

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1276/25/02 (ii)

Dated: 05.08.2025

**NOTIFICATION**

Sub: Amendment to Ordinance V

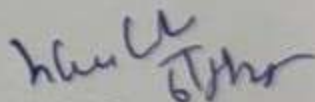
(ECR 24-16/ dated 12.07.2025)

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
Social Work	M.A. Social Work – Annexure – 1
African Studies	M.A. African Studies – Annexure- 2
East Asian Studies	1. M.A. East Asian Studies – Annexure-3 2. M.A. Japanese – Annexure - 4 3. MA Chinese -Annexure - 5 4. MA Korean – Annexure - 6

  
REGISTRAR

**Proposed SYLLABUS  
MASTER OF ARTS in SOCIAL WORK  
(M.A. in Social Work)  
Under PGCF 2025**



**DEPARTMENT OF SOCIAL WORK  
University of Delhi**

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## 1. About the Department

The Department of Social Work (earlier known as the Delhi School of Social Work) was established in the year 1946 at Lucknow by the Young women Christian Association (YWCA). It was then known as the National YWCA School of Social Work. In the year 1947, the school was shifted to Delhi. In the year 1948, it was affiliated to the University of Delhi and came to be known as the Delhi School of Social Work. The institution holds the distinction of being the first institution in Asia to offer a Master's Degree in Social Work. In April 1961, the Department started functioning as a post-graduate institution affiliated to the University. In 1965, the Doctoral programme (leading to PhD. degree) in Social Work was started and subsequently in the year 1976, the Department also added a Pre Doctoral programme (leading to M.Phil. degree). In May 1979, it became a Post-Graduate Department affiliated to the Faculty of Social Sciences of the University of Delhi.

The Department initiated the Bachelor's Degree (Honours Course) in Social Work in two constituent colleges of the University of Delhi from the academic session 1994-95, namely Dr Bhim Rao Ambedkar College and Aditi Mahavidyalaya. The Department of Social Work was granted the Department of Special Assistance status (DSA) by the University Grants Commission in 1992. It was also sanctioned assistance under the ASIHSS Programme. In 2009, the semester system was introduced in the M.A. (Social Work) programme. In 2014, University Grants Commission (UGC) sanctioned the status of "Centre of Advanced Study (CAS) in Social

Work" to the Department for five years. The Department has also become a proud member of the prestigious Asian Pacific Association for Social Work Education (APASWE) in the year 2017.

The Department has established and continued with its field action programmes, which have been established over the years to demonstrate the relevance of social work intervention in dealing with social issues and problems. They have functioned as demonstration cum extension projects for the Department and have enabled the Department to strengthen its "praxis". One such field action programme is the Child Guidance Centre, which was instituted in the year 1971 and which later came to be known as the Centre for Child and Adolescent Well-Being. Over the many years of its functioning, the Centre has only grown from strength to strength. The Department also established a community work oriented centre called the Gram Mahila Kendra in Burari community in the year 1988. Subsequently this Centre came to be known as the Centre for Community Development and Action. Over many years of its existence, this Centre has rendered exemplary community development services, based on participatory community action. The Department undertook relief and rehabilitation action project for earthquake affected villages in Bhuj (Kutch) under the banner, University for Development Action and Integrated Learning (UDAI) during 2001-2002. It also executed an innovative action project UDAI –II in the flood affected villages of Bihar starting 2008. In 2008, NACO sanctioned the establishment of a State Training and Resource Centre at the Department. A Gender Resource Centre was granted by the Governing Council of Mission Convergence under the Chief Secretary, Government of NCT of Delhi in 2009, under the auspices of the DSSW Society. Utthan, an extension wing of CCAW was established in August 2012, with support of the Lion Child Trust, a trust formed by Lions Club International. The Department was given the responsibility of coordinating the Community Development Cell of the University of Delhi in 2015 and the Unnat Bharat Abhiyan in 2016 working with communities in Badarpur Khadar, Chauhan Patti, Jagatpur, Mukundpur and Jharoda. The University also entrusted the responsibility of coordinating for village development in Jaunti village, as part of centenary celebrations of University of Delhi in 2022. The performance standards with consistent high standards in teaching, research and social outreach have made the Department of Social Work significant contributor to corporate governance of the University. The faculty are time and again given responsible positions in the University governance. The Department feels extremely proud of achieving its vision and mission, as is amply demonstrated by the consistently high ranking derived by it in the last many years in various surveys conducted for Higher Education. The academic and corporate life of the Department is marked by multifaceted initiatives; collaborative endeavours; innovative efforts of student learning and faculty enrichment; as also need based developmental interventions. The Department has also a strong Alumni Association that was registered as a Society in the year 2021.

The Department played a pioneering role in hosting a diversity of initiatives independently, and in partnership with several governmental and non- governmental organisations. It continues to strive towards building an enabling environment that encourages self-exploration and self-expression among the students and research scholars, stimulating their young minds to nurture a culture that respects hard work, perseverance, diversity and inclusion. The Department has also made important contributions to COVID-19 mitigation efforts across the country through its field work and outreach programme. It has shown resilience in responding to the crisis both academically and programme wise.

It is proud moment for the Department when it launched its own Journal, the "Indian Journal of Social Work Education and Practice" in October 2023.

## **2. About the Programme**

The Department offers the MA and Ph.D. programmes at present. The Masters Degree Programme of the Department continues to be among the most sought Upon and one of the most prestigious programmes being run in the country. Over the years with the implementation of the affirmative action programmes and additions of supporting specific sections of population along with supernumerary programme, the student intake capacity of the Department has increased to 108 excluding supernumerary candidates.

**Post- Graduate Attributes** These comprise a set of competencies, skills and abilities that the students acquire, along with disciplinary and inter-disciplinary knowledge through the educational programmes at the Department of Social Work. The graduate attributes at the Department can be classified under the following domains

- **Knowledge Development:** These comprise in-depth domain knowledge of social work, as also interdisciplinary perspectives, which underlie and contribute to social work education and practice; analytical competence; critical thinking; competence for research and innovation; problem solving competence; decision making ability; capacity for creativity; ability for autonomous functioning; heuristic, indigenous and situated knowledge.
- **Development of Professional self:** These constitute inter-personal skills; communication competence; emotional intelligence; ability for team work; collaborative skills; leadership skills; time management competency; ability for self-application and self-investment, among others.
- **Professional and Ethical Practice:** These include inculcation of professional attributes and job skills for social justice oriented professional practice; demonstration of integrity, honesty, responsibility and accountability towards the vulnerable individuals/groups and communities and towards the profession; respect for diversity, and inclusive practices development of entrepreneurial skills, information technology skills, among others.
- **Attitudinal Development:** These comprise of development of optimism towards self and society, cross-cultural understanding; appreciation of cultural diversity and inclusion; respect and acknowledgement of indigenous knowledge systems, critical consciousness, respect for social justice and human rights; scientific temperament and humanism, integration of environmental consciousness; commitment for community and societal engagement, among others.

### 3. Rationale

Curriculum Revision is a continuous process of review and reflection in view of the dynamic professional space and requirements and the larger constitutional values and national educational policies. Accordingly, there will be changes to the curriculum in meeting the needs of the society, through revamping of existing course structure and allowing for maximization of teaching-learning situations for the personal and professional growth of the students as well as for integrative processes. This exercise enables for preparing a course structure that is in alignment with indigenous knowledge systems, not just for current needs but also has a space to prepare for emerging needs. This ensures that the profession is standing tall and is meaningful in the light of changing societies especially in the digital spaces as well as the changed nature of the student population who have not only social but also digital space as an added demand to their lives. This calls for a drastic call for changing the pedagogies, hours of teaching-learning situations and assessment processes and in alignment with global standards of social work profession.

### 4. About the Process of Syllabus Revision

The Process of syllabus revision has been an exercise involving all the faculty members from July 2024 onwards for which a Syllabus Revision Committee was constituted (See Annexure I). However, due to pressing academic engagements, the revision work was postponed to the month of February, 2025.

The NEP 2020 provided broad guidelines for enabling for choice-based curriculum which were crystallised in the National Higher Education Qualifications Framework and the Curriculum and Credit Frameworks for Post Graduate Programmes (published in June 2024) provided the necessary insights for the Faculty in the Department of Social Work, to carry out the revision of Syllabus. The PG Curricular Framework, 2024 duly notified by the University of Delhi in its 13<sup>th</sup> February, 2025 notification provided the clarity in the process of Syllabus Revision for the Masters in Social Work programme offered at the University of Delhi.

## **5. Curriculum under PGCF 2025**

The Curriculum under PGCF 2025 requires to be having elements of flexibility and mobility. The Social Work Programme accordingly reflected the Graduate Attributes and descriptors of having and ensuring the following.

- Knowledge and understanding
- General, technical, and professional skills required to perform and accomplish tasks
- Application of knowledge and skills
- Generic learning outcomes
- Constitutional, humanistic, ethical, and moral values
- Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset

## **6. M. A. Social Work Programme under PGCF**

**VISION:** By developing human resources for professional social work practice, strive for the creation of a just and equal society which ensures freedom from all forms of oppression and exploitation and strive for a peaceful co-existence between individuals, groups and communities across the globe.

**MISSION:** To develop human resources for competent and effective professional social work practice, teaching and research with diverse range of individuals, groups and communities by using a framework of social justice and human rights focused on sustainable and participatory development and for having global professional presence across settings.

The intake of students from various streams from the inception of the Department of Social Work, for the interdisciplinary nature of the profession is well justified. Building the foundations of Knowledge and understanding with insights drawn from various social science disciplines is reflected in offering the following courses

### **Programme Objectives (POs):**

- a) To impart education and training in professional social work to develop human resources for social welfare, development and allied fields, with competency of working at various levels of micro, meso and macro systems

- b) To help students develop knowledge, skills, attitudes and values appropriate to the practice of social work profession in diverse settings.
- c) To enable students to develop creative and critical thinking skills for professional practice
- d) To build capacities of students to apply theoretical knowledge in the practice of social work.
- d) To facilitate interdisciplinary approach for better understanding and engagement with social problems, situations and issues of development.
- e) To facilitate the employability of students for practice in diverse areas of social work practice
- f) To strive for the making of professionals having global gold standards of practice in Social Work Profession

## **Courses offered in MA Programme in Social Work**

**Discipline Specific Courses (DSC)** Nature and Development of Social Work and Social Science Foundations for Social Work, Working with People I - Community Practice and Social Action and Field Work Practicum are offered in Semester I and Social Justice, Human Rights and Social Legislation, and Working with People II - Case Work and Group Work Practice and Field Work Practicum II are offered in Semester II. Social Work Research and Welfare Administration, Field Work Practicum III and Research as Dissertation Part I with specific outcomes are offered in Semester III, while, Social Development and Social Policy, Field Work Practicum IV and Research as Dissertation Part II with specific outcomes are offered in Semester IV. All the discipline specific courses are of 4 credits except for Research (Dissertation) which carries 6 credits each in Semesters III and IV.

**The Discipline Specific Electives (DSE) Courses** are offered in all the four semesters with 4 credit each keeping within the framework of Course Work with Research. These reflect the social work practice in different areas of practice such as communities, health, families, mental health, disability, industry, ecology, correctional settings and others. All the discipline specific courses are of 4 credits each.

**Skill-Based Electives** are offered in Semester I and Semester II with 2 credits, for honing the skills of students in various practice settings. These are both generalist and special skills. Accordingly, the skills are divided into Micro Skills and Macro Skills with the option of choosing from either of these.

**There is a Field Work Practicum offered as 4 credits** as per the PGCF 2025 requirements. Field Work is inherent to Social Work Education as per the UGC norms under Second Review Committee for Social Work. Further to meet global parameters and assessment criteria for uniformity and parity, the practicum is offered in all the Semesters with 30 days field work practicum in each semester to meet the international standards. The vision of making our students reach global standards is an underlying concern.

## **Teaching-Learning, Evaluation and Internal Assessment**

- For Each Discipline Specific Courses and Discipline Specific Elective Course and the Skill based courses, there will be one lecture of one hour per credit of teaching in a week.
- End semester evaluation and Internal Assessment for all the courses, as well as Field Practicum, the University Guidelines will be followed (as and when they are notified).

- Similarly, for both the Courses and Field Work practicum, the attendance related Guidelines of the University of Delhi will be followed.
- Evaluation system will follow the Cumulative Grade Point Average system as mandated by the University regulations

## 7. Credit Structure

All the courses would be uniformly of 4 credits each with total credit of 88 for the MA in Social Work Programme. The course-codes are alpha-numeric combinations of five (two letters and three or four numbers). The first two digits are capital alphabets referring to the discipline (of the Master's programme). Here, "SW", refers to the discipline "Social Work", which is a common prefix for all the courses codes, thereby distinguishing these courses from courses of other disciplines. Each course code is read as follows- Discipline Specific Courses begin with 01 for both Semesters I and II with a continuation of numbers from 011 to 016.

The course structure adopted is Course Work + Research for Semester III and IV. For Semesters III and IV likewise the course codes begin with 02 with continuation of numbers from 021 to 026. For Research the course code is SW023 and 026 respectively. The Discipline Specific Electives are offered in two groups in all Semesters. These are assigned code of SW11, SW12 for Semester I and SW13, SW14 for Semester II, SW31 and SW32 for Semester III and SW41 and SW42 for Semester IV, followed by the serial numbers of 1 to 4. The Skill based Elective courses are offered only in Semester I and Semester II and have been assigned SW2 as the third digit with fourth and fifth digits as 11 and 12 for Micro Skills I and II respectively, and for Macro Skills I and II, the fourth and fifth digits as 21 and 22 respectively.

