Indian Sociology: Essays in Honour of Prof. Yogendra Singh*. Rawat Publications. (Chapter 4).
- Chaudhuri, M. (ed). 2003. *The Practice of Sociology*. Orient Longman. (Chapters 9, 10 & 11).
- Kumar, V. 2016. How Egalitarian is Indian Sociology? *Economic and Political Weekly* 51(25): 33-39.
- Dahiwal, S.M. (ed)., 2005. *Understanding Indian Society: The Non-Brahmanic Perspective*. Rawat Publications. (Introduction, Chapters 2 & 5).

DSE-2: Gender and Society

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|----------------------------------|----------|------------------------------------|----------|--------------------|--|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE-2: Gender and Society | 4 | 3 | 1 | 0 | Bachelor's Degree in any Course | None |

Course Objectives:

This course aims to:

1. Develop a theoretical and critical sociological perspective on gender.
2. Understand the social construction of gendered identities in diverse contexts.
3. Examine through ethnographies how gendered inequalities are maintained in domestic, economic, and political contexts in diverse societies.
4. Understand the intersection of different identities with gender in specific socio-historical contexts.
5. Introduce the diversity of feminist perspectives and their critiques.

Learning Outcomes:

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

- i. *Evaluate and discuss different theoretical developments on gender.*
- ii. *Analyse the connotations of gender in different socio-historical contexts.*
- iii. *Demonstrate understanding of gender inequalities in domestic, economic, and political contexts.*
- iv. *Analyse and use different feminist perspectives to study gender.*
- v. *Read and do ethnography with a gendered perspective.*

Syllabus of the Course:

Unit I: Gender as a Category of Analysis (9 Hours)

- a. Conceptualising Gender
- b. Critical Understanding of Gender

Unit II: The Social Construction of Gender (12 Hours)

- a. Biology and Culture
- b. Masculinity and Femininity
- c. Gender in Popular Culture

Unit III: Gendered Institutions (15 Hours)

- a. Family and Household
- b. Work, Property and Inheritance
- c. Labour and Life course

Unit IV: Feminism and Feminist Politics (9 Hours)

- a. Feminist Theories and Women's Movements
- b. Gender and Intersectionality

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussions and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit Wise Reading List

Unit I: Gender as a Category of Analysis

De Beauvoir, S. 1983. *The Second Sex*. Penguin. (Introduction).

West, C., & Zimmerman, D. H. 1987. Doing Gender. *Gender and Society* 1(2): 125–151.

Scott, J.W. 2010. Gender: still a useful category of analysis? *Diogenes* 57(1): 7-14.

Walby, S. 1989. Theorizing Patriarchy. *Sociology* 23(2): 213-234.

Harding, S. 1988. *Feminism and Methodology: Social Science Issues*. Indiana University Press (Chapters 1, 11 and Conclusion).

Rosaldo, M.Z. 1980. The Use and Abuse of Anthropology: Reflections on Feminism and Cross-Cultural Understanding. *Signs: Journal of Women in Culture and Society* 5(3): 389 - 417.

Ingraham, C. 1994. The Heterosexual Imaginary: Feminist Sociology and Theories of Gender. *Sociological Theory* 12(2): 203–219.

Unit II: The Social Construction of Gender

- Reiter, R. R. (ed.). 1975. *Towards an Anthropology of Women*. Monthly Review Press, (Chapter by G.Rubin).
- Ortner, S. B. 1974. Is Female to Male as Nature Is to Culture? In M. Z. Rosaldo & L. Lamphere (eds.), *Woman, culture, and society*, pp. 68-87. Stanford University Press.
- Butler, J. 2004. *Undoing Gender*. Routledge. (Selected Chapters).
- Kessler, Suzanne J. 1990. The Medical Construction of Gender. *Signs: Journal of Women in Culture and Society* 16(1): 3–26.
- Connell, R. 2016. Masculinities in global perspective: hegemony, contestation, and changing structures of power. *Theory and Society* 45(4): 303–318.
- Chowdhry, P. 2015. Popular Perceptions of Masculinity in Rural North Indian Oral Traditions. *Asian Ethnology* 74(1): 5-36.
- Osella, C., & F. Osella. 2006. *Men and Masculinities in South India*. Anthem Press. (Chapters 1-4 and Conclusion).
- Bartky, S. L. 1982. Narcissism, Femininity and Alienation. *Social Theory and Practice* 8(2): 127–143.
- Mulvey, L. 1975 Visual Pleasure and Narrative Cinema. *Screen* 16(3): 6–18
- Uberoi, P. 2006. *Freedom and Destiny: Gender, Family and Popular Culture in India*. Oxford University Press. (Parts II and VII).
- McRobbie, A., 2004. Post-feminism and popular culture. *Feminist media studies* 4(3): 255-264.

Unit III: Gendered Institutions

- Hartmann, H.I. 1981. The Family as the Locus of Gender, Class, and Political Struggle: The Example of Housework. *Signs: Journal of Women in Culture and Society* 6(3): 366 - 394.
- Agarwal, B. 1997. 'Bargaining' and Gender Relations: Within and Beyond the Household. *Feminist Economics* 3(1): 1–51.
- Palriwala, R. 1993. Economics and Patriliney: Consumption and Authority within the Household. *Social Scientist* 21(9-11): 47-73.
- Swaminathan, P. (ed.) 2012 *Women and work*. Orient BlackSwan (Selected Chapters)
- Bair J. 2010. On Difference and Capital: Gender and the Globalization of Production. *Signs: Journal of Women in Culture and Society* 36(1): 203–226.
- England, P. 2010. The Gender Revolution: Uneven and stalled. *Gender & Society* 24(2): 149-166.