### Credit Structure for the MA in Social Work Programme at the Department of Social Work

SEMESTER I								
SW-Discipline Specific Courses (DSC) (4 credits each)			Discipline Specific Electives (DSE) I (4 credits)		Discipline Specific Electives (DSE) II (4 credits)		Skill Based Courses (2 credits)	TOTAL CREDITS
SW011 NDSW&SS	SW012 WWP-I: CPSASW	SW013 FWP-I	SW111	UCD	SW121	GAD	SW211	
			SW112	SWHS	SW122	GSWTP	PIMI I	
			SW113	SWOG	SW123	SWES	SW221	
			SW114	DCT	SW124	FMHSR	PIMA I	
4	4	4	4		4		2	22
SEMESTER II								
SW014 SJSL	SW015 WWP-II: CWGWP SW	SW016 FWP-II	SW131	TIPS	SW141	CSR & SE	SW212 PIMI II	

			SW132	GSW	SW142	SWPY	SW222 PIMA II	22
			SW133	MHSP	SW143	SWPCD M		
			SW134	SWCM PB	SW144	DPAISW		
4	4	4	4		4		2	
<b>YEAR I PG PROGRAMME</b>								44
<b>SEMESTER III</b>								
<b>SW-Discipline Specific Courses (DSC) (4 credits each)</b>		<b>Discipline Specific Electives (DSE) I (4 credits)</b>		<b>Discipline Specific Electives (DSE) II (4 credits )</b>		<b>Research</b>	<b>TOTAL CREDITS</b>	
SW021  SWRSA	SW022  FWP-III	SW311	MGNP	SW321	CRSWP	SW023  DISRT I		22
		SW312	CTP	SW322	OHSW			
		SW313	HRM	SW333	CJSW			
		SW314	SWFC	SW334	ESSW			
4	4	4		4		6		
<b>SEMESTER IV</b>								
SW024  SDSP	SW025  FWP-IV	SW411	ISW	SW421	SWLW	SW026  DISRT II		22
		SW412	MPSW	SW422	CSWTM			
		SW413	DTSS W	SW423	DMSW			
		SW414	LIVC	SW424	RCD			
4	4	4		4		6		
<b>YEAR I PG PROGRAMME</b>								44
<b>YEAR 2 PG PROGRAMME</b>								44

## 8. Details of Semester Wise Courses

YEAR I SEMESTER I						
Type of gCourse	Type		Lectures	Tutorials	Practical	TOTAL
Discipline Specific Courses (DSC)	SW01					4
	SW011	Nature and Development of Social Work and Social Science Foundations	3	1	0	4
	SW012	Working with People I- Community Practice and Social Action in Social Work	3	0	1	4
	SW013	Field Work Practicum I	0	0	4	4
Discipline Specific Electives (DSE)-I	SW11					4
	SW111	Urban Community Development	3	1	0	4
	SW112	Social Work in Health Settings	3	1	0	4
	SW113	Social Work Practice with Oppressed Groups	3	1	0	4
	SW114	Disability: Concepts and Theories	3	1	0	4
Discipline Specific Electives (DSE)-II	SW12					4
	SW121	Gender and Development	3	1	0	4
	SW122	Gerontological Social Work	3	1	0	4
	SW123	Social Work in Educational Settings	3	1	0	4
	SW124	Foundations of Mental Health: Strengths and Resilience	3	1	0	4
SKILL Elective	SW21/22					2
	SW211	Practice Intervention Skills – Micro Skills I	1	0	1	2
	SW221	Practice Intervention Skills – Macro Skills I	1	0	1	2
TOTAL CREDITS SEMESTER I						22

YEAR I SEMESTER II						
Type of Course	Type		Lectures	Tutorial	Practical	TOTAL
Discipline Specific Course (DSC)	SW01					
	SW014	Social Justice, Human Rights and Social Legislation	3	0	1	4
	SW015	Working with People II- Case Work and Group Work Practice in Social Work	3	0	1	4
	SW016	Field Work Practicum II	0	0	4	4
Discipline Specific Electives (DSE)-I	SW13					4
	SW131	Tribal and Indigenous People's Studies	3	1	0	4
	SW132	Green Social Work	3	1	0	4
	SW133	Mental Health Social Work: Strengths Based Practice	3	1	0	4
	SW134	Social Work for Conflict Mitigation and Peace Building	3	1	0	4
Discipline Specific Electives (DSE)-II	SW14					4
	SW141	Corporate Social Responsibility and Social Entrepreneurship	3	1	0	4
	SW142	Social Work Practice with Youth	3	1	0	4
	SW143	Social Work Practice in Chronic Disease Management	3	1	0	4
	SW144	Disability: Practical Applications and Interventions in Social Work	3	1	0	4
SKILL Elective	SW21/22					2
	SW212	Practice Intervention Skills –Micro Skills II	1	0	1	2
	SW222	Practice Intervention Skills – Macro Skills II	1	0	1	2
TOTAL CREDITS FOR SEMESTER II						22
TOTAL CREDITS FOR SEMESTER I + II						44

YEAR II Semester III						
Type of Course	Type		Lectures	Tutorial	Practical	TOTAL
Discipline	SW02					
Specific Course (DSC)	SW021	Social Work Research and Welfare Administration	3	0	1	4
	SW022	Field Work Practicum III	0	0	4	4
	SW023	Dissertation I	0	2	4	6
Discipline	SW31					4
Specific Electives (DSE)-I	SW311	Management of Non-Profit Organisations	3	1	0	4
	SW312	Counselling: Theory and Practice	3	1	0	4
	SW313	Human Resource Management	3	1	0	4
	SW314	Social Work with Family and Children	3	1	0	4
Discipline	SW32					4
Specific Electives (DSE)-II	SW321	Child Rights and Social Work Practice	3	1	0	4
	SW322	Occupational Health and Social Work	3	1	0	4
	SW323	Criminal Justice Social Work	3	1	0	4
	SW324	Ethico-Spiritual Social Work and Human Flourishing	3	1	0	4
TOTAL CREDITS SEMESTER III						22
YEAR II SEMESTER IV						
Type of Course	Type		Lectures	Tutorial	Practical	TOTAL
Discipline	SW02					
Specific Course (DSC)	SW024	Social Development and Social Policy	3	0	1	4
	SW025	Field Work Practicum IV	0	0	4	4
	SW026	Dissertation II	0	3	3	6
Discipline	SW41					4
Specific	SW411	International Social Work Practice	3	1	0	4

<b>Electives (DSE)-I</b>	SW412	<b>Medical and Psychiatric Social Work</b>	3	1	0	4
	SW413	<b>Digital Technology and Skills for Social Work Practice</b>	3	1	0	4
	SW414	<b>Livelihoods &amp; Commons</b>	3	1	0	4
<b>Discipline Specific Electives (DSE)-II</b>	<b>SW42</b>					<b>4</b>
	SW421	<b>Social Work &amp; Labour Welfare</b>	3	1	0	4
	SW422	<b>Critical Social Work: Theory and Method</b>	3	1	0	4
	SW423	<b>Disaster Management and Social Work</b>	3	1	0	
	SW424	<b>Rural Community Development</b>	3	1	0	4
<b>TOTAL CREDITS SEMESTER IV</b>						<b>22</b>
<b>TOTAL CREDITS FOR SEMESTER III+ IV</b>						<b>44</b>
<b>TOTAL CREDITS FOR 2YEAR PG Programme</b>						<b>88</b>

## 9. THE DISCIPLINE SPECIFIC ELECTIVES (DSE)

The Discipline Specific Electives (DSE) are offered in two groups of DSE I and DSE II in each of the Semesters I, II, III and IV. The students will have the option to choose one from each of the groupings. A maximum number of students in a particular Elective will be 25% of the total students in the batch of an academic session, based on their rank in the admission test in case of Semester I and II electives and likewise for those joining the programme in Semester III and IV. For those in the PG programme, the results obtained Sem II will be the determinant in allocating choice with maximum number of students not exceeding 25% of the total students in the batch. The electives will be offered subject to the availability of concerned Faculty for that particular Elective in that Academic Session. These Groupings are as follows:

DISCIPLINE SPECIFIC ELECTIVES			
DSE I			
SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
Urban Community Development	Tribal and Indigenous People's Studies	Management of Non-Profit Organisations	International Social Work Practice
Health and Social Work Settings	Green Social Work	Counselling: Theory and Method	Medical and Psychiatric Social Work
Social Work Practice with Oppressed Groups	Mental Health Social Work: Strengths Based Practice	Human Resource Management	Digital Technology and Skills for Social Work Practice
Disability: Concepts and Theories	Social Work for Conflict mitigation and Peace building	Social Work with Family and Children	Livelihoods & Commons
DSE II			
Gender and Development	Corporate Social Responsibility and Social Entrepreneurship	Child Rights and Social Work Practice	Social Work & Labour Welfare
Gerontological Social Work: Theory and Practice	Social Work Practice with Youth	Occupational Health and Social Work	Critical Social Work: Theory and Method
Social Work in Educational Settings	Social Work Practice in Chronic Disease Management	Criminal Justice Social Work	Rural Community Development
Foundations of Mental Health: Strengths and Resilience	Disability: Practical Applications and Interventions in Social Work	Ethico-Spiritual Social Work and Human Flourishing	Disaster Management and Social Work

## 10. SKILL BASED ELECTIVES

The Skill component has been seen as the foundation for social work practice in various settings. Micro skills are required to work with individuals, families and children and in small primary groups. These are connected with the Social Work methods courses such as Case Work practice in Social Work Settings, Social Group Work. The macro practice is associated with Social Work methods of community organization. Hence in order for those who have chosen their streams under discipline specific electives skills under Micro and Macro Practice are offered. The student has to opt for either Macro Skills I and II or Micro skills I and II. The research skills are enhanced through the Course Work + Research format for Semester III and IV as per the PGCF 2025.

Skill Electives 2 choices	Code	TITLE	PRACTICE	Credits
SEMESTER I	SW211	Practice Intervention Skills – Micro Skills I	2	2
	SW221	Practice Intervention Skills – Macro Skills I	2	
SEMESTER I	SW 212	Practice Intervention Skills – Micro Skills II	2	2
	SW222	Practice Intervention Skills – Macro Skills II	2	

## 11. Field Work Practicum under PGCF 2025

1. Field work at the Department of Social work is the core of the two-year M.A. in Social Work Programme and is concurrent to classroom teaching in both the years. The Department of Social Work, University of Delhi is a pioneering institution offering social work education to a diverse set of student learners who come from distant corners of the country and even many parts of the world to acquire professional competence to practice in the multiplicity of domains claimed by the social work profession as its own. Established in the year 1946, the Department has set high standards for itself and for other institutions offering social work education in the country. The Department boasts of a rich tradition of field work and the unequivocal emphasis that it has continued to place on field education has always given a distinct edge to its students and alumni to emerge as competent, sensitive and committed human service practitioners, with global foot prints. For Social Work Professional Education, Field Work is considered as *Signature Pedagogy*.
2. The Department has consistently striven to align its field work programme to the new and emerging realities, and to amalgamate new sites and settings which beckon social work intervention. For instance, the Department has moulded its Field Work programme to rise to the demanding and challenging complex COVID-19 emergency. Field Work Practicum is thus not just a need for training human service professions, but also there is a need to meet the emerging complexities of a networked society with local and global challenges. The constitutional guidelines inform the practice to work with the marginalised, the vulnerable and the oppressed. These critical realities pose newer and more challenging practice obligations on social workers, who clearly require a distinct set of competencies and approaches to create desirable change. The educational curriculum of the Department, inclusive of both the theory and practicum components, has been responsive to this contemporary frame.
3. By orienting and grounding curriculum to the goals of National Educational Policy 2020, being learner centric, flexible and skill oriented with an emphasis on employability as well as develop orientation and competencies to address the societal concerns and issues, we have been able to introduce new core and optional papers, so as to enhance the knowledge and skill component of our Masters Programme. A dynamic and ever evolving course structure needs to be supported by an equally dynamic and reinforced field practicum. It is with this perspective that the Field Work

Unit of the Department has continued to review, innovate and refine the field work format, components and pedagogy, and introduce well envisaged changes within the existing programme.

4. As emphasized in the National Higher Education Qualifications Framework (NHEQF) of University Grants Commission in its ***Components of Programmes of Study (4.4, page 45-46)***, different modes of learning that could enhance the Programme of Study include workshop activities, field-based learning/projects, and internships/ community engagement and service. The Department is proud to have this legacy of providing Field Work Practicum exposure to the realities of communities both urban and rural as well as different areas of Social Work practice, ranging from Mental Health, Youth, Families, Children under varying vulnerable situations, health and healing and disability. These are only a small sample of the range of field work practicum sites. There is varying exposure provided through various components of field work practicum, such as Orientation programme, orientation visits to different Government and NGO agencies providing welfare services, concurrent, block internships, rural camps, which ultimately fetch a wholesome training that leads to job placements across the Nation. Our Alumni do provide the necessary mentorship and support to our Field Practicum arrangements. It is important to note that field work is thus integral to our Theory classes with often a symbiotic and a seamless synchronous experiential learning process that has been carefully built and strengthened through last several decades of our teaching- learning arrangements, continuing since 1946, the year of our establishment.
5. As per the National Higher Education Qualifications Framework (NHEQF) of University Grants Commission in its ***Components of Programmes of Study*** recognised the significance of ‘field component’ and articulated its emphasis on Field-based learning/projects, internships, and community engagement and service thus
  - a. Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity
  - b.
    - Community Engagement: -
    - Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

Our Field Work Practicum perfectly adheres with these guidelines, besides achieving the objective of Employability.

6. Field work Practicum under PGCF is offered as 4 credits in each semester as part of Discipline Specific Core Course following the rationale of having desirable global standards of practice in various social work settings.

Hence the programme to be offered is as follows:

- An Orientation of 3 days for Social Work Professional Mandates and Statutory Policies under the Social Work: Theory Practice and Applications programme will be offered
- Concurrent Field Work Practicum will be organized for 4 credits as follows with 2 days (each day deemed to be of 7.5 hrs duration (including report writing and mentoring/supervision for guidance).
- Field work practicum will be for a minimum of 225 hrs or more for each semester and a facilitated summer internship of 36 days (minimum of 6 hours per day) enabling the students to complete 1000 hours or more of practice in a diversity of Field Settings and areas of practice. This is in alignment with the UGC Model Curriculum for Social Work<sup>1</sup> as well as the International Standards for Social Work Professional Education as mandated by International Federation of Social Workers<sup>2</sup>

### Details for Field Work Practicum Semester I

- An Orientation of 3 days as **Social Work: Theory, Practice and Applications for Semester I** with Orientation to Social Work Mandates and Statutory Policies mandated by the University of Delhi, will be offered for taking into consideration the staggered and extended admission time periods. There will be no credits assigned for this programme.
- The field work for each Semester will consist of 30days
- **4 day accompanied visits** for exposure to different field work sites will be organized in teams of 4 or 5 organised in the first week of September or 10<sup>th</sup> of September in each academic session.
- There will be preparatory orientation to the groups of students visiting different field work sites by the assigned faculty members. Each group will have faculty members who will be orientating the students.
- **Compact I Concurrent Field Work placement** will be of 12 days duration in communities /agencies post the above visits.
- The Mid semester review will be Upon this component.
- **Compact II Concurrent Field Work placement** of 14 days in the month of November
- The end semester evaluation will be Upon this component.
- **Individual conferences will be held in the field during field visits by Supervisors in both the compacts.**

### Details of Field Work Practicum Semester II

- a) The Field Work will consist of 30 days spread over two compacts of 12 days each and 6-day Rural Camp
- b) The Compacts I, II and Rural Camp will be scheduled aligning with the Academic Calendar of University of Delhi

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- 1. University Grants Commission (UGC). (2001). Model curriculum: Social work education. New Delhi.
  - 2. International Association of Schools of Social Work (IASSW). (2020). Global standards for social work education and training. <https://www.iasswaiets.org/wp-content/uploads/2020/11/IASSW-Global-Standards-Final.pdf>

- The Mid semester review will be Upon the Compact I and Rural Camp.
- The end semester evaluation will be Upon the Compact II.
- Individual conferences will be held in the field in both the compacts.
- A **Facilitated Summer Internship programme will be offered** with no credits and no evaluation so that there is flexibility for those who desire to earn a Diploma programme and also to see that students get exposure and training to a particular field work setting of their choice and location.
- The **final schedule of organizing field work practicum for Semester I and II** will be guided by the Academic Calendar of the University of Delhi.

### **Field Work arrangements in Semester III and Semester IV**

Field Work arrangements in Semester III and IV will be organised in compacts of 15 days for the students to experience hands on training in Social Work practice in a diversity of settings. As per the NEP 2020 and the PGCF 2025 of the University of Delhi, there would be two kinds of students one who would be joining the programme afresh in the 3<sup>rd</sup> Semester and others who would continue their 2yr programme Upon completing 1<sup>st</sup> and 2<sup>nd</sup> Semesters. Also, this is the period that students would also be involving in research activities as part of the Dissertation work. Hence the organisation of the Field work practicum will take into account the multiple demands on the students and Faculty. Nevertheless, there would be efforts to organise 30-day practicum to cover 225 hours of Field Work Practicum per semester so as to meet the Field Practicum hours required as per international standards and UGC model curriculum for Social Work. As elucidated for Semester I and II, the individual and group interaction with the assigned Faculty Supervisor will be part of continuous and comprehensive evaluation of Field Work Practicum, with a viva-voce component at the end of each Semester. The **final schedule of organizing field work practicum for Semester III and IV** will be guided by the Academic Calendar of the University of Delhi.

The details of Field Work objectives for each semester can be found in the semester wise course details

## Syllabus for Semester I to IV Courses MA in Social Work under PGCF 2025

### DISCIPLINE SPECIFIC CORE COURSES SEMESTER I

#### DSC-1: Nature and Development of Social Work and Social Science Foundations

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Nature and Development of Social Work and Social Science Foundations SW011	4	3	1	0	Graduation	NIL

#### COURSE DESCRIPTION

This course intends to acquaint students with nature, philosophy, historical growth and development of social work education and profession. This course endeavours to enable the students to acknowledge our country's social reform movements and social service traditions as a context as well as the growth and development of social work profession in our country and elsewhere. This course serves as a foundation for acquiring essential knowledge and critical skills/competencies required for social work professionals working with people. It has been designed to help students contextualize fieldwork within a theoretical framework.

This course further enables for developing an interdisciplinary perspective for social work practice with some of the key conceptual and theoretical understanding drawn from social science disciplines

#### COURSE OBJECTIVES

- To understand social work philosophy and inculcate values for human service
- To explore the historical context of the emergence of social work as a profession
- To understand the nature of social work practice in different settings
- To analyze theoretical frameworks and constructs that inform social work practice from interdisciplinary lenses
- To enable for developing conceptual and theoretical understanding drawn from social science disciplines

## LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Learn about various social service traditions, reform movements, and the transition from welfare to empowerment
- Understand the nature and evolution of professional social work both in India and internationally
- Appreciate the values, ethics, competencies, knowledge, attitudes, skills, and techniques essential for a professional social worker in diverse settings.
- Explore and cultivate their professional identity as a social work practitioner
- Develop an interdisciplinary perspective in understanding social work practice interventions
- Assimilate key concepts and theoretical understanding in social work practice interventions

### UNIT I INTRODUCTION, CONCEPTS AND HISTORICAL DEVELOPMENT 11 hrs

- Social Work: Concept, Social services, Social reform, Social welfare, and Human rights
- Development of social work education and profession in India and abroad: Asia, U.K., and U.S.A.; Regional variations and influences; contribution of Indian social reformers
- Values and Principles of social work, Social movements
- Methods of social work practice
- Emerging trends in social work practice: Digital engagement, rights-based approaches, and interdisciplinary models

### UNIT II THEORETICAL PERSPECTIVES FOR SOCIAL WORK PRACTICE AND APPLICATION 12hrs

- Social work as a profession: Basic requirements, roles, functions, and competencies for effective practice
- Ethical considerations in professional practice across diverse settings
- Communication theory and its relevance to professional social work practice
- Systems and Functionalist approaches; Radical and Marxist approach
- Non-Governmental Organisations and their role in Social Work Practice

### UNIT III POLITICO-ECONOMIC INSTITUTIONAL CONCEPTS IN SOCIAL WORK PRACTICE

11hrs

- Foundational concepts for Social Work Practice: Liberty, Equality, Diversity, Justice, Power, Rights Duties, Citizenship and Constitutional Values
- Concept of Nation, State, Governance, Federalism and Decentralization
- Basic Economic concepts: Needs, Resources, Goods and Service, Production, Distribution and Consumption, Wages, poverty, Gross Domestic Product, Gross National Product, Per Capita Income
- Contemporary economic systems, economic Sectors and Planned economic Development, , globalization
- Political Systems, Representation and political processes and relevance in policy and advocacy

## UNIT IV SOCIO-PSYCHOLOGICAL CONCEPTS IN SOCIAL WORK PRACTICE 11hrs

- Understanding the concept of Society: Social structure and sub structure, social stratification: Caste, Class, Gender, Power and Social Status
- Social institutions and social groups: Marriage, Family, Education Religion, and State. Social Work, Society, Culture and Social Change
- Sociological and Psychological Perspectives in understanding human beings in Social Contexts: Functionalism, Conflict Perspective, Symbolic interactionism, modernism, post modernism, Behavioural, Humanistic, Community Psychology and Cross Cultural
- Self and Social Perception: Social Groups identities, Stereotypes, Prejudice, Discrimination, emotions, motivation, cognition, communication and attitude change
- Human Development, Socialization and Personality Development in socio-cultural context

### ESSENTIAL READINGS

1. Desai, M. (2002). Ideologies and Social Work: Historical and contemporary analysis. Jaipur: Rawat Publications
2. Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
3. Encyclopaedia of Social Work in India. (2025). Oxford University Press
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5. Greenlaw, Steven A., Shapiro, David A. and MacDonald, Daniel. (2022). *Principles of Economics*. (3<sup>rd</sup> Ed.) Publisher: OpenStax. Rice University
6. Haralambos. (2014) Sociology: Themes and Perspectives: Harper Collins; Eight edition
7. Jha, M. K., & Choubey, K. N. (2023). Indian politics and political processes: Ideas, institutions and practices. Taylor & Francis
8. Jodhka, Surinder, S. (2015). *Caste in Contemporary India*, New Delhi: Routledge.
9. Kelland, M. (2017). Personality Theory: A Multicultural Perspective. Maryland. Createspace Independent Publishing Platform.
10. Nicolson, P., & Bayne, R. (2014). Psychology for social work. theory and practice. London: Palgrave
11. Pimpare, S. (2021). Politics for Social Workers: A Practical Guide to Effecting Change. Columbia: Columbia University Press
12. Roshni Nair, Srilatha Juvva and Vimla Nadkarni (2020) (Ed.). Field Work in Social Work Education: The Indian Experience (1st Edition, South Asia Edition). New Delhi: Routledge, ISBN 978-0-3674-6374-8 (hbk)
13. Roy, Sanjoy (2021) Ed. Social Work Education: Indigenous Perspectives, Sage: Los Angeles/ London/ New Delhi
14. Verma, Ratna (2019) (Ed.). Manan: Reflections on Social Work Education and Practice, Pune: Mudra Publications
15. Woodrofe, K. (1962). From Charity to Social Work. London: Routledge and Kegan Paul.

## SUGGESTIVE READINGS

1. Bailey, R. & Brake, M. (eds.) (1975). *Radical Social Work*. London: Edward Arnold Publishers)Ltd.
2. Beena, P L., Kallummam, M., Kumar,S. (eds). (2022). *Indian Economy and Neoliberal Globalization: Finance, Trade, Industry and Employment*. London and NY. Routledge.
3. Ciccarelli, S. K., & White, J. Noland (2017). *Psychology*. Pearson Education
4. Dr. B. R. Ambedkar 1917 Caste In India: Their Mechanism, Genesis and Development.
5. Gore, M. S. (1993). *The social context of ideology: Ambedkar's social and political thought*. New Delhi: Sage Publishing.
6. Johnson, L. C. (1998). *Social work practice: A generalist approach*. Boston: Allyn and Bacon.
7. Lewis, M. and Widerquist, K. (2001). *Economics for Social Workers: The Application of Economic Theory to Social Policy and the Human Services*, Columbia: Columbia University Press
8. O'Brien, E. Z. (2020). *Psychology, Human Growth and Development for Social Work: A Comprehensive guide*. Red Globe Press.
9. Pincus, A. &. Minnahan, A. (1973). *Social work practice: Model and method*. Itasca: Peacock.
10. Prigoff, A. (1999). *Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action* (International Social Work). Belmont, CA: Brooks/Cole
11. Reamer, F. G. (1999). *Social work values and ethics*. New York: Columbia University Press.
12. Specht, J. (2017). *Personality development across the Lifespan*. 1st Edition. London: Academic Press
13. Timms, N. (1977). *Perspectives in social work*. London: Routledge and Kegan Paul.

## **DSC-2: Working with People I-Community Practice and Social Action in Social Work**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Working with People I-Community Practice and Social Action in Social Work SW012</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Graduation</b>	<b>NIL</b>

### **COURSE DESCRIPTION**

This course is a social work methods course on community practice and social action. It endeavours to enable the learners to acknowledge the significance of the 'community' as a context and important means for social transformation and change. In the realm of developing societies such as India, the imperative of preparing social work students to assume proactive macro practice-oriented roles is only too evident, given the magnitude of needs, problems, deprivations and challenges confronted by large constituencies of people located on the margins. Given the fact that the field practicum component of the master's programme in social work entails a focus on community-based practice, this course assumes immense significance for the neophytes who enter the programme with diverse backgrounds. It offers them an opportunity to understand macro practice in social work through community mobilization and collective action. The course is important in restating the values of social justice and equity in social work practice and defining ways to achieve these. Within the 'community practice' context, the course grounds learners in the nuances of the "community" in which they are required to work, as also the concept, value base, theories, approaches, models and skills of community work, as an integral macro practice domain.

This course also enables students to appreciate the power of social movements in bringing change and justice, and offers them an opportunity to gain a repertoire of skills in social mobilization and social action as core components of social work. It examines the activist orientation in social work practice and analyses. Adopting a comparative perspective, the course examines the agency of actors and the ways in which movements and activists challenge inequalities, demand social justice, and advance critiques of adverse social, political, economic, and cultural realities.

### **COURSE OBJECTIVES**

- To understand and analyze the 'community' as a dynamic entity for social work practice.

- To integrate the significance of community practice and social action as core methods to mobilize and engage communities for furthering social justice and human rights.
- To gain knowledge regarding theoretical underpinnings and value orientation associated with community practice and social action
- To comprehend the concept, context, approaches and models of community practice and social action to achieve socio-economic, political and cultural transformations through collective action.
- To integrate attitudes and skills relevant to the practice of the methods of community practice and social action.

## **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Integrate the conceptualization and frameworks of understanding the ‘community’.
- Understand the diverse contexts for engagement with the methods of community work and social action.
- Appreciate the nature and significance of community practice and social action as core methods for securing social justice for the marginalised, excluded and oppressed constituencies.
- Gain knowledge regarding theoretical underpinnings, value orientation and ideological stances associated with community practice and social action.
- Comprehend the range of practice perspectives related to community work and social action in the contemporary context.
- Apply relevant knowledge, skills and competencies for understanding and responding to the critical social reality through community practice and social action.

## **COURSE CONTENTS**

### **UNIT I COMMUNITY AND COMMUNITY PRACTICE: CONCEPT, CONTEXT AND SIGNIFICANCE**

**12hrs**

- Diverse conceptualizations and frameworks of community and their implications: Community as Place, Interest, System, Contestation and Sentiments; Rural, Urban and Tribal Communities; New and emerging forms of communities;
- Contexts and challenges for 21st century communities; Issues of Identity, Inclusion and Exclusion; Gated Communities.
- Community Practice: concept, history, definitions and scope as method
- Social Justice, Human Rights, Values, and Community Practice
- Community Practice in a globalized and multicultural context

### **UNIT II THEORIES, PRINCIPLES AND MODELS OF COMMUNITY PRACTICE**

**11hrs**

- Theoretical perspectives and principles for community practice
- Steps, models and approaches of community practice
- Inclusive and anti- oppressive community practice; Critical approach to Community Practice: Friere and Gramsci

- Tools for designing community interventions: Community Profiling, PLA, LFA, Problem Analysis, Stakeholder Analysis, Force Field Analysis and Strategic Planning
- Understanding Community-Based Organizations: structure, goals and politics of nonprofit community-based organizations; Good Practices.