- Rao, N. 2014. Caste, Kinship, and Life Course: Rethinking Women's Work and Agency in Rural South India. *Feminist Economics* 20(3): 78-102.
- Rao, N. 2018. *Good Women do not Inherit Land': Politics of Land and Gender in India*. NY: Routledge. (Chapter 1: Introduction and Chapter 7: Women's Claim to Land).
- Basu, S. 2005. *Dowry and Inheritance*. Kali for Women (Selected Chapters).
- Dube, L. 1988. On the Construction of Gender: Hindu Girls in Patrilineal India. *Economic and Political Weekly* 23(18): WS11–WS19.
- Abraham, J. 2010. Veiling and the Production of Gender and Space in a Town in North India: A Critique of the Public/Private Dichotomy. *Indian Journal of Gender Studies* 17(2): 191–222.
- Krishnaraj, M. (ed.). 2010. *Motherhood in India: Glorification without Empowerment?* Routledge India. (Selected Chapters)
- Lamb, S. 2000. *White Saris and Sweet Mangoes: Aging, Gender, and Body in North India*. Berkeley: University of California Press (Chapters 6 and 7).
- Chakravarti, U. 1995. Gender, Caste and Labour-Ideological and Material Structure of Widowhood. *Economic and Political Weekly* 30(36): 2248- 2256.

Unit IV: Feminism and Feminist Politics

- Tong, R. 2009. *Feminist Thought: A more comprehensive introduction*, Westview Press, Selected Chapters.
- Mohanty, C. T. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review* 30(1): 61–88.
- Gangoli, G. 2007. *Indian Feminisms: Law, Patriarchies and Violence in India* (1st ed.). Routledge. (Chapters 1, 2).
- John, M. (ed.) 2008. *Women's Studies in India: A Reader*, Penguin Books (Parts 1, 2 and Selected Chapters from other Parts).
- Omvedt, G. 2004. *Women's Movement: Some Ideological Debates*. In Chaudhuri, M. (ed.). *Feminism in India*, pp. 177-186. Zed Books.
- Chaudhuri, M. 2012. Feminism in India: The Tale and its telling. *Revue Tiers Monde* 209(1): 19-36.
- Crenshaw, K.W. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review* 43(6): 1241-1299.
- Collins, P. H. 2008. *Black Feminist Thought*. Routledge (Part 1, Chapters 1 and 2).

Tharu, S.J., & Niranjana, T. 1994. Problems for a contemporary theory of gender. *Social Scientist* 22(3-4): 93-117.

Addlakha, R. 2008. Disability, Gender and Society. *Indian Journal of Gender Studies* 15(2): 191-207.

Suggested Readings:

Ardener, S. (ed.) 1975 *Perceiving Women*. Malaby Press. (pp. 1-27).

Arya, S., and A.S. Rathore (eds.). 2020. *Dalit Feminist Theory: A Reader*. Routledge. (Introduction, Part IV).

Dube, L., E. Leacock, and S. Ardener. 1986. *Visibility and Power: Essays on Women in Society and Development*. Oxford University Press, pp. 22-53.

Engels, F. 1972. *The Origin of the Family, Private Property and the State*. Lawrence and Wishart. (Introduction by Pat Brewer, Chapter I and Chapter IX).

Jaggar, A. 1983. *Feminist Politics and Human Nature*. The Harvester Press (Chapters 7- 10).

Leacock, E. 1978. Women's Status in Egalitarian Societies: Implications for Social Evolution. *Current Anthropology* 19(2): 247-75.

Vatuk, S. 1982. Purdah Revisited: A Comparison of Hindu and Muslim Interpretations of the Cultural Meaning of Purdah in South Asia. In H. Papanak and G. Minault (eds.). *Separate World: Studies of Purdah in South Asia*. Chanakya Publications.

DSE-4: Sociology of Education

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|--------------------------------------|----------|------------------------------------|----------|--------------------|--|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE-4: Sociology of Education | 4 | 3 | 1 | 0 | Bachelor's Degree in any Course | None |

Course Objectives:

This course aims to:

1. Introduce students to theoretical and empirical sociological studies and their insights on education.
2. Understand school cultures and the curriculum through ethnographies.
3. Examine social and cultural reproduction, resistance and agency in educational institutions.
4. Discuss contemporary changes in sociologically understanding education.

Learning Outcomes:

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

- i. *Demonstrate understanding of theoretical and critical perspectives on education and society.*
- ii. *Examine school culture, curriculum, and schooling practices*
- iii. *Identify and analyse the experience of schooling in educational institutions.*
- iv. *Analyse how access to quality education can be achieved in society.*
- v. *Understand the relationship between social change and education in society.*

Syllabus of the Course:

Unit I: The Idea of Education (12 Hours)

- a. Education and Ethics
- b. Democracy and Education
- c. Education and Liberation

Unit II: Education and Society (12 Hours)

- a. Socialisation and Education
- b. Cultural and Social Reproduction
- c. Hegemony and Domination
- d. Agency and Relative Autonomy

Unit III: Schooling Practices (12 Hours)

- a. School Culture and Resistance

- b. Textbook, Curriculum and Classroom Practices
- c. Culture and Pedagogy
- d. Autobiographical and Ethnographic Approach

Unit IV: Education in Contemporary Times (9 Hours)

- a. State, Privatisation and Internationalisation
- b. Education and Technology
- c. Access and Alternatives in Education

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: The Idea of Education

Gandhi, M.K. 1977. *Basic Education, in The Collected Works*. Ahmedabad: Navajivan.

Gandhi, M.K. 1997. *Hind Swaraj and other writings*. (ed. Anthony Parel). Columbia University Press. (Introduction, Chapters 13, 18 and 19)

Krishnamurti, J., 1974. *Krishnamurti on Education*. Orient Longman (Selected Chapters).

Nussbaum, M. 2009. Tagore, Dewey, and the imminent demise of liberal education. In Harvey Siegel, *The Oxford Handbook of Philosophy of Education*. Oxford University Press.

Dewey, J. 1916. *Democracy and Education. An Introduction to the Philosophy of Education*. Free Press.

Friere, P. 1970. *Pedagogy of the Oppressed*. Continuum.

Hooks, B. 2014. *Teaching to Transgress*. Routledge (Selected Chapters).