### **UNIT III SOCIAL ACTION: CONCEPTS AND STRATEGIES**

**11hrs**

- Concept, history and evolution of social action as a method of social work.
- Social action for emancipatory and anti- oppressive practice.
- Social action in community organisation and advocacy: Processes and steps
- Models of social action: Conscientization and dialogic praxis, Alinsky's community organising, Liberation theology, Gandhian Satyagraha.
- Analysis of ideology and approaches of Gandhi, Martin Luther King Jr., Jyotiba Phule, B.R. Ambedkar, Frantz Fanon.

### **UNIT IV SOCIAL MOVEMENTS: TYPOLOGY, THEORETICAL UNDERPINNINGS, IDEOLOGY AND STRATEGIES**

**11hrs**

- Social movements: Concept, typology and movement analysis.
- Theories of social movements- Collective Behaviour, Rational Actor Theory, Resource Mobilisation Theory, Political Process Theory.
- Typology of Social Movements: Peasant, tribal and labour movements. Feminist movements, environmental movements, statehood movements, Dalit & Anti-caste Movements
- Strategies and Tactics of Collective mobilization and Collective Identity Construction
- Social Action in Practice: Skills and competencies for advocacy, coalition building, and public interest litigation.

### **ESSENTIAL READINGS**

1. Etzioni, A. (1995). *The spirit of community: Rights, responsibility and the communitarian agenda*. Fontana Press.
2. Fainsod, Mary., Katzenstein, Raka, Ray. (Eds). (2005). *Social Movements in India: Poverty, Power, and Politics*. Rowman & Littlefield.
3. Gamble, Dorothy N. and Weil, Marie. (2010). *Community practice skills: Local to global perspectives*. Columbia University Press.
4. Ghosh, B. (Eds.). (2024). *Exploring Social Movements: Theories, Experiences, and Trends*. Taylor & Francis
5. Goldingay, S., Ryan, J., Daddow, A. (2024). *Decolonizing and Reframing Critical Social Work: Research and Stories from Practice*. Routledge, Chapman & Hall, Incorporated.
6. Gore, M. S. (2011). *Social Work and Social Work Education*. Rawat Publications.
7. H.Y. Siddiqui (Eds).(1984). *Social Work and Social Action: A Developmental Perspective*. Harnam Publications.
8. Harrikari, T., Rauhala, P. (2016). *Social Change and Social Work: The Changing Societal Conditions of Social Work in Time and Place*. Taylor & Francis.

9. Ife, J. (2013). *Community development in an uncertain world: Vision, analysis and practice*. Cambridge University Press.
10. James M. Jasper, Jeff Goodwin (Eds.). (2009). *The Social Movements Reader: Cases and Concepts*. Wiley.
11. Ledwith, M. (2013). *Community development A critical approach (2nd edition)*. Policy Press.
12. Netting, F. E., McMurtry, S. L., Thomas, M. L., Kettner, P. M. (2011). *SocialWork Macro Practice*. Pearson Education.
13. Popple, K. (2015). *Analyzing community work: Theory and practice*. Open University Press.
14. Somerville, P. (2016). *Understanding community: Politics, policy and practice (2nd edition)*. Polity Press and Social Policy Association.
15. Weil M., Reisch M. and Ohmer M. L. (2013). *The Handbook of community practice (2nd edition)*. SAGE.

## SUGGESTIVE READINGS

1. Bauman Z. (2001). *Community: Seeking safety in an insecure world*. Polity Press.
2. Freire, P. (1972). *Pedagogy of the oppressed*. Penguin.
3. Ife, J., Soldatić, K., Briskman, L. (2022). *Human Rights and Social Work: Towards Rights-Based Practice*. Cambridge University Press.
4. Ledwith, M. and Springett, J. (2010). *Participatory practice: Community-based action for transformative change*. The Policy Press.
5. Midgley, J., Gray, M., Webb, Stephen, A.(Eds.). (2012). *The SAGE Handbook of Social Work*. SAGE Publications.
6. Netting, F. E., McMurtry, S. L., Thomas, M. L., Kettner, P. M. (2011). *Social Work Macro Practice*. Pearson Education.
7. Pawar M. (2010). *Community development in Asia and the Pacific*. Routledge.
8. Ross, M.G. (1967). *Community organisation. Theory principles and practice*. Harper and Row.
9. Stepney P. and Popple K. (2008). *Social work and the community: A critical context for practice*. Palgrave Macmillan
10. T. Krishnan Nair. (Eds.). (2014). *Social Work Profession in India: An Uncertain Future*. Niruta Publications.

## **DSC-3: FIELD WORK PRACTICUM-I**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credits Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical / Practice</b>		
<b>Field Work Practicum -I SW013</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>Graduation</b>	<b>NIL</b>

### **COURSE OBJECTIVE**

Field Work is an integral part of Social Work Education to provide hands on training to Social Work Students in developing a comprehensive understanding of social work ground realities, as also understand the diversity of social work fields of practice. The aim is to make the students come to understand the client contexts, field requirements, the design of social work interventions, namely, the criteria, content, context, processes and evaluation. While doing so with the help of mentoring and supervisory support provided by external agencies and their trained personnel as well as the Department level supervisors, the students professional growth and development including, knowledge, attitude, values and skills are gradually shaped and established.

The Field Work Programme has been designed to achieve the following objectives:

### **GENERIC OBJECTIVES OF FIELD WORK**

- Understand and develop perspective on the critical issues, concerns and problems permeating the practice domain of the field placement;
- Imbibe and integrate core values and philosophy of the social work profession
- Initiate social work practice in diverse practicum sites through the utilisation of knowledge base and development of a skills repertoire to perform social work roles
- Initiate a critical analysis of theoretical concepts, approaches and interventions in the light of fieldwork experiences.

### **SPECIFIC OBJECTIVES**

- Build a wide-ranging understanding of social issues with special focus on assessing the needs and context of the community/people /client groups at the placement setting.
- Integrate a critical understanding of organisational ideology, vision, goals and the strategies for social change adopted by the agency in the backdrop of professional ethics, values and principles.

- Display the ability to delineate and define learning assignments, in the specific context of the field placement.
- Initiate an ongoing identification/ positioning of self as a social work professional.
- Demonstrate an understanding of social work roles and requisite competencies for performance of these roles.
- Develop, practice and sharpen social work competencies and skills of entry level standards through involvement in agency activities and/or community engagements

## FIELD WORK COMPONENTS

Field work Practicum under PGCF is offered as 4 credits in each semester following the rationale of having desirable global standards of practice in various social work settings.

Hence the programme to be offered is as follows:

7. Social Work: Theory Practice and Applications will be offered as Orientation to the Social Work Professional Mandates and Statutory Policies this will be for a period of 3 days
8. Concurrent Field Work Practicum will be organized as follows with **each day deemed to be of 7.5 hrs** duration (including report writing and interaction with Supervisor for guidance).
9. Field work practicum will be for a minimum of **225 hrs or more for each semester**

Semester I	Days
Accompanied field visits	4 days
<b>Compact I</b> (Concurrent Field Work practice in Communities or Agencies working in social sector)	12 days
<b>Compact II</b> (Concurrent Field Work practice in Communities or Agencies working in social sector)	14
<b>TOTAL DAYS</b>	<b>30</b>
<b>TOTAL CREDITS</b>	<b>4</b>

## RATIONALE AND DETAILS FOR FIELD WORK PRACTICUM SEMESTER I

- It has been observed that admissions are usually delayed and approximately 20% of the students may miss this component if the visits component of orientation is organized in the 7-to-10-day orientation programme at the beginning of academic session. For this reason, there have been no credits assigned to the field work component of Orientation Programme due to staggered

admissions (as has been the past experience). Hence the Orientation Programme is required to be curtailed for 3 days.

- The nomenclature for it will be **Social Work: Theory, Practice and Applications for Semester I** with Orientation to Social Work Mandates and Statutory Policies mandated by the University
- The field work will consist of 30 days
- **4 day accompanied visits** for exposure to different field work sites will be organized in teams of 4 or 5 organised in the first week of September or 10<sup>th</sup> of September in each academic session.
- There will be preparatory orientation to the groups of students visiting different field work sites by the assigned faculty members. Each group will have faculty members who will be orientating the students.
- Post these visits, group conferences will be scheduled for sharing-learning sessions. These field work visit days were worked out from 1<sup>st</sup> week of September for that particular academic session Upon initial teaching from August to September of that academic session.
- **Compact I Concurrent Field Work placement** will be of 12 days duration in communities /agencies post the above visits.
- The Mid semester review will be Upon this component.
- **Compact II Concurrent Field Work placement** of 14 days in the month of November
- The end semester evaluation will be Upon this component.
- **Individual conferences will be held in the field during field visits by Supervisors in both the compacts.**
- The **final schedule of organizing field work practicum for Semester I and Semester II** will be guided by the Academic Calendar of the University of Delhi.

## PEDAGOGY

Like all professionals, social workers also require pedagogical norms with which they connect and integrate theory into practice. Fieldwork has been aptly described as the '*signature pedagogy*' of social work by the Council on Social Work Education, the accrediting agency for social work education in the U.S, for 'field education represents the profession's central and unique form of instruction and learning in which a profession socializes its students to perform the role of a practitioner' (CSWE, 2008). The justification for fieldwork to be considered as social work's signature pedagogy is irrefutable in cognisance of the fact that fieldwork does indeed instruct the neophytes in social work - ***to think, to perform and to act with integrity.***

The metamorphosis of a student learner into a social work professional entails formal classroom learning in alignment with practical experience. It is a basic precept of social work education that the two interrelated components of curriculum- classroom and field, are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Moreover, the classroom and field-based experiences are not seen as separate learning environments, but as mutually enhancing learning opportunities. Learners take what they learn in the classroom into the field and bring what they learn in the field back into the classroom.

As professionals in the making, social work students learn to apply, under supervision, the didactic sessions of the curriculum to real life situations in the field. They have the opportunity to validate what they learn in the classroom; corroborate the effectiveness of interventions; engage with the realities of social, political, and economic injustice and oppression; integrate cultural sensitivity and competence; deliberate on the choices

posed by ethical dilemmas; develop a sense of self in practice; and build a meaningful connect and identity with the profession. They observe and learn from experienced social workers, who are currently practicing in the field and develop their own professional identity as a social worker. Field work undoubtedly facilitates a unique blend of learning not accessed through any other educational engagement.

## **ASSESSMENT**

Assessment involves a mid-semester review of the student's adherence to professional standards, challenges faced and identifying areas of support for enhancing students' professional growth and development. It also evaluates the regularity and punctuality issues and adherence to field work guidelines, record keeping and writing analytical and reflective reports, following ethical principles etc.

## **EVALUATION**

The student is evaluated with reference to the above objectives and established field work routines and guidelines as also parameters identified as showing specific measurable progress as per the laid-out Field Work objectives. The evaluation is a shared process involving both the student and Department Supervisor completing specified proformas to delineate professional growth and development.

This sharing is followed by a **viva voce of 30 marks** with Social Work Educators from recognised Government Universities/Departments as external examiners.

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### DSE-I1: Urban Community Development

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Urban Community Development SW111	4	3	1	0	Graduation	NIL

#### COURSE DESCRIPTION/RATIONALE:

The course would enable students to develop an understanding of urban communities, their vulnerabilities and strengths. a student to locate Students will also develop a critical appreciation of the urban developmental contexts and their macro policy and economic contexts. The course would also enable the student to develop sensitivity and familiarize with the skills related to working with urban communities.

#### COURSE OBJECTIVES

- Understanding urban communities and urban planning and development.
- Develop sensitivity and commitment to the rights of vulnerable groups in urban communities.
- Develop skills necessary for community development work in urban contexts.

#### LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Gain theoretical perspectives on urbanization and urban society
- Acquire comprehensive knowledge on urban governance, policies and programmes in India
- Develop skills and competencies to work with urban communities

## **COURSE CONTENTS**

### **UNIT I UNDERSTANDING URBAN COMMUNITIES**

**12hrs**

- Urban Communities: Types, Features, complexity, diversity and spatiality
- Social group identities, segregation and inequality
- Economic arrangements: informality and marginality
- Critical Social concerns: Homelessness, Drug abuse, violence, unemployment and conflict.
- Slum: contested rights and socio-legal spaces, eviction and relocation, welfare services and basic living conditions

### **UNIT II UNDERSTANDING AND WORKING WITH URBAN POOR: EMERGING CONCERNS**

**11hrs**

- Urban poor: Identity, location and marginality
- Contested Citizenship and rights: Exclusion and inclusion
- Rights of Urban Poor: Challenges and emerging concerns for food, housing and livelihood security
- Urban Basic Services for the poor with reference to Sanitation, Health and Water, Energy and Safety: Dynamics of Access and Utilisation
- Urban poverty alleviation schemes

### **UNIT III URBAN DEVELOPMENT POLICIES AND PROGRAMMES**

**11hrs**

- Urban planning: features and contours, various models
- 74th constitutional amendment and the role of urban local bodies
- Urban Governance Reforms and impacts on Urban Communities
- Urban development policies and programmes: Overview of Programs for Livelihoods, Skill Development, Housing, Education, Health, Sanitation and Transportation
- Socio-Legal contexts and role of Urban Local Bodies in legitimising urban communities, Recognition of Slums, Slum Development, redevelopment, relocation policies

### **UNIT IV ORGANISING FOR URBAN COMMUNITY DEVELOPMENT: PARTICIPATION, ACTION AND ADVOCACY**

**11hrs**

- Urban community Development: Concepts and theories
- People's participation and facilitating Collective Processes: Citizen Groups, Mohalla Committees and Networks
- Strategies of Local economic development: Cooperatives, SHGs and Micro Enterprises
- Social action and advocacy in urban development: Leveraging for Rights and Accountability
- Role of Civil society organizations and Case studies of best practices

## ESSENTIAL READINGS

1. Bailey, Ajay; Otsuki, Kei. 2025. *Inclusive Cities and Global Urban Transformation: Infrastructures, Intersectionalities, and Sustainable Development*; Singapore: Springer.
2. Blokland, Talja. 2017. *Community as Urban Practice*; Cambridge: Polity.
3. Cheema, G. Shabbir; Cheema, G Shabbir. 2019. *Reaching The Urban Poor: Project Implementation in Developing Countries*; New Delhi: Routledge.
4. Das, Ritanjan; Kumar, Nilotpal. 2023. *The Politics of Community-making in New Urban India*; New Delhi: Routledge.
5. Dhananka, Swetha Rao. 2020. *Housing and Politics in Urban India Opportunities and Contention*; New York: Cambridge University Press.
6. Ferroni, Maria Vittoria; Galdini, Rossana; Ruocco, Giovanni. 2023. *Urban Informality: A Multidisciplinary Perspective*; Cham: Springer.
7. Jacob, Suraj; Jacob, Babu. 2021. *Governing Locally: Institutions, Policies and Implementation in Indian Cities*; New York: Cambridge University Press.
8. Jayaram, N. 2017. *Social Dynamics of the Urban: Studies from India*; New Delhi: Springer India.
9. Jha, Sadan; Pathak, Dev Nath. 2022. *Neighbourhoods and Neighbourliness in Urban South Asia: Subjectivities and Spatiality*; New York: Routledge.
10. Jha, Sadan; Pathak, Dev Nath; Das, Amiya Kumar. 2022. *Neighbourhoods in Urban India: In between Home and the City*; New Delhi: Bloomsbury.
11. Kundu, Amitabh; Dentinho, Tomaz Ponce; Magsi, Habibullah; Basu, Kanika; Bandyopadhyay; Sumana. 2022. *Accessible Housing for South Asia: Needs, Implementation and Impacts*; New Delhi: Springer.
12. Rajasekhar, D. 2021. *Handbook of Decentralised Governance and Development in India*; New York: Routledge.
13. Routray, Sanjeev. 2022. *The Right to Be Counted: The Urban Poor and the Politics of Resettlement in Delhi*; Stanford: Stanford University Press.
14. Wheeler Stephen M (Eds).(2022) *The Sustainable Urban Development Reader* Routledge London
15. Chatterjee, Uday., Bandyopadhyay, Nairwita. Setiawati, Martiwi Diah., Sarkar, Soma. (Eds). (2023). *Urban Commons, Future Smart Cities and Sustainability*. Springer

## SUGGESTIVE READINGS

1. Rakodi, Carole; Lloyd, Tony. 2002. *Urban Livelihoods: A People-Centred Approach to Reducing Poverty*; London: Earthscan.
2. UN-HABITAT. 2003. *The Challenge of Slums: Global Report on Human Settlements*; London: Earthscan.
3. Kundu, Amitabh; Sharma, Alakh N. 2001. *Informal sector in India: Perspectives and policies*; New Delhi: Institute for Human Development & Institute of Applied Manpower Research
4. Jaffe, Rivke; De Koning, Anouk. 2015. *Introducing Urban Anthropology*; New York: Routledge.
5. Paddison, Ronan. 2001. *Handbook of Urban Studies*; New Delhi: Sage Publications
6. Hannigan, John A.; Richards, Greg. 2017. *The SAGE Handbook of New Urban Studies*; New Delhi: SAGE Publications
7. Jensen, Ole B.; Lassen, Claus; Kaufmann, Vincent; Freudendal-Pedersen, Malene; Lange, Ida Sofie Gøtzsche. 2020. *Handbook of Urban Mobilities*; New Delhi: Routledge.
8. Ward, Kevin; Jonas, Andrew E. G.; Miller, Byron; Wilson. David. 2018. *The Routledge Handbook on Spaces of Urban Politics*; New Delhi: Routledge.

9. Martínez, Miguel A. 2024. *Research Handbook on Urban Sociology*; Cheltenham: Edward Elgar.
10. Pardo, Italo; Prato, Giuliana B. 2020. *Urban Inequalities: Ethnographically Informed Reflections*; Cham: Palgrave MacMillan

**WEBLINKS:**

<http://mohua.gov.in/> [Ministry of Housing and Urban Affairs, Govt. of India]

<https://unhabitat.org/>

<https://www.impriindia.com/insights/india-urban-development/>

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### DSE-I2: Social Work in Health Settings

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
Social Work in Health Settings SW112	4	3	1	0	Graduation	NIL

#### COURSE DESCRIPTION

The course provides an in-depth understanding of the intersection between health, healthcare systems, and social work practice. The course critically examines community health services, healthcare programs, and public health policies in India, with a special focus on marginalized groups. It emphasizes the role of social work interventions in both institutional and community-based health settings.

#### COURSE OBJECTIVES

- Understand the changing concept of health, community health, community mental health as an aspect of social development.
- Develop a critical perspective of community healthcare services and programmes
- Appreciation of social work intervention in community health settings.

#### LEARNING OUTCOMES

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

- Understand concept of health and its determinants
- Gained a perspective of healthcare systems and health policies
- Integrate social work in healthcare settings

#### COURSE CONTENTS

##### UNIT I CONCEPT OF HEALTH, WELL-BEING & DISEASES

10hrs

- Concept of Health, Well-being and Disease, Theories of Disease Causation
- Indicators of health in a community
- Health and Development
- Social determinants of health
- Health scenario of India: epidemiology and etiology of major communicable and non communicable diseases

## **UNIT II HEALTHCARE SERVICES AND PROGRAMMES**

**12hrs**

- Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
- Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services
- Public Health and Marginalized Groups: Issues of Availability, Accessibility and Affordability
- Nutrition: Major nutritional problems; Nutrition and Life Cycle
- Health Statistics: HMIS, NFHS, SRS

## **UNIT III HEALTH PLANNING & POLICY**

**10hrs**

- National Health Mission, National rural Health Mission
- Public-private partnership and collaboration in health care: Role of NGO and private and corporate sectors in health care
- Family Planning in India: Policies and Programme
- Public Health Related Legislations in India
- Global Health: Alma Ata, Astana, SDGs

## **UNIT IV HEALTH CARE IN SOCIAL WORK**

**13hrs**

- Historical development of medical social work in USA, UK and India.
- Contemporary situation of social work practice in health; National Commission for Allied and Healthcare Professions Act, 2021.
- Community Health: Health Education and Health Out-reach, Community needs assessment
- Emerging areas of Social Work in Practice in Health Settings: Healthy Ageing; Palliative Care
- Community-based social work: Models

## **ESSENTIAL READINGS**

1. Yesudian, C. A. K. (Ed.). (1991). *Primary health care*. Mumbai: Tata Institute of Social Sciences.
2. Phillips, D. R., & Verhasselt, Y. (1994). *Health and development*. London: Routledge.
3. Sundaram, T. (1996). *Reaching health to the poor: Sourcebook on district health management*. New Delhi: VHAI
4. Baru, R. V. (1998). *Private health care in India: Social characteristics and trends*. New Delhi: Sage Publications

5. McLeod, E., & Bywaters, P. (2000). *Social work, health and equality*. London: Routledge.
6. Park, K. (2005). *Textbook of prevention and social medicine* (18th ed.). Jabalpur: Banarsidas Bhanot.
7. Gehlert, S., & Browne, T. (Eds.). (2011). *Handbook of health social work*. John Wiley & Sons.
8. Nambiar, D., & Muralidharan, A. (2017). *The social determinants of health in India*. Springer.
9. Winnett, R., Furman, R., Epps, D., & Lamphear, G. (Eds.). (2019). *Health care social work: A global perspective*. Oxford University Press.
10. Chakrabarty, K., & Chakrabarty, A. S. (2019). *Textbook of nutrition in health and disease*. Springer.
11. Acharya, S. S., Sen, S., Punia, M., & Reddy, S. (Eds.). (2017). *Marginalization in globalizing Delhi: issues of land, livelihoods and health*. Springer India.
12. Bartley, M., & Kelly-Irving, M. (2024). *Health inequality: an introduction to concepts, theories and methods*. John Wiley & Sons.
13. Levy, B. S., & Sidel, V. W. (Eds.). (2013). *Social injustice and public health*. Oxford University Press, USA.
14. Reddy, S., & Tavares, A. I. (Eds.). (2020). *Evaluation of health services*. BoD–Books on Demand.
15. Qadeer, I., Saxena, K. B., & Arathi, P. M. (2021). *Universalising Healthcare in India*. Springer Singapore.

## SUGGESTIVE READINGS

1. Germain, C. B. (1993). *Social work practice in health care: An ecological perspective*. New York: The Free Press.
2. Marmot, M., & Wilkinson, R. (Eds.). (2005). *Social determinants of health*. Oup Oxford.
3. Gehlert, S., & Browne, T. (Eds.). (2011). *Handbook of health social work*. John Wiley & Sons.
4. Khan, M. E. (1994). *Paying for India's Health Care*. New Delhi: Sage Publications.
5. Nadkarni, V.V. 1985 *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.
6. Gangolli, L. V., Duggal, R., & Shukla, A. (2005). *Review of healthcare in India*. Mumbai: Centre for enquiry into health and allied themes.
7. Anand, S., Peter, F., & Sen, A. (2004). *Public health, ethics, and equity*. OUP Oxford.
8. Riekert, K. A., Ockene, J. K., & Pbert, L. (Eds.). (2013). *The handbook of health behavior change*. Springer Publishing Company.
9. Martin, L. R., & DiMatteo, M. R. (Eds.). (2014). *The Oxford handbook of health communication, behavior change, and treatment adherence*. Oxford University Press.
10. Raman, A. V., & Björkman, J. W. (2008). *Public-private partnerships in health care in India: lessons for developing countries*. Routledge.

## WEBLINKS

1. <https://www.who.int/health-topics/social-determinants-of-health>
2. <https://www.paho.org/en/health-systems-and-services/alma-ata-1978-astana-2018>
3. <https://www.un.org/sustainabledevelopment/health/>
4. <https://nhm.gov.in/>
5. <https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=197&lid=136>
6. [https://www.who.int/health-topics/primary-health-care#tab=tab\\_1](https://www.who.int/health-topics/primary-health-care#tab=tab_1)
7. <https://nhsrcindia.org/>

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### **DSE-I3: Social Work Practice with Oppressed Groups**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Social Work Practice with Oppressed Groups SW113</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION**

Social work practice with oppressed groups involves challenging societal structures and advocating for the rights and well-being of marginalized individuals, groups, and communities. As social work practitioners, we have a moral, ethical, and legal responsibility to challenge inequality and disadvantages. This practice requires social workers to be aware of their own biases, prejudices, and privileges and to work collaboratively with marginalised groups to identify and address the root causes of oppression. This course anticipates that social workers also need to be sensitive to cultural differences and to promote social justice by advocating for systemic and structural change.

#### **COURSE OBJECTIVES**

- Understand the historical and contemporary structural dynamics of oppression, marginalization, and exclusion within India's socio-political, economic, and cultural contexts
- Critically engage with theoretical frameworks such as anti-oppressive practice, anti-caste social work, radical, feminist, structural, and anti-racist social work
- Apply Ambedkarite and intersectional feminist frameworks to analyse and examine the lived realities of socially oppressed groups
- Assess and evaluate existing government policies, constitutional safeguards, and the role of civil society organizations in addressing systemic inequalities and oppression
- Develop reflexive practice by recognizing one's own social location, caste, class, gender, and geographical and cultural privileges

- Integrate critical and creative pedagogical tools such as case studies, films, poetry, and autobiographies to foster consciousness of social and gender justice, human rights, liberty, equality, and fraternity, and to strengthen transformative emancipatory social work practice

## **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Apply theoretical perspectives rooted in Indian context to the understanding of oppression as multilayered and experienced across different social groups
- Demonstrate sensitivity and cultural reflexivity in understanding oppressed groups
- Understand and apply Ambedkarite and Feminist frameworks to the lived realities of oppressed
- Understand the key processes of challenging oppression and building emancipatory strengths among oppressed
- Develop assessment and critical inquiry capacities to understand oppression as a multilayered phenomenon in everyday practice contexts
- Understand and engage with different state and non-state actors for emancipatory practices in working with the oppressed groups and advocating for social justice practice
- Develop critical perspectives in understanding and analysing the relevance and significance of Constitutional and State initiated provisions with reference to Oppressed groups
- Engage with case studies, debates, and discussions to critically assess contemporary issues of oppressed groups

## **COURSE CONTENTS**

### **UNIT I INTRODUCTION TO THEORIES AND FRAMEWORKS OF OPPRESSION 12hrs**

- Understanding Oppression: meaning and nature of structural, cultural, and institutional forms of violence and marginalization
- Overview of Anti-Opressive Practice, Critical Social Work, and Structural Social Work
- Radical Social Work and Feminist Social Work: Pedagogy and Praxis of resistance and transformation
- Anti-Racist Social Work and intersectional perspectives on global oppression
- Anti-Caste Social Work: Theoretical Foundations rooted in the Ambedkarite Framework

### **UNIT II MAPPING OPPRESSED SOCIAL GROUPS THROUGH EMANCIPATORY FRAMEWORKS 10hrs**

- Understanding Empowerment and Emancipation: Critical Pedagogy and application in the Indian context
- Social location and lived realities of historically marginalized groups: Dalits, Adivasis, Bahujans, Minorities, women, LGBTQIA+, disabled groups, migrants, informal labourers, refugees, etc.
- Ambedkarite Framework of Emancipatory Social Work: Social justice, Dignity and Human Rights

- Anti-Caste Feminist Intersectionality: Interrogating caste, patriarchy, gender, and sexuality through a Dalit Feminist and Trans-Queer Standpoint.

### UNIT III POLICIES, SAFEGUARDS, AND THE ROLE OF CIVIL SOCIETY

11hrs

- Constitutional Provisions: Reservations (affirmative action) and legal rights and safeguards
- State Programs, and Welfare Schemes: Non-discrimination special budgetary provisions and financial allocations
- Policy Analysis: Critical Analysis of gaps and challenges in implementation and structural limitations of policy frameworks
- Role of Civil Society: Movements, advocacy, and grassroots and media mobilization such as the National Campaign on Dalit Human Rights (NCDHR) and All India Mahila Adhikar Manch (AIDMAM).
- Case Studies: All India Independent Scheduled Castes Association (AIISCA), Backward and Minority Communities Employees Federation (BAMCEF), Dalit Queer Project, Mazdoor Kisan Shakti Sangathan, Disability Rights India Foundation, Rising Flame and Naz Foundation.