Unit II: Education and Society

- Durkheim, E. 1956. *Education and Sociology*. Teachers College Press. (Introduction).
- Bourdieu, P. and J.C. Passeron 1978. *Reproduction in Education, Society and Culture*. Sage Publications. (Book 1).
- Bourdieu, P., & Passeron, J. C. 1979. *The Inheritors: French Students and Their Relation to Culture*. The University of Chicago Press.
- Althusser, L. 1971. Ideology and Ideological State Apparatuses, in L. Althusser (ed.) *Lenin and Philosophy and Other Essays*. New Left Books.
- Bernstein, B. 1996. *Pedagogy. Symbolic Control and Identity*. Taylor and Francis. (Introduction).
- Bernstein, B. 1964. Elaborated and Restricted Codes: Their Social Origins and Some Consequences, *American Anthropologist* 66(6): 55-69.
- Apple, M. W. 1982. *Cultural and Economic Reproduction in Education: Essays on class, ideology and the state*. Routledge and Kegan Paul. (Selected Chapters).
- Nambissan, G. B., & Srinivasa Rao, S. 2013. *Sociology of education in India: changing contours and emerging concerns* (First edition). Oxford University Press. (Chapters 4,5,7)
- Nambissan, G. B. 2010. Exclusion and discrimination in schools: Experiences of Dalit children. In S. Thorat & K. S. Newman (eds.), *Blocked by caste: Economic discrimination in modern India*, pp. 253–276. Oxford University Press.
- Thapan, M. (ed.) 2015 *Education and Society. Themes, Perspectives, Practices*. Oxford University Press. (Chapter 16).

Unit III: Schooling Practices

- Willis, P. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Saxon House.
- McLaren, P. L. 1985. The Ritual Dimensions of Resistance: Clowning and Symbolic Inversion. *The Journal of Education* 167(2): 84–97.
- Reed-Danahay, D. 1996. *Education and Identity in Rural France. The Politics of Schooling*. Cambridge University Press. (Chapter 2- Theoretical Orientations: Schooling, Families and Power)
- Benei, V. 2009. *Schooling India. Hindus, Muslims and the Forging of Citizens*. Orient BlackSwan. (Chapter 5).

- Kumar, K. 2001. *Prejudice and Pride: School histories of the freedom struggle in India and Pakistan*. Penguin Books (Chapter 1- Introduction, Chapter 5- Freedom Struggle as a Narrative).
- Pinar, W. E. (Ed.). 2015. *Curriculum studies in India: Intellectual histories, personal circumstances*. Palgrave Macmillan. (Selected Chapters)
- Apple, M. W. 2017. *Cultural and economic reproduction in education: Essays on class, ideology and the state*. Routledge. (Chapter 8)
- Ladson-Billings, G. 1995. Toward a theory of culturally relevant pedagogy. *American Educational Research Journal* 32(3): 465–491.
- Thapan, M. (Ed.). 2014. *Ethnographies of schooling in contemporary India*. Sage Publications. (Selected Chapters)
- Thapan, M. (Ed.). 2015. *Education and society: Themes, perspectives, practices*. Oxford University Press. (Selected Chapters)

Unit IV: Education in Contemporary Times

- Chattopadhyay, S., Marginson, S., & Varghese, N. V. (eds.). 2022. *Changing higher education in India*. Bloomsbury Academic. (Introduction, Chapters 1 & 7).
- Kumar, K. (Ed.). 2021. *The Routledge Handbook of Education in India: Debates, Practices, and Policies* (2nd ed.). Routledge. Part III and Part IV
- Haythornthwaite, C., & Andrews, R. 2011. *E-learning theory and practice*. Sage Publications. (Selected Chapters)
- Pathak, A. 2013. *Social Implications of Schooling*. Aakar Books. (Chapter 1- Education as an Arena of Struggle: Reflections on Policies and Objectives).
- Lareau, A. 2003. *Unequal childhoods: Class, race, and family life*. University of California Press.
- Terzi, L. 2005. Beyond the Dilemma of Difference: The Capability Approach to Disability and Special Educational Needs. *Journal of Philosophy of Education* 39(3): 443-459.

Suggested Reading List

- Thapan, M. 2006 1991. *Life at School. An Ethnographic Study*. Oxford University Press.
- Thapan, M. 2022. *J. Krishnamurti: Educator for peace*. Routledge.
- Durkheim, E. 1961. *Moral Education*. The Free Press.
- Cole, M. (Ed.). 2022. *Education, Equality and Human Rights: Issues of Gender, 'Race', Sexuality, Disability and Social Class* (5th ed.). Routledge. (Chapter 7).

- Giroux, H. 1997. *Pedagogy and the Politics of Hope: Theory, Culture, and Schooling: A Critical Reader* (1st ed.). Routledge. (Chapter 6: Border Pedagogy in the Age of Postmodernism).
- Bourdieu, P. 1986. The Forms of Capital. In J.G Richardson (ed.) *Handbook of Research in the Sociology of Education*. Greenwood Publishers.
- Bourdieu, P. 2008. *A Sketch for Self-Analysis*. Polity Press.
- Bernstein, B. 1996. *Pedagogy, Symbolic Control and Identity*. Taylor and Francis. (Chapter 1).
- McLaren, P. 1986. *Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gestures*. Routledge.
- Levinson, B. A. U., & Pollock, M. (eds.). (2011). *A companion to the anthropology of education*. Blackwell Publishing.

DSE-5: Sociology of Generations and Life-Course

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|--|----------|------------------------------------|----------|--------------------|--|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE-5: Sociology of Generations and Life-course | 4 | 3 | 1 | 0 | Bachelor's Degree in any course | None |

Course Objectives:

This course aims to:

1. Explore the significance of the ideas of 'generation' and 'life-course', i.e., age-related social categories as well as individual transitions through different phases of life, for understanding many facets of social and individual life.
2. Introduce different sociological perspectives that examine the significance of age as an axis of social organization, differentiation, and changes through the individual life course.
3. Provide an introduction to the key perspectives on these themes: the course will look at how different stages of life are socially constructed and how transitions from one stage to the next are shaped by social and historical processes, which also give rise to new categories and conflicts.
4. Examine movements, cultural practices, memories and narratives that are a product of generational ties
5. Examine aspects of intergenerational relationships and contentions.
6. Serve as a companion to courses on Gender, Population, Kinship and Social Movements.

Learning Outcomes:

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

- i. *Distinguish and understand different conceptual and theoretical orientations to generation and life course*
- ii. *Analyse social phenomena and individual lives from the perspective of generational membership and stage of life course.*
- iii. *Analyse emerging aspects of generations and life course as reflected in individual and social contexts of different stages of life-course, identity formation, movements and memories*
- iv. *Analyse the different dimensions of intergenerational relationships across different social contexts*

Syllabus of the Course:

Unit I: Sociology of Generations (9 Hours)

- a. The concept of generations
- b. Cohorts vs. generations
- c. Social Generations
- d. 'Generationalism'

Unit II: Approaches to the Life Course (15 Hours)

- a. Life cycle, Life course, and its Social Construction
- b. Age-sets, Age Stratification, Initiation, and Transitions
- c. Childhood, Youth, Adulthood, and Emerging categories
- d. Debates on Age, Sexuality, and Marriage

Unit III: Generational Identity and Culture (12 Hours)

- a. Formation of Generational Values and Consciousness
- b. Generational Memories, Narratives
- c. Generational Subcultures and Movements

Unit IV: Intergenerational Relations (9 Hours)

- a. Intergenerational Conflict, Solidarity or Ambivalence
- b. Intergenerational Contracts
- c. Generational Equity and Justice

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Sociology of Generations

- Mannheim, K. 1952 The Problem of Generations. In *Essays on the Sociology of Knowledge*, pp. 276-322. Oxford University Press.
- Ryder, N. B. 1965. The Cohort as a Concept in the Study of Social Change. *American Sociological Review* 30(6): 843–61.
- Kriegel, A. and Hirsch, E., 1978. Generational difference: The history of an idea. *Daedalus* 107(4): 23-38.
- Kertzer, D. I. 1983. Generation as a Sociological Problem. *Annual Review of Sociology* 9: 125–49.
- Esler, A., 1984. 'The Truest Community': Social Generations as Collective Mentalities. *Journal of Political & Military Sociology* 12(1): 99-112.
- White, J., 2013. Thinking generations. *The British Journal of Sociology* 64(2): 216-247.

Unit II: Approaches to the Life Course

- Riley, M. W. 1987. On the Significance of Age in Sociology. *American Sociological Review* 52(1): 1–14.
- Arnett, J. J. 2016. Life Stage Concepts across History and Cultures: Proposal for a New Field on Indigenous Life Stages. *Human Development* 59(5): 290–316.
- Evans-Pritchard, E. E. 1936. The Nuer: Age-Sets. *Sudan Notes and Records* 19(2): 233–269.
- Aries, P. 1962. *Centuries of Childhood: A Social History of Family Life*. Alfred A Knopf. Part I.
- Honwana, A. 2014. 'Waithood': Youth transitions and social change. In Dick Foeken, Ton Dietz, Leo de Haan, and Linda Johnson (eds.) *Development and equity*, pp. 28-40. Brill.
- Arnett, J.J. 2007. Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives* 1(2): 68-73.
- Cohen, L. 1995. Toward an Anthropology of Senility: Anger, Weakness, and Alzheimer's in Banaras, India. *Medical Anthropology Quarterly* 9: 314-334.
- Saraswathi, T. S., Mistry, J., & Dutta, R. (2011). Reconceptualizing lifespan development through a Hindu perspective. In L. A. Jensen (ed.), *Bridging cultural and developmental approaches to psychology: New syntheses in theory, research, and policy*, pp. 276–300. Oxford University Press.
- Laslett, P. 1987. The emergence of the third age. *Ageing & Society* 7(2): 133-160.
- John, M.E. 2021. *Child marriage in an international frame: A feminist review from India*. Routledge India.
- Sarkar, T., 2000. A prehistory of rights: the age of consent debate in colonial Bengal. *Feminist Studies* 26(3): 601-622.

Sonalde Desai, Lester Andrist. 2010 Gender scripts and age at marriage in India. *Demography* 47(3): 667–687.

Unit III: Generational Identity and Culture

Edmunds, J. and B.S. Turner (eds), 2002. *Generational consciousness, narrative, and politics*. Rowman & Littlefield. (Selected Chapters)

Williams, J. Patrick. 2007. Youth-subcultural studies: Sociological traditions and core concepts. *Sociology Compass* 1(2): 572-593.

Hall, S. and T. Jefferson, (eds.), 2006. *Resistance through rituals: Youth subcultures in post-war Britain*. Routledge. (Introduction, Selected Chapters).

Corning, A. and H. Schuman (eds), 2015 *Generations and collective memory*. University of Chicago Press. (Selected Chapters)

Hareven, T. K. 1978. The Search for Generational Memory: Tribal Rites in Industrial Society. *Daedalus* 107(4): 137–149.

Laufer, R.S. and V.L.Bengtson, 1974. Generations, Aging, and Social Stratification: On the Development of Generational Units. *Journal of Social Issues* 30(3): 181-205.

Abbink, J., 2021. Being young in Africa: The politics of despair and renewal. In Abbink, J. Ineke Van Kessel (ed.) *Vanguard or Vandals: Youth, Politics and Conflict in Africa*. Brill Academic Publishers.

Yang, G. 2016. *The Red Guard Generation and Political Activism in China*. Columbia University Press.

Milkman, R. 2017. A New Political Generation: Millennials and the Post-2008 Wave of Protest. *American Sociological Review* 82(1): 1-31.