### UNIT IV: REFLEXIVITY, PRAXIS, AND BUILDING CONSCIOUSNESS

12hrs

- Using case studies (*Stree Purush Tulna*, *About the Grief of Mahar and Mangs*) and documentaries (*Death of Merit*, *We Also Made History*).
- Dalit Literature as a liberatory-emancipatory ideological apparatus in social work education
- Dalit Autobiographical Narratives (*The Prisons We Broke*, *The Weave of My Life*, *Joothan*, *Karukku*, *Balutta*, *When I hid my caste*, *Murdhaiya*, *Caste Matters*, etc),
- Poetry and Essays (Vimukta, Spotted Goddesses) Dalit Women's *agency-narratives on caste and gender*, *The Stomach that Chewed Hunger*, and Films (*Fandry*, *Sairat*)
- Practicing Critical Reflexivity in Social Work: Beyond Empathy to Solidarity: Towards a Praxis of Critical Pedagogy: Transforming awareness into everyday practice, action, and ethical engagement.

### ESSENTIAL READINGS

1. Adams, R., Dominelli, L., & Payne, M. *Critical Practice in Social Work*. Palgrave Macmillan
2. Bailey R, & Brake, M. (1975) *Radical social work*.
3. Bhat, I, & Maske, S. (2017). Anti-Oppressive Social Work Theory and Practice: Contextualizing Caste Debates in Indian Social Work Education. *Caste in Modern India: Atrocities Against Dalits*
4. Bodhi, S.R & Bansode A. (2022). The Ambedkarite Worldview Post 1956: Some Reflections on its Theoretical Content. *Social Action*.

5. Bodhi, S.R (2014). [The practice of anti-caste social work in India towards a theory of Dalit social work](#). Indian Journal of Dalit and Tribal Social Work.
6. Dominelli, L. *Anti-Oppressive Social Work Theory and Practice*. Palgrave Macmillan
7. Dominelli, L. Deprofessionalizing Social Work: Anti-Oppressive Practice, Competencies, and Postmodernism. British Journal of Social Work
8. Jare, P. (2023). Structural Social Work: An Approach to Bring Subaltern Discourse in Social Work in the Indian Context. Indian Journal of Social Work Education and Practice.
9. Maske, S (2023). Articulating Dalit Autobiographical Narratives in Social Work Education: Ideological Imperatives for Anti-Caste and Ubuntu Practice. Contemporary Voice of Dalit, Sage Publication.
10. Mullaly RP. *Structural Social Work: Ideology, Theory, and Practice*. Oxford University Press.
11. Pankaj, A.K. (2024). [Dalit Autobiographies in Pursuit of Inclusion: Role of Subaltern Literature in the Pedagogy of Social Work](#). The Indian Journal of Social Work
12. Pankaj, AK, Ahmad MN & Alam I (2024). Dr. Ambedkar's idea of human rights and its scope of teaching in social work education: from text to context. Social Work Education
13. Roy, S (2025) *Law for Social Workers Understanding to Praxis*. Routledge India,
14. Shahid, M. (2021). Social Work and Marginalisation in India: Questioning Frameworks. In *The Palgrave Handbook of Global Social Work*.
15. Yumnam, V., Thomas, N. T., & Maske, S. (2023). Advancing Social Justice Through Anti-Oppressive Social Work Practice: Scope and Challenges in Northeast India.

## SUGGESTIVE READINGS

1. Arya, S. & Rathore, AS (2020). *Dalit Feminist Theory: A Reader*. Taylor & Francis
2. Arya, S. (2021). *Ambedkar as a Feminist Philosopher. B. R. Ambedkar: A Quest for Justice*. Oxford University Press.
3. Chand, D. (2024) (Re)-production of caste in the classroom: a Dalit perspective. Higher Education. Springer.
4. Majumdar, R. *Subaltern Studies as a History of Social Movements in India*. South Asia: Journal of South Asian Studies
5. Paik, S. (2022). *The Vulgarities of Caste: Dalits, sexuality, and Humanity in Modern India*. Stanford University Press

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### DSE-14: Disability: Concepts and Theories

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
Disability: Concepts and Theories SW114	4	3	1	0	Graduation	NIL

#### COURSE OBJECTIVES

- To understand the concepts of disability, impairment, and handicap from a social model perspective.
- To familiarize students with the legal frameworks governing disability rights in India and internationally.
- To identify and understand various categories of disabilities, including the 21 types as per the RPWD Act.
- To analyze contemporary issues faced by persons with disabilities.
- To develop a rights-based approach to social work practice with persons with disabilities.

#### LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Demonstrate a critical understanding of disability theories, concepts, and terminologies.
- Analyze the historical and sociocultural construction of disability in India and globally.
- Compare and contrast various disability models and evaluate their practical and theoretical implications.
- Apply interdisciplinary perspectives to understand disability beyond medicalized or singular frameworks.
- Engage with case studies, debates, and discussions to critically assess contemporary disability issues.

## **UNIT I INTRODUCTION TO DISABILITY**

**12hrs**

- Definitions and distinctions: Disability, impairment, and handicap (including WHO's International Classification of Functioning, Disability and Health - ICF)
- Prevalence and epidemiology of disability: National and international data sources, trends, and the role of data in policy-making
- Historical perspective of disability: Evolution of perceptions in India and globally
- Disability in different cultures: Global perspectives on disability

## **UNIT II THEORETICAL FRAMEWORKS AND CATEGORIES OF DISABILITY 11hrs**

- Models of disability: charity, Medical, social, and rights-based models
- Stigma, attitudes, and discrimination towards persons with disabilities: Social, cultural, and structural dimensions
- Categories of disability: Overview of major types (physical, sensory, intellectual, mental health, multiple)
- Media representation of disability: Stereotypes, challenges, and progress
- Intersectionality in disability: Gender, class, caste, and other intersecting identities

## **UNIT III LEGAL AND POLICY FRAMEWORKS**

**12hrs**

- International frameworks: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- National frameworks: Rights of Persons with Disabilities Act (RPWD), 2016
- Schemes, policies, and programs for persons with disabilities in India (e.g., Accessible India Campaign, Deendayal Disabled Rehabilitation Scheme, ADIP Scheme).
- Enforcement challenges and implementation gaps in disability policies and programmes
- Role of civil society and NGOs in promoting disability rights

## **UNIT IV CONTEMPORARY ISSUES AND SOCIAL WORK INTERVENTIONS**

**10hrs**

- Accessibility and inclusion: Physical, social, and digital barriers
- Education and employment opportunities for persons with disabilities
- Health and rehabilitation services: Access, gaps, and challenges

- Social protection and welfare schemes for persons with disabilities (e.g., Unique Disability ID, pensions)
- Advocacy and empowerment strategies: Role of social work in promoting disability rights

## ESSENTIAL READING

1. Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Routledge.
2. Ghai, A. (2003). *(Dis)embodied form: Issues of disabled women*. Har-Anand Publications.
3. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Law and Justice.
4. Limaye, S., Johnstone, C., & Kayama, M. (Eds.). (2024). *Disability as diversity in India: Theory, practice, and lived experience*. Routledge.
5. Mehrotra, N. (Ed.). (2020). *Disability studies in India: Interdisciplinary perspectives*. Springer.
6. Oliver, M., & Barnes, C. (2012). *The new politics of disablement*. Bloomsbury Publishing.
7. Rao, I. (2004). *Disability rights in India: Law, policy, and practice*. Oxford University Press.
8. Thakur, A. (2020). The intersectionality of gender, disability and mental health. In M. Anand (Ed.), *Gender and mental health: Combining theory and practice* (pp. 97–108). Springer. [https://doi.org/10.1007/978-981-15-5393-6\\_7](https://doi.org/10.1007/978-981-15-5393-6_7)
9. United Nations. (2006). *Convention on the Rights of Persons with Disabilities and Optional Protocol*. <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
10. World Health Organization, & World Bank. (2011). *World report on disability*. World Health Organization. <https://www.who.int/publications/i/item/9789241564182>

## SUGGESTIVE READINGS

1. Bonaccio, S., Connelly, C. E., Gellatly, I. R., Jetha, A., & Martin Ginis, K. A. (2020). The participation of people with disabilities in the workplace across the employment cycle: Employer concerns and research evidence. *Journal of Business and Psychology*, 35, 135–158.
2. G., S., & Bika, S. L. (2023). The journey towards inclusive and equitable education for students with disabilities in India. *Research Review International Journal of Multidisciplinary*, 8(3), 65–71.
3. World Health Organization, & United Nations Office of the High Commissioner for Human Rights. (2008). *Human rights, health, and poverty reduction strategies* (No. 5).

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### DSE-II1: Gender and Development

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Gender and Development SW 121	4	3	1	0	Graduation	NIL

#### COURSE DESCRIPTION

The course is important for a professional social worker from the point of creating engendered perspectives and sensitivity towards issues concerning women and men. It further reaffirms the belief in the importance of grassroots experiences and narratives while dealing with women and men.

#### COURSE OBJECTIVES

- To develop an understanding of Gender as a social construct
- To study the feminist perspectives for analysing social realities
- To understand gender and development approaches and strategies with specific reference to India.
- To explore the historical and contemporary women's movements in India and globally for understanding the gender discourse.

#### LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Understand the concept of gender and the social construction of femininity and masculinity
- Develop sensitivity towards the existing practices leading to gender discrimination and

marginalisation in society.

- Develop the ability to identify social, economic, and political systems that adversely affect the well-being and functioning of women.
- Suggest affirmative action in planning to promote gender equity, equality, and safety for women
- Discuss the major theoretical and empirical issues that emerge in gender research

## **COURSE CONTENTS**

### **UNIT I DEFINING GENDER**

**12hrs**

- Gender as social construct vs. biological determinism, Patriarchy
- Understanding gender roles, gender norms, and gender identities
- Gender Needs- Practical and Strategic gender needs
- Gender Development Indices
- Approaches to development (WID, WAD, GAD)

### **UNIT II FEMINIST PERSPECTIVES AND WOMEN'S MOVEMENTS WITH A FOCUS ON THE INDIAN PERSPECTIVE**

**11hrs**

- Understanding feminism
- Theories: Liberal, Radical, Marxist, Postmodern Feminism
- Women's Movements: Global and Indian (Pre and Post Independence)
- Women in social movements (Telangana, Tebhaga, Chipko, Narmada Bachao Andolan)
- Evolution of women's organizations and their role in women's empowerment

### **UNIT III MANIFESTATIONS OF GENDER DISPARITY AND GENDER MAINSTREAMING**

**11hrs**

- Indicators of women's status: Education, health, ownership of property, work, political participation
- Gender based violence: Theoretical perspectives
- Gender violence in private and public spaces
- Violence Against Women in Conflict Zones
- Gender mainstreaming: Budgeting, Gender analysis tools, and frameworks

### **UNIT IV INSTITUTIONAL MECHANISMS AND INITIATIVES**

**11hrs**

- Constitutional and legislative safeguards
- Policies, Schemes and programmes
- Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centres, and Crisis Intervention Centres, Nari Adalat
- Initiatives to address the concerns of gender identities, disparity, violence, and safety issues
- Emerging role of women's organizations and social workers in addressing gender issues

## ESSENTIAL READINGS

1. Aggarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Delhi: Cambridge University
2. Banerjee, N; Sen, S., & Dhawan, N. (2011). *Mapping the field: Gender relations in contemporary India*. Volume 1. Kolkata: Stree
3. Bose, C. E., & Minjeong, K. (2009). *Global gender research: Transnational perspectives*. New York: Routledge
4. Gandhi, N., & Shah, N. (1993). *Issues at stake: Theory and practice in the contemporary women's movement in India*. New Delhi: Kali for women.
5. Helgeson, V. S., Balhan, K. M., & Winterrowd, E. (2025). *Psychology of Gender/Sex*. Taylor & Francis.
6. Kannabiran, K., & Menon, R. (2007). *From Mathura to Manorma: Resisting violence against women*. New Delhi: Women Unlimited.
7. Kears, H. (2010). *Stop street harassment*. UK: Praeger.
8. Kire, E. (2007). *A terrible patriarchy*. New Delhi: Zubaan.
9. Kumar, R. (1993). *History of doing: An illustrated account of movement for women's rights and feminism in India 1800-1990*. New Delhi: Kali for Women.
10. OECD. (2024). *Development finance for gender equality 2024*. OECD Publishing. <https://doi.org/10.1787/e340afbf-en>
11. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. New Delhi: Kali for Women
12. Pandey, N. (2020). *Voices of Survivors: Combating Domestic Violence*, Guwahati, EPH Publishers House
13. Rajasekhar, D., & Manjula, R. (Eds.). (2024). *Women leadership, decentralised governance and development: Perspectives from Indian states*. Springer. ISBN:
14. Singla, P. (2007). *Women's participation in panchayati raj: A Northern India perspective*. New Delhi: Rawat.
15. Wickramasinghe, M. (2014). *Feminist research methodology*. New Delhi: Zubaan

## SUGGESTIVE READINGS

1. Butalia, U. (2002). *Speaking peace: Women's voices from Kashmir*. New Delhi: Kali for Women
2. Getty, S. (2020). *How to They/Them: A Visual Guide to Nonbinary Pronouns and the World of Gender, Fluidity*. Sasquatch Books.
3. Momsen, J. (2009). *Gender and development*. London & New York: Routledge
4. Moser, C. (1993). *Gender planning and development theory and practice*. London: Routledge.
5. Rose, K. (1992). *Where women are leaders*. New Delhi: Sage Publications
6. Rowbotham, S. (2001). *Women resist globalization*. New Delhi: Zed Books.
7. Seth, M. (2001). *Women and development: The Indian experience*. New Delhi: Sage Publications.
8. Smart, C. (1977). *Women, Crime and Criminology: A feminist critique*. London: Routledge & Kegan Paul Ltd.

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### DSE-II2: Gerontological Social Work

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
Gerontological Social Work SW122	4	3	1	0	Graduation	NIL

#### COURSE DESCRIPTION

This course provides a comprehensive understanding of the multidimensional aspects of ageing and the critical role of social work in addressing the needs of older adults. Students will explore the biological, psychological, and social theories of ageing and the demographic trends influencing elder care globally and in India. Through an in-depth analysis of ageing-related challenges—such as changing family structures, elder abuse, and health concerns—learners will critically examine existing policies, welfare programs, and legal protections for the elderly. The course also emphasizes professional social work interventions including geriatric counselling, advocacy, palliative care, and community-based support models. National and international frameworks such as the WHO Active Ageing Policy are discussed to develop culturally appropriate and rights-based approaches to elder care. Students will be encouraged to analyze contemporary issues affecting older populations and apply ethical, evidence-based strategies in various care settings. The course fosters a well-rounded view, equipping students with the theoretical knowledge, practical skills, and policy awareness essential for gerontological social work practice.

#### LEARNING OBJECTIVES

- To develop theoretical and practical understanding of gerontological issues
- To gain insight into the emerging needs and problems of older persons vis-à-vis services and programmes for the elderly.
- To develop critical understanding of the policies and programmes for older persons at the national and international levels.
- To understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

## LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Analyze socio-psychological theories and demographic trends of ageing.
- Assess challenges faced by the elderly and their implications on care models.
- Evaluate national and international ageing policies and frameworks.
- Apply ethical and culturally sensitive social work interventions with older adults.

## COURSE CONTENTS

### UNIT I AGEING AND ITS IMPLICATIONS

**12hrs**

- Perspectives on ageing: Developmental, biological, psychological, and social aspects.
- Population ageing, demographic shifts, and cross-cultural ageing challenges and responses.
- Major psychological and sociological theories of ageing and their relevance to policy and practice.
- Implications on social and economic development, silver economy, social security, care-giving issues, inter-generational solidarity, ageism
- Ageing and health transitions: rise of non-communicable diseases, need for geriatric care, long-term care models

### UNIT II CHALLENGES FACED BY THE ELDERLY

**11hrs**

- Changing family dynamics: structure, functions, migration, care-giving gaps, role of informal care networks
- Health and mental health: dementia, depression, chronic illnesses, access to age-friendly health services
- Elder abuse: physical, emotional, financial exploitation, neglect—legal protections and reporting mechanisms
- Feminisation of ageing: gendered experiences, widowhood, poverty, social isolation among older women
- Digital inclusion: addressing technology gaps, promoting digital literacy, age-friendly design in ICT

### UNIT III POLICIES AND PROGRAMS FOR OLDER PERSONS

**12hrs**

- International frameworks: Madrid International Plan of Action on Ageing, WHO Active Ageing framework
- National policies: National Policy on Older Persons (NPOP), Maintenance and Welfare of Parents and Senior Citizens Act, 2007
- Social security measures: pensions, old age homes, healthcare schemes (Rashtriya Swasthya Bima Yojana, Ayushman Bharat)
- NGO and community initiatives: day care centres, self-help groups, elder clubs, inter-generational programmes
- Indigenous practices: traditional respect for elders, ascribed status, and community-based rehabilitation

- Geriatric counselling: assessment tools, grief work, support for caregivers, coping with loss and adjustment
- Institutional care: models of residential care, training needs for geriatric care professionals, ethical concerns
- Advocacy and empowerment: policy advocacy, elder rights movements, combating ageism
- End-of-life care: hospice care, palliative care principles, advance directives, dignity in dying
- Promoting happy, healthy, & productive active ageing: physical activity, volunteering, lifelong learning, creative engagement initiatives

### ESSENTIAL READINGS

1. Ramamurthi, P.V., Jamuna, D. (eds.) (2005). Handbook of Indian Gerontology. New Delhi: Serial Publication
2. Bali, A.P. (ed.). (1999). Understanding Greying People of India. New Delhi: Inter India Publication.
3. Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York: Academic Press.
4. Hareven, T.K. Adams, K.J. (eds.) (1982). Aging and Life Course Transitions: An Interdisciplinary Perspective. New York: Guilford Press.
5. Rajan, S.I. (Ed.) (2024). Handbook of Ageing, Health, and Public Policy. Springer Nature.
6. Shankardass, M.K. (Ed.) (2021). Older women and well-being: A Global Perspective. Springer Nature.
7. Shankardass, M.K. (Ed.) (2020). Ageing issues and responses in India. Springer Nature.
8. Bengtson, V. L., & Settersten, R. A. (2016). *Handbook of theories of aging*. Springer Nature.
9. Kelchner, E., Cox, E.O. & Chapin, R. (Eds) (2002). Gerontological Social Work Practice: Issues, Challenges, and Potential. Routledge.
10. Youdin, R. (2014). Clinical Gerontological Social Work Practice. Springer Publishing
11. Crawford, K., & Walker, J. (2004). Social Work with Older People: Learning Matters.
12. Birren, J.E., & Schaie, K.W. (eds.), (2001). Handbook of the Psychology of Aging (5<sup>th</sup> ed.). San Diego: Academic Press
13. Bengtson, V. L., & Settersten, R. A. (2016). *Handbook of theories of aging*. Springer Nature.

### SUGGESTIVE READINGS

1. Khan, M.Z., Yusuf, M. & Kaushik, A. (2013). Elderly Women: Vulnerabilities and Support Structures. Gyan Publishing House.
2. Kaushik, A. (2011). Media Representation of the elderly in India. The Readers' Paradise Publications.
3. World Health Organization (2002) Active Ageing Framework.  
<https://extranet.who.int/agefriendlyworld/wp-content/uploads/2014/06/WHO-Active-Ageing-Framework.pdf>
4. Moody, H. R., & Sasser, J. R. (2018). *Aging: Concepts and controversies*. Sage.
5. Hooyman, N. R., & Kiyak, H. A. (2018). *Social gerontology: A multidisciplinary perspective*. Pearson.
6. IIPS (2017-18) Longitudinal Ageing Study in India (LASI).  
[https://www.iipsindia.ac.in/lasi#:~:text=The%20Wave%20survey%20was,for%20population%20Sciences%20\(IIPS\).](https://www.iipsindia.ac.in/lasi#:~:text=The%20Wave%20survey%20was,for%20population%20Sciences%20(IIPS).)

## WEB LINKS

- WHO Active Ageing Framework: <https://extranet.who.int/agefriendlyworld/wp-content/uploads/2014/06/WHO-Active-Ageing-Framework.pdf>
- LASI - Longitudinal Ageing Study in India: <https://www.iipsindia.ac.in/lasi>
- National Programme for Health Care of the Elderly (NPHCE): <https://main.mohfw.gov.in>
- UN Decade of Healthy Ageing: <https://www.decadeofhealthyageing.org>

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### DSE-II3: Social Work in Educational Settings

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
Social Work in Educational Settings SW123	4	3	1	0	Graduation	NIL

#### LEARNING OBJECTIVES

- To introduce students to educational institutions as dynamic systems and explore the intersections of education, society, and child development
- To understand the developmental and psychosocial challenges faced by learners across different stages of education
- To equip students with knowledge and sensitivity toward diverse learning needs, disabilities, and inclusive education practices
- To develop competencies in applying social work methods within educational settings, focusing on both individual and systemic interventions
- To foster critical thinking and skills related to evaluating and enhancing social work practice in educational settings

#### LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Analyze educational institutions through a systems lens, identifying key stakeholders, relationships, and structural challenges

- Identify and assess common psychosocial and mental health issues affecting children and adolescents in educational settings
- Demonstrate understanding of inclusive education practices and respond sensitively to the needs of children with diverse abilities and learning profiles
- Design and implement social work interventions such as casework, group work, life skills education, and family engagement tailored to school contexts
- Utilize tools for assessment, planning, and monitoring in school social work, and engage in reflective practice and outcome-based evaluation

## **COURSE CONTENTS**

### **UNIT I UNDERSTANDING EDUCATIONAL INSTITUTIONS FROM A SYSTEMS**

#### **PERSPECTIVE**

**12hrs**

- Educational institutions as multifaceted & dynamic systems
- Interrelationships between school culture, teaching practices, and student outcomes
- Socio-economic, cultural, and policy environments on educational institutions.
- Linkages between schools and community development and social integration.
- Systemic challenges: Exclusion, inequality, and institutional gaps in access and support

### **UNIT II DEVELOPMENTAL AND PSYCHOSOCIAL CHALLENGES OF STUDENT LEARNERS**

**11hrs**

- Academic stress, exam-related anxiety, and performance pressures
- Bullying, peer influence, and the need for safe and supportive school climate
- Influence of social media, digital technology and related issues on mental well-being
- Mental health concerns during childhood and adolescence
- Early detection of emotional and psychological issues

### **UNIT III DIVERSITY, SPECIAL NEEDS, AND INCLUSIVE EDUCATION**

**11hrs**

- Behavioural maladjustment and conduct issues among students
- Addressing the educational and psychosocial needs of children with disabilities.
- Working with slow learners, children with learning disabilities, and those at risk of school dropout
- Identifying and nurturing gifted learners in inclusive classroom environments
- Promoting equity, accessibility, and cultural sensitivity in educational spaces

- Application of social work methods: Casework, group work and community practice in schools.
- Designing and facilitating psychosocial interventions and life skills education.
- Developing and using tools: Individualised Education Plans (IEPs), behavior modification plans, and progress monitoring
- Advocacy for building learner friendly policies and inclusion
- Ethical concerns and future directions in educational social work practice

### ESSENTIAL READINGS

1. Algur, V. S. (2015). Perspective of Teachers on need for School Social Work.
2. Allen-Meaers, P., & Montgomery, K. L. (2014). Global trends and school-based social work. *Children & Schools*, 36(2), 105-112.
3. Anand, M. (2021). Strengthening social work practice in schools in India: Reflections from theory.
4. Bhatt, S. School Complex in National Education Policy: An Opportunity for Social Work Profession.
5. Bye, L., & Alvarez, M. (2007). *School Social Work: Theory to Practice*. Thomson Brooks/Cole.
6. Dupper, D. R. (2003). *School social work: Skills and interventions for effective practice*. J. Wiley & Sons.
7. Epstein, J. L. (2018). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Routledge.
8. Huxtable, M. (2022). A Global Picture of School Social Work in 2021. *Online Submission*, 7(1).
9. Kumar, V. S. (2014). School Mental Health Practice: Challenges for School Social Work in India. *Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward*, 42-43.
10. LAU, Y. K. (2020). A critical review of school social work in Hong Kong. *Social welfare in India and China: A comparative perspective*, 101-117.
11. Shylla, D. (2020). Prevention of Bullying in School: An Emerging Area in the field of School Social Work. *Journal of Social Work Education and Practice*, 5(4), 55-64.
12. Villarreal, L. (Ed.). (2017). *School social work: National perspectives on practice in schools*. Oxford University Press.

### SUGGESTIVE READINGS

1. Constable, R. (2021). *School social work: Practice, policy, and research*. Oxford University Press.
2. Huirem, R. R. R., & Loganathan, K. (2016). Postulating grounds for school Social Work in India: A Reviews.
3. Kelly, M. S. (Ed.). (2010). *School social work: An evidence-informed framework for practice*. Oxford University Press.
4. Keys, P. R. (2014). *School Social Workers in the Multicultural Environment: New Roles, Responsibilities, and Educational Enrichment*. Routledge.
5. LICSW, J. K., PhD, & PEL, G. G., PhD, LCSW. (2022). *School Social Work: A Skills-Based Competency Approach*. Springer Publishing Company.

## WEB LINKS:

1. <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/NASW-Standards-for-School-Social-Work-Services>
2. <https://www.sswaa.org/school-social-work>
3. <https://www.socialworkers.org/Practice/School-Social-Work>
4. [https://napswi.org/pdf/National\\_Council\\_on\\_SW\\_Education-2021.pdf](https://napswi.org/pdf/National_Council_on_SW_Education-2021.pdf)
5. [https://taylorandfrancis.com/knowledge/Medicine\\_and\\_healthcare/Specialist\\_care/School\\_social\\_work/](https://taylorandfrancis.com/knowledge/Medicine_and_healthcare/Specialist_care/School_social_work/)
6. <https://www.cswe.org/>

## DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

### **DSE-II4: Foundations of Mental Health: Strengths and Resilience**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
<b>Foundations of Mental Health: Strengths and Resilience SW124</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION**

The course provides a foundational understanding of mental health and well-being through a strengths-based, resilience-oriented, and culturally grounded lens. Moving beyond deficit-based and purely clinical models, the course explores diverse frameworks that emphasize human capacities, positive mental health, and social determinants. It integrates global, indigenous, and community perspectives to promote inclusive and empowering mental health practices across the life span. Special focus is placed on emotional intelligence, recovery-oriented frameworks, intersectionality, and holistic approaches to individual and collective well-being.

#### **COURSE OBJECTIVES**

By the end of this course, students will be able to:

- Develop a conceptual understanding of mental health and well-being from a positive, strengths-based and resilience-oriented perspective.
- Examine socio-cultural, structural, and psychological determinants of mental health using ecological and systems approaches.
- Analyze global, indigenous, and community-based mental health frameworks, emphasizing empowerment and cultural relevance.
- Understand mental health challenges through a recovery-oriented and ethical lens, including lived experience and rights-based approaches.
- Apply interdisciplinary theories and models to promote well-being across diverse contexts and stages of life.

## **LEARNING OUTCOMES:**

Upon successful completion of this course the student will be able to:

- Define and explain mental health as a dynamic, holistic, positive and socially embedded process.
- Critically assess mental health determinants using a strengths and systems approach.
- Compare and contrast indigenous, global, and community-based models of mental health promotion.
- Identify ethical dilemmas in mental health assessment and diagnosis while advocating for person-centered and rights-based approaches.
- Integrate emotional intelligence, positive psychology, and empowerment strategies into social work practice with individuals and communities.