Unit IV: Intergenerational Relations

Bengtson, V., Giarrusso, R., Mabry, J. B., & Silverstein, M. 2002. Solidarity, Conflict, and Ambivalence: Complementary or Competing Perspectives on Intergenerational Relationships? *Journal of Marriage and Family* 64(3): 568–576.

Foner, A., & Kertzer, D. 1978. Transitions over the life course: Lessons from age-set societies. *American Journal of Sociology* 83(5): 1081-1104.

Vera-Sanso, P. 1999. Dominant daughters-in-law and submissive mothers-in-law? Cooperation and conflict in South India. *Journal of the Royal Anthropological Institute* 5(4): 577-593.

Vatuk, S. 1990. 'To be a burden on others': Dependency anxiety among the elderly in India. In O. M. Lynch (ed.), *Divine Passions: The Social Construction of Emotion in India*, pp. 64–88. University of California Press

Foner, N. 1984. *Ages in conflict: A cross-cultural perspective on inequality between old and young*. Columbia University Press.

- Croll, E.J. 2006. The intergenerational contract in the changing Asian family. *Oxford Development Studies* 34(4): 473-491.
- Walker, Alan, ed. 1996. *The new generational contract: intergenerational relations, old age and welfare*. UCL Press. (Selected Chapters)
- Cohen, Lee M. (Ed.). 1993. *Justice across generations: What does it mean?* Public Policy Institute, American Association of Retired Persons, (Section III)
- Cole, T.R., 1989. Generational equity in America: A cultural historian's perspective. *Social Science & Medicine* 29(3): 377-383.

Suggested Readings:

- Bernardini, J. 2014. The infantilization of the postmodern adult and the figure of kidult. *Postmodern Openings* 5(2): 39-55.
- Caballero, M. and Baigorri, A. 2019. Glocalising the theory of generations: The case of Spain. *Time & Society* 28(1): 333-357.
- Cole, J. 2004. Fresh contact in Tamatave, Madagascar: Sex, money, and intergenerational transformation. *American Ethnologist* 31(4): 573-588.
- Cooper, A., Swartz, S., & Mahali, A. 2018. Disentangled, decentred and democratised: Youth Studies for the global South. *Journal of Youth Studies* 22(1): 29-45.
- Costanza, D.P., Rudolph, C.W. and Zacher, H. 2023. Are generations a useful concept? *Acta Psychologica* 241: 104059.
- Edmunds, J. and Turner, B.S. 2005. Global generations: social change in the twentieth century. *The British Journal of Sociology* 56(4): 559-577.
- Elder Jr., G. H. 1974 *Children of the Great Depression*. University of Chicago Press.
- France, A., & Roberts, S. 2014. The problem of social generations: a critique of the new emerging orthodoxy in youth studies. *Journal of Youth Studies* 18(2): 215-230.
- Gilleard, Chris, and Paul Higgs. 2002. The third age: class, cohort or generation? *Ageing & society* 22(3): 369-382.
- Henry, A. 2004. *Not my mother's sister: Generational conflict and third-wave feminism*. Indiana University Press. (Selected Chapters)
- Honwana, A.M. 2012. *The time of youth: Work, social change, and politics in Africa*. Lynne Rienner Publishers.
- Howe, N. 2000. *Millennials rising: The next great generation*. Vintage Books.
- Jeffrey, C. 2010. *Timepass: Youth, class, and the politics of waiting in India*. Stanford University Press.
- Jenks, C. 1996. *Childhood*. Routledge. (Selected Chapters).
- Jones, G., 2009. *Youth*. Polity Press. (Selected Chapters).
- Krause, M., 2019. What is Zeitgeist? Examining period-specific cultural patterns. *Poetics* 76: 101352.
- Lamb, S. 2000. *White saris, sweet mangoes*. Stanford University Press.

- Larson, J.A. and Lizardo, O. 2007, Generations, Identities, and the Collective Memory of Che Guevara. *Sociological Forum* 22(4): 425-451.
- Mendoza-Denton, N. and Boum, A, 2015. Breached Initiations: Sociopolitical Resources and Conflicts in Emergent Adulthood. *Annual Review of Anthropology* 44: 295-310.
- Nakassis, C. V. 2016. *Doing style: Youth and mass mediation in South India*. University of Chicago Press.
- Nayak, A. 2006. Displaced Masculinities: Chavs, Youth and Class in the Post-industrial City. *Sociology* 40(5): 813-831.
- Perry, D.L. 2009. Fathers, sons, and the state: discipline and punishment in a Wolof hinterland. *Cultural Anthropology* 24(1): 33-67.
- Twenge, J.M. 2017. *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood and what that means for the rest of us*. Simon and Schuster.
- Vandegrift, D. 2016. 'We don't have any limits': Russian young adult life narratives through a social generations lens. *Journal of Youth Studies* 19(2): 221-236.

DSE-6: Urban Sociology

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|-------------------------------|----------|------------------------------------|----------|--------------------|--|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE-6: Urban Sociology | 4 | 3 | 1 | 0 | Bachelor's Degree in any Course | Nil |

Course Objectives:

This course aims to:

1. Conceptually distinguish Urbanism from Urban and understand multiplicities contained in the urban.
2. Introduce and evaluate frameworks such as the global city paradigm and its critiques to study cities from the Global South Perspective.
3. Enable students to critically assess modernist planning and variations in city planning ideologies in many contexts of the world.
4. Develop an understanding of the city as a dynamic, evolving entity where networks, different identities, diverse logics, and performance of social, cultural, political, and economic coalesce to make and transform a city.

Learning Outcomes:

By the end of this course, students will be able to:

- i. *Distinguish urbanism from the geographical space of the urban.*
- ii. *Understand the process of development of global cities and other world cities.*
- iii. *Reflect on the urban planning process, its execution, and evaluate urban plans.*
- iv. *Appreciate multiplicities and inequalities in urban areas.*
- v. *Appreciate the distinctive development of urban theory in the Global South.*

Syllabus of the Course:

Unit I: Theorising the city (9 Hours)

- a. The Urban and Urbanism
- b. World Cities and Global Cities
- c. Cities of the Global South

Unit II: Formations of Space (12 Hours)

- a. Urban Planning
- b. Urban Informality
- c. Urban Contestations

Unit III: Transformations of Space (12 Hours)

- a. Sacred in the City
- b. Gentrification
- c. Urban Waste

Unit IV: Urban Networks and Identity (12 Hours)

- a. Neighbourhoods and Social Networks
- b. Access and Exclusion

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books and articles; research activities and projects; presentations and discussions; poster making and exhibitions; quizzes, essays, and other writing tasks relevant to the course. An ethnographic research project on the urban may also be part of the tutorial assignments. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Theorising the city

- Wirth, L. 1938. Urbanism as a Way of Life. *American Journal of Sociology* 44(1): 1-24.
- Simmel, G. 1950. The Metropolis and Mental Life. In K. H. Wolff (ed.), *The Sociology of Georg Simmel*, pp. 409-424. The Free Press.
- Sassen, S. 2000. *Cities in a World Economy*. Sage Publications.
- Parnell, S. and S. Oldfield (ed.) *The Routledge Handbook on Cities of the Global South*. Routledge. (Chapters 3 and 5)
- Robinson, J. 2002. Global and world cities: A view from off the map. *International Journal of Urban and Regional Research* 26(3): 531-54.

Unit II: Formations of Space

- Harvey, D. 2008. The Right to the City. *New Left Review* 53: 23-40.

- Holston, J. 1989. *The Modernist City: An Anthropological Critique of Brasilia*. Chicago: The University of Chicago Press.
- Menon, A.G. K. 2000. The Contemporary Architecture of Delhi: The Role of the State as Middleman. In Dupont, V, E. Tarlo & D. Vidal (eds.) *Delhi: Urban Space and Human Destinies*, pp.143-156. Manohar Publishers.
- Roy, A. 2005. Urban Informality: Toward an Epistemology of Planning. *Journal of the American Planning Association* 71(2): 147–158.
- Ghertner, Asher. 2011. Rule by Aesthetics. In Roy, A. and A. Ong (eds) *Worlding Cities: Asian Experiments and the Art of Being Global*, pp. 279-306. Blackwell Publishing.
- Bhide, A. 2023. Structural violence in much more than neoliberal times: The case of slum redevelopment in Mumbai. *City* 27(3-4): 483-500.
- Feldman, A. 1991. *Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland*. University of Chicago Press. (Chapters 3 and 4).

Unit III: Transformations of Space

- Hertel, B. and Cynthia, A. H. (eds.). 1986. *Living Banaras: Hindu religion in cultural context*. SUNY Press. (Selected Chapters)
- Srinivas, S. 2001. *Landscapes of Urban Memory: The Sacred and the Civic in India's High-Tech City*. Minneapolis: University of Minnesota Press.
- Rao, U. 2018. Sacred space. In H. Callan (ed.), *The International Encyclopedia of Anthropology*, pp. 5334-40. Wiley Blackwell.
- Zukin, S. 1987. Gentrification: Culture and Capital in the Urban Core. *Annual Review of Sociology* 13: 129-147.
- Harris, A. 2008. From London to Mumbai and Back Again: Gentrification and Public Policy in Comparative Perspective. *Urban Studies* 40(12): 2511-2526.
- McClintock, N. and Morris, G. 2024. Urban geographies of waste. *Urban Geography* 45(4): 518–527.
- Doron, A. 2021. Stench and sensibilities: On living with waste, animals and microbes in India. *The Australian Journal of Anthropology* 32(S1): 23–41.

Unit IV: Urban Networks and Identity

- Baumann, G. 1996. *Contesting Culture: Discourse and Identity in Multiethnic*. Cambridge University Press.
- Raju, S. 1980. The social meaning of 'urban neighbourhood' in India. *Ekistics* 47(283): 286-289.
- Irving H.W. 1977. Social Networks in the Modern City. *Social Forces* 55(4): 867-880.
- Wacquant, L. 2008. *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge: Polity Press. (Select Chapters).

- Anderson, E. 2012. The Iconic Ghetto. *The Annals of the American Academy of Political and Social Science* 642(1): 8-24.
- Castells, M. 1983. Cultural identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco in Susser, I. (Ed.) *The Castells Reader on Cities and Social Theory*, pp. 180-230. Blackwell Publishers.
- Massey, D. 1994. *Space, Place and Gender*. University of Minnesota Press.
- Ghaziani, A. 2021. Why Gaybourhoods Matter: The street empirics of urban sexualities. In Bitterman, A. & D. Baldwin (eds.) *The life and Afterlife of Gay Neighbourhoods*, pp. 87-113. Springer.
- Kern, L. 2020. *Feminist City: Claiming Space in the Man-made World*. Verso.

Suggested Readings

- Hannerz, U. 1993. The Culture Role of World Cities. In Cohen, Anthony P. and Fukui, Katsuyoshi (eds.) *Humanizing the City: Social Contexts of Urban Life at the Turn of the Millennium*, pp. 69-83. Edinburgh University Press.
- Appadurai, A. 2004. The capacity to aspire: Culture and terms of recognition. In Vijayendra Rao and Michael Walton (eds.) *Culture and Public Action*, pp. 59-84. Permanent Black.
- Lefebvre, H. 1968. *The Right to the City*. Blackwell.
- Fishman, R. 1987. *Bourgeois Utopias: The Rise and Fall of Suburbia*. Basic Books.
- Mahadevia, D. and R. Sharma. 2024. Urban Planning and its Discontents: Practice in Contemporary India. Routledge.
- Wacquant, L. 2001. Deadly Symbiosis: When ghetto and prison meet and mesh. *Punishment and Society* 3(1): 95-134.
- Burte, H. and L. Kamath. 2017. The Violence of Worlding: Producing Space in Neo- Liberal Durban, Mumbai and Rio De Janeiro. *Economic and Political Weekly* 52(7): 67-74.
- Gurunani, S. 2013. Flexible Planning: The Making of India's 'Millennium City,' Gurgaon In Anne Rademacher and K. Sivaramakrishnan (eds.) *Ecologies of Urbanism in India*, pp. 119-43. Hong Kong University Press.
- Parenell, S and S. Oldfield (eds). 2014. *The Routledge Handbook on Cities of the Global South*. Routledge (Chapter by V. Watson and other Selected Chapters).
- Levy, R. I. 1990. *Mesocosm: Hinduism and the Organization of a Traditional Newar City*. University of California Press.
- Chaudhuri, S (ed.). 2022. *Religion and the City in India*. Routledge (select chapters).
- Espinoza, V. 1999. Social Networks among the Urban Poor: Inequality and Integration in a Latin American City. In Barry Wellman (ed.). *Networks in a Global Village: Life in Contemporary Communities*, pp.147-184. Westview Press.
- Duncan, J. (with Nancy Duncan). 2004. *Landscapes of Privilege: The Politics of the Aesthetic in an American Suburb*. Routledge.
- Lin, J. and C. Mele. 2013(2005). *The Urban Sociology Reader 2nd Edition*. Routledge. (Part 3: Racial and Social Inequality).

- Phadke, S, S. Ranade, and S. Khan. 2011. *Why Loiter? Women and Risk on Mumbai Streets*. Penguin Books.
- Hubbard, P. 2013. *Cities and Sexualities*. Routledge (Preface; Chapter 1, 2 & 3)
- Doderer, Y. P. 2011. LGBTQs in the city, queering urban space. *International Journal of Urban and Regional Research* 35(2): 431-436.
- Peter van der Veer (ed.) *Handbook of Religion and the Asian City*. University of California Press. (Chapter 5)
- Rao, U. 2022. Making Informal Sacred Geographies: Spiritual Presence, Sensual Engagement, and Wayside Shrines in Urban India. *Space and Culture* 26(2): 192-203.

PART III

GENERIC ELECTIVES

GE-1: Reading Ethnographies of India

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|--------------------------------------|---------|------------------------------------|----------|--------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| GE-1: Reading Ethnographies of India | 4 | 3 | 1 | 0 | Bachelor's Degree in any Course | None |

Course Description:

The open elective course introduces students to ethnographies on a range of subjects and regions of India. By engaging in a close reading of ethnographies, the student is exposed to a key and distinctive sociological and anthropological method, how it was produced and the changes it has gone through over time. The course will enable a unique understanding of Indian society which the ethnographic method offers through a close reading of ethnographic writing from the colonial, post-independence to the contemporary periods.

Course Objectives:

This course aims to:

1. To understand the ethnographic method and its application in the Indian context.
2. To understand the concerns of the different phases of ethnographic research in India.
3. To do close reading of ethnographic texts from colonial, post-independence and contemporary contexts.

Course Learning Outcomes:

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

- i. *Appreciate the significance of the ethnographic method in understanding Indian society*
- ii. *Differentiate between different phases of ethnographic research in India*
- iii. *Identify the major concerns of ethnographic research in colonial, post-independence and contemporary contexts*

Syllabus of the Course:

Unit I: Ethnography as Method (9 Hours)

This section introduces students to the practice of ethnographic research.

- a. Sociological Fieldwork
- b. Interpretive Anthropology
- c. Writing Culture
- d. Defining the Field

Unit II: Colonial Ethnographies, Census and Gazetteers (12 Hours)

This unit looks at the role of colonial power/governmentality in creating anthropological knowledge about India. It also looks at the emerging genre of ethnographies.

- a. Colonial Ethnographic Writing
- b. Emerging Ethnographic Genres

Unit III: Ethnographic Writing in the Post-Independence Phase (1950s-2000) (12 Hours)

This section looks at the concerns that emerged through the ethnographies of post-colonial scholars.

- a. Village
- b. Caste and Tribe
- c. Family
- d. Religion

Unit IV: Contemporary Ethnography (2000s onwards) (12 Hours)

This section introduces students to a variety of contemporary ethnographies.

- a. Identities
- b. Infrastructure
- c. Aspirations and Loss
- d. New Directions

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books and articles; research activities and projects; presentations

and discussions; poster making and exhibitions; quizzes, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit Wise Reading List:

Unit I: Ethnography as Method

- Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) 1979. *The Fieldworker and the Field*. Oxford University Press.
- Geertz, C. 1973. *The Interpretation of Cultures. Basic Books*. (Chapter I: Thick Description, and Chapter 15: Deep Play).
- Clifford, J. and G. E. Marcus. 1986. *Writing Culture*. University of California Press.
- Gupta, A. and J. Ferguson (eds.) 1997. *Anthropological Locations*. University of California Press. (Introduction)

Unit II: Colonial Ethnographies, Census and Gazetteers

- Crooke, W. 1896 *The Popular Religion and Folklore of Northern India*, Vol 1 (Selections). A. Constable & Co.
- Cohn, B. S. 1987 *An Anthropologist Amongst the Historians and Other Essays*. Oxford University Press. (Chapter 10: Census)
- Hasan, M. ed. 2012 *Writing India: Colonial Ethnography in the 19th Century*. Oxford University Press. (Selected Chapters)
- Wiser, W. and. Wiser. 2001 (1930) *Behind Mud Walls*. University of California Press.
- Verrier Elwin 2007 (1939) *The Baiga*. Gyan Publishing House. (Selections)

Unit III: Ethnographic Writing in the Post-Independence Phase (1950s-2000)

- Bailey, F. G. 1957 *Caste and the Economic Frontier*. Manchester University Press.
- Srinivas, M.N. 2012 (1978). *The Remembered Village*. Oxford University Press.
- Uberoi, J.P.S. 1967. On Being Unshorn. *Transactions of the Indian Institute of Advanced Study* (Simla) 4: 87-100
- Breman, J. 1974 *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India*. University of California Press.
- Cohen, L. 1998. *No Aging in India*. University of California Press.

Unit IV: Contemporary Ethnography (2000s onwards)

Reddy, G. 2005 *With Respect to Sex*. University of Chicago Press.

Jeffrey, C. 2010. *Timepass*. Stanford University Press.

Anand, N. 2017. *Hydraulic City*. Duke University Press.

Vitebsky, P. 2017. *Living without the Dead*. University of Chicago Press.

Taneja, A. V. 2017 *Jinnealogy*. Stanford University Press.

Kikon, D. 2019 *Living with Oil and Coal*. University of Washington Press.

Srivastava, S. 2022. *Masculinity, Consumerism and the Post-National Indian City*. Cambridge University Press.

Note: Not all of these ethnographies can be taken up in one semester. Students will select one or two from each unit and work through the whole text.

GE-2: Themes in Sociology

| Course Title and Code | Credits | Credit Distribution for the Course | | | Eligibility Criteria | Pre-requisite of the course if any |
|---------------------------|---------|------------------------------------|----------|---------------------|---------------------------------|------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE-2: Themes in Sociology | 4 | 3 | 1 | 0 | Bachelor's Degree in any Course | None |

Course Description:

This course introduces students to the foundations of sociology as a discipline and will discuss both some key sociological thinkers, their theories, and some key themes in Sociology. Designed for non-sociology students, it covers the classical sociological thinkers in the Western context and also brings out some of the key contributions by the pioneering Sociological thinkers of the global south.

Course Objectives:

1. To introduce the foundational ideas of sociology as a discipline and major sociological thinkers.
2. To compare different sociological theories.
3. To develop critical thinking skills to assess social phenomena using sociological perspectives.
4. To acquaint students with some pioneering contributions of some Sociological thinkers of the Global South.

Learning Outcomes:

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

- i. *Explain the contributions of key sociologists in founding the discipline through their key concepts, ideas and theories.*
- ii. *Critically assess the relevance of classical sociological theories.*
- iii. *Demonstrate understanding of the key themes and contributions of some sociologists from the global south.*

Syllabus of the Course:

Unit I: Sociology as a Discipline (9 Hours)

- a. The Historical Origins of Sociology
- b. Sociological Imagination

Unit II: Classical Sociological Thinkers (Marx, Weber, Durkheim) (12 Hours)

- a. Class
- b. Division of Labor
- c. Power and Authority

Unit III: Key Concept in Sociology (Bourdieu, Goffman, Collins) (12 Hours)

- a. Presentation of Self
- b. Cultural Capital
- c. Intersectionality

Unit IV: Sociology from India and the Global South (12 Hours)

- a. Social Change and Development
- b. Inequality and Hierarchies
- c. Social Movements

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Sociology as a Discipline

Comte, A. 1896. *The Positive Philosophy*, (Vol.1, H. Martineau, Trans). George Bell & Sons. (Chapter 1).

Small, A. W. 1905. *General Sociology*. The University of Chicago Press. (pp. 100-130).

Mills, C. W. 1959. *The Sociological Imagination*. Oxford University Press, chapter 1.

Unit II: Classical Sociological Thinkers (Marx, Weber, Durkheim)

Marx, K. 1867. *Capital: A critique of political economy* (Vol. 1, B. Fowkes, Trans.). Penguin Books. (Selected Chapters).

Durkheim, É. 1933. *The Division of Labor in Society*, (G. Simpson, Trans.). The Free Press of Glencoe, Illinois. (Selected Chapters).

Roth, G. and C. Wittich., 1978. *Max Weber: Economy and Society*. University of California Press (Selected Chapters).

Unit III: Key Concept in Sociology (Bourdieu, Goffman, Collins)

Bourdieu, P. 1977. Cultural Reproduction and Social Reproduction. In J. Karabel, & A. H. Halsey (eds.), *Power and Ideology in Education*, pp. 487-511. Oxford University Press.

Goffman, E. 1961. *Asylums: Essays on the social situations of mental patients and other inmates*. Doubleday. (Chapter 1)

Collins, P. H. 2019. *Intersectionality as Critical Social Theory*. Duke University Press. (Introduction)

Unit IV: Sociology from India and the Global South

Uberoi, P., N. Sundar & S. Deshpande (eds.). 2007. *Anthropology in the East: Founders of Indian sociology and anthropology*. Permanent Black. (Selected Chapters).

Ambedkar, B. R. 1979. *Dr. Babasahab Ambedkar: Writings and Speeches*. Vol.1 (compiled by Vasant Moon). Education Department, Government of Maharashtra. (Selected Chapters).

Das, V. 2003 *The Oxford India Companion to Sociology and Social Anthropology*, Volume I & II. Oxford University Press. (Selected Chapters).

Radhakrishnan, S & Vijaykumar, G. (eds.). 2022. *Sociology of South Asia*. Springer. (Selected Chapters).

Sooryamoorthy, R. & Khalema, N. E. (eds.). 2023. *Handbook of the Sociology of Africa*. Oxford University Press. (Selected Chapters).

Bada, X. and Sanchez, L. R. (eds.) 2020. *The Oxford Handbook of the Sociology of Latin America*. Oxford University Press. (Selected Chapters).

Suggested Readings:

Chadha, G. and Joseph, M.T. (eds) 2018. *Re-Imagining Sociology in India: Feminist Perspectives*. Routledge.

Dhanagare, D.N 1998. *Themes and Perspectives in Indian Sociology*. Rawat Publications.

Giddens, A. 1971. *Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge University Press.

Giddens, A., & Sutton, P. W. 2017. *Essential Concepts in Sociology*. Polity Press.

Harrington, A. 2005. *Modern Social Theory: An Introduction*. Oxford University Press.

King, V. T. 2008. *The Sociology of Southeast Asia*. NIAS Press.

Patel, S. (ed.) 2016. *Doing Sociology in India*. Oxford University Press.

Ritzer, G. 2011. *Sociological Theory*. McGraw-Hill.

Rodrigues, V. (Ed.) 2004. *The Essential Writings of B.R. Ambedkar*. Oxford University Press.