## **COURSE CONTENTS**

### **UNIT I FOUNDATIONS OF MENTAL HEALTH AND WELL-BEING 12hrs**

- Defining Mental Health and Psychological Well-being
- Mental Health as a Dynamic, Strengths-Based and Positive Process
- Emotional Intelligence and Human Functioning
- Integrated Frameworks: PERMA Model & Self-Determination Theory
- Interdisciplinary and Holistic Approaches to Mental Health

### **UNIT II DETERMINANTS AND DYNAMICS OF MENTAL HEALTH: A STRENGTHS AND RESILIENCE LENS 11hrs**

- Socio-Cultural, Psychological, and Structural Determinants of Mental Health
- Environmental Influences and Community Contexts
- Promotive, Protective, and Risk Factors for Resilience and Well-being
- Intersectionality, Identity, and Differential Vulnerabilities
- Ecological and Systems Approaches to Mental Health Promotion

### **UNIT III MENTAL HEALTH ACROSS THE LIFE SPAN: INDIGENOUS AND GLOBAL PERSPECTIVES 11hrs**

- Indigenous and Global Approaches to Mental Health
- Lifespan Mental Health: Capacities, Resilience, and Human Potential
- Community Mental Health, Task Shifting and Empowerment Models
- Evolving Global and National Approaches to Mental Health Promotion
- Rights-Based Mental Health Policies and Legislations

## UNIT IV UNDERSTANDING MENTAL HEALTH CONDITIONS: STRENGTHS-BASED & ETHICAL APPROACHES

11hrs

- Normality and Abnormality: Cultural and Contextual Lenses
- Diagnostic Approaches and Tools: Strengths and Limitations
- Strengths-Based Understanding of Common Mental Health Conditions
- Strengths-Based Approaches to Severe Mental Health Disorders
- Ethics, Human Rights and Person-Centered Mental Health Support

### ESSENTIAL READINGS

1. Anand, M. (2020). *Gender and Mental Health: Combining theory and practice*. Singapore: Springer Nature
2. Anand, M. (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Singapore: Springer Nature
3. Bibhav, A. and Annie. E. B. (2023). *Global Mental Health Training and Practice*. New York and London: Rutledge
4. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2017). *Abnormal psychology and modern life*. New Delhi: Pearson Education.
5. Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.
6. Carr, A. (2022). *Positive psychology: The science of wellbeing and human strengths* (3rd ed.). Routledge.
7. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
8. Gururaj, G., Varghese, M., Benegal, V., Rao, G.N., Pathak, K., Singh, L.K. et al. (2016). National Mental Health Survey of India, 2015-16: Summary. *NIMHANS*. <http://www.indianmhs.nimhans.ac.in/Docs/Summary.pdf>
9. Kirmayer, L.J., Lemelson, R., Cummings, C.A. (2015). *Re-Visioning Psychiatry: Cultural Phenomenology, Critical Neuroscience and Global Mental Health*. New Work: Cambridge University Press
10. Mills, C. (2014). *Decolonizing Global Mental Health: The psychiatrization of the majority*
11. Ramsden, P. (2013). *Understanding abnormal psychology: Clinical and biological perspectives*. Sage
12. Saleebey, D. (2009). *The Strengths Perspective in Social Work Practice*, 5th edn, Boston, MA; London: Allyn and Bacon
13. Steen, M., & Thomas, M. (2016). *Mental health across lifespan*. New York: Routledge

14. White, R., Jain, S., Orr, D. M. R., & Read, U. (2017). *The Palgrave Handbook of Sociocultural Perspectives on Global Mental Health*. London: Palgrave Macmillan/Springer Nature.
15. World Health Organization (2022). *World mental health report: Transforming mental health for all*. Retrieved from <https://www.who.int/publications/i/item/9789240049338>

## SUGGESTIVE READINGS

1. Davar, B. (1999). *Mental health of Indian women – A feminist agenda*. New Delhi, Thousand Oaks, London: Sage
2. Davar, B.V. (1999). *Rethinking gender and mental health: A feminist agenda*. Sage
3. Jain, S. & Jadhav, S. (2009). Pills that swallow policy: Clinical ethnography of a community mental health program in Northern India. *Transcultural Psychiatry*, 46(1), 60-85. <https://doi.org/10.1177%2F1363461509102287>
4. Kohen, D. (2011). *Oxford textbook of women's mental health*. OUP
5. Mace, C. (2008). *Mindfulness and Mental Health: Therapy, theory and science*. Rutledge
6. Morrow, M., & Malcoe, L. H. (2017). *Critical inquiries for social justice in mental health*. Boston, London: University of Toronto Press
7. National Human Rights Commission (2016). *Mental Health Care in India: Old Aspirations...New Hopes*. NHRC
8. Sutherland, J. D. (2003). *Towards community mental health*. London: Routledge.
9. Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). *Oxford textbook of community mental health*. New York: Oxford
10. World Health Organization (2022). *World Mental health Report*. Geneva: World Health Organization.

## SKILL ELECTIVES SEMESTER I

### **SKILL ELECTIVE: Practice Intervention Micro Skills I**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
<b>Practice Intervention Micro Skills I SW211</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION**

This course provides knowledge and opportunity to develop competency through the use of micro skills in two broad practice domains- Case Work and Counselling to postgraduate social work students. The first two units of the course provide a comprehensive understanding of practice skills, focusing on building a professional relationship with the client system and intake process. The units III and IV focus on enabling students with micro skills required for effective case intervention to enhance the professional relationship with the client system and quality of services. Also, the broad purpose of this course is to develop confidence among students to deal with any crisis situation and adopt a problem-solving approach to assist people in time. The social workers must have knowledge pertaining to the use of self and to maintain work-life balance to prevent stress and burnout. Through the practice of micro skills and reflective exercises, the course will equip students to develop a sense of professional and personal stability.

#### **COURSE OBJECTIVES**

- To enable the students to apply knowledge of case management
- To enable the students to develop a professional relationship
- To provide knowledge to use observation, communication, recording, and documentation skills
- To empower the students to use technology in case management services
- To use the self as a medium of effective and quality services

#### **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Case management through case work and counselling skills
- Application of ethical principles, micro skills to assist and support client systems
- Effective and quality service and competency for professional responsibilities
- Professional documentation and record keeping with the use of technology
- Self-awareness and use of reflective techniques for self-care

## **COURSE CONTENTS**

### **UNIT I RELATIONSHIP BUILDING, COMMUNICATION AND INTERVIEWING SKILLS**

**7.5hrs**

- Developing a professional relationship, attending and trust building
- Informed consent, self-determination Preparation of face sheet, Case records and journaling
- Active listening, mirroring, paraphrasing, confirming, and summarising
- Need Assessment, Prioritising the needs and preparation of the intervention plan
- Questioning and challenging, developing new perspectives

### **UNIT II STRESS MANAGEMENT AND WELL-BEING**

**7.5hrs**

- Use of Self and reflections
- Application of principles of crisis intervention and problem solving
- locating support systems and follow-up
- Mindfulness, meditation, and relaxation techniques.
- Developing self-esteem and worth.

## **ESSENTIAL READINGS**

1. Koprowska J (2020) Communication and Interpersonal Skills in Social Work. 5th ed. England, UK: Sage.
2. Healy, K. (2018). The skilled communicator in social work: The art and science of communication in practice. Palgrave
3. Lyceum Books, Inc. Bogo, M. (2018). Social work practice: Integrating concepts, processes, and skills (2nd ed.). Columbia University Press
4. Hargie, O. (2017). Skilled interpersonal communication: Research, theory and practice (6th edn). Routledge
5. Trevithick, Pamela. (2012). *Social work skills and knowledge: A practice handbook*. 3d ed. New York: McGraw-Hill.
6. Brew, Leah, and Michael K. Altekruze.( 2006). *Building the relationship: Common errors in helping*. Belmont, CA: Cengage.
7. Poorman, Paula B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Pearson.

## **SUGGESTIVE READINGS**

1. Beesley, P., Watts, M., & Harrison, M. (2018). Developing your communication skills in social work. Sage.
2. Patterson, J. E., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). Essential skills in family therapy: From the first interview to termination (2nd ed.). The Guilford Press
3. Hepworth, Dean H., et. al. (2017). *Direct social work practice: Theory and skills*. 10th ed. Boston: Cengage Learning.

4. Kadushin, Alfred, and Goldie Kadushin.( 2013). *The social work interview: A guide for human service professionals*. 5th ed. New York: Columbia Univ. Press.
5. Birnbaum, L. (2009). The Contribution of mindfulness practice to the development of professional self-concept in students of social work. In S. Hick (Ed.), *Mindfulness and social work* (pp. 92–102).

## WEB LINKS

1. Counselling Microskills: Reflecting Feelings I <https://www.youtube.com/watch?v=-MOOLVDoUnA>
2. Counselling Microskills: Offering Immediacy <https://www.youtube.com/watch?v=f0njVi2m4Uk>
3. Social Work Helping Process [https://www.youtube.com/watch?v=Xh\\_rNTHlu70](https://www.youtube.com/watch?v=Xh_rNTHlu70)
4. Counselling Microskills: Questioning, Probing, & Clarifying  
<https://www.youtube.com/watch?v=JxLwm44uz3s>
5. Community-centered clinical practice: [https://doi.org/10.1300/J125v13n04\\_02](https://doi.org/10.1300/J125v13n04_02)
6. The relationship between micro and macro social work practice <https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.2016.97.33>

## SKILL ELECTIVE SEMESTER I

### **SKILL ELECTIVE: Practice Intervention Skills – Macro Skills I**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
Practice Intervention Skills – Macro Skills I SW221	2	1	0	1	Graduation	NIL

#### **COURSE OBJECTIVES**

This course is intended to develop competencies and strategies that enable social worker students to analyse social structures, systems and institutions, organize communities, design and implement policy advocacy, lead organisational change, engage in ethical and inclusive leadership. The course will enable students to work with Macro-Level Systems and initiate intervention that would facilitates social change through work with neighbourhoods, communities and society. This involves bringing social change through neighbourhood organizing, community planning, locality development, public education, legislative and policy advocacy, social and political action. Skills to work with people for direct involvement of people, or on their behalf to press for fair and responsive service delivery and social policies that benefit all persons and advocate changes in policies affecting disenfranchised and oppressed groups whose dignity has been diminished by injustice.

#### **COURSE CONTENTS**

##### **UNIT I CULTURAL COMPETENCE AND CRITICAL REFLEXIVITY SKILLS**

**7.5hrs**

- Critical Self-reflexivity and skills of analysing social structures, institutions and social systems
- Anti-oppressive and emancipatory practice and Consciousness-Raising Skills- Education for Social Change- critical pedagogical models of Jyotiba Phule and Ambedkar, Paulo Freire and bell hooks
- Ethnic-sensitive practice skills and awareness of oppressed groups based on caste, gender, class, ethnicity, sexuality, ageism, and disability
- Identification of Power structures, building community leadership and community mobilisation skills (creation of task groups, teams, community-based organisations and the networks of service delivery)
- Resource mobilisation, Capacity building and Team building Programmes

- Need Assessment and Micro Planning with urban and rural communities. Use of PRA/PLA, Surveys, Research and Documentation skills
- Coalition building and facilitating decision-making, organizational planning, and programme planning
- Organisational Management, Strategic planning, Conflict resolution, Supervision and delegation skills
- Applying/Designing public communication for social Change, Information Dissemination and awareness generation skills, Communication and networking skills: Strategic Communication and Media Engagement skills
- Legislative and Policy analysis and public advocacy skills

### ESSENTIAL READINGS

1. Ambedkar, B. (1936) *Annihilation of Caste*. Accessed from <https://brambedkar.in/annihilation-of-caste/>
2. Buckley M, Dukelow F. Human Rights-Based Approaches to Social Policy Development. In: McCann G, Ó hAdhmaill F, eds. *International Human Rights, Social Policy and Global Development: Critical Perspectives*. Bristol University Press; 2020:169-180.
3. Chambers, R. (2023) *In Search of Professionalism, Bureaucracy and Sustainable Livelihoods for the 21st Century*. [Vol. 54 No. 1A \(2023\)](#)
4. Freire, P. (1972). *Pedagogy of the oppressed*. Penguin.
5. Gandhi, M. K. (1945). Constructive Programme: Its Meaning and Place. Accessed from <https://www.mkgandhi.org/ebks/construct.pdf>
6. Howes, M and Chambers R. (2023) *Indigenous Technical Knowledge: Analysis, Implications and Issues*. [Vol. 54 No. 1A \(2023\)](#)
7. Jim Ife (2013). *Community development in an uncertain world: Vision, analysis and practice*. Cambridge, UK: Cambridge University Press.
8. Ledwith, M., & Springett, J. (2010). *Participatory practice: Community-based action for transformative change*. The Policy Press

### SUGGESTIVE READINGS

1. Dominelli, L. (2002). *Anti-Oppressive social work: Theory and practice*. Palgrave Macmillan
2. Freire, P. (2005). *Pedagogy of Hope*. Bloomsbury London
3. Pease, B (2016). *Doing Critical Social Work: Transformative Practices for Social Justice*. Routledge. London
4. Servaes, J. (2020). *Handbook of Communication for Development and Social Change*. Vol I. Springer, Singapore
5. van Wormer, K. S. (2012). *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action*. CSWE Press

### WEBLINKS

<https://www.livelihoodscentre.org/>  
<https://www.fao.org/home/en>  
<https://www.criticalthinking.org/>  
<https://aajeevika.gov.in/>  
<https://nsdcindia.org/>

**DISCIPLINE SPECIFIC CORE COURSES SEMESTER II****DSC-4: Social Justice, Human Rights and Social Legislation****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
<b>Social Justice, Human Rights and Social Legislation SW014</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Graduation</b>	<b>NIL</b>

**COURSE DESCRIPTION/RATIONALE:**

Social work profession is based on the core value of social justice and principles of social justice and human rights, it aims to bring social change and development through knowledge and application of social sciences, humanities and development theories. The social work profession advocates and promotes the use of indigenous knowledge to empower people to address the structural inequalities and critical social realities. This course will help students to develop the critical understanding of social, political and economic structures in local and global context. It will facilitate and enhance their ability, skills and competencies to grasp the issues of social justice and human rights confronting our society. This course will also create an understanding how to utilise the existing tools and legislations to deliver justice to create just society. It will facilitate the discourse on promotion of constitutional moralities, democratic structures, and legal remedies for protection and empowerment of marginalized and vulnerable constituencies.

**COURSE OBJECTIVES:**

- To understand concepts of Social Justice and Human Rights, application of rights-based perspective in social work practice.
- To identify and critically examine structural barriers, inequalities, discriminatory practices and social economic political issues those are impacting society adversely.
- To learn about the relevance of legal instruments and tools of Social Justice and Human Rights in historical and present context.

- To learn about various legal mechanisms, social legislations, government and non-government interventions for protecting and promoting rights of the marginalized and vulnerable groups of communities

## **LEARNING OUTCOMES:**

Upon successful completion of this course the student will be able to:

- Gain a theoretical understanding of different approaches towards social justice.
- Application of Social justice and human rights framework to address social complex realities and to promote empowering processes to create just society
- Develop knowledge, attitudes, skills and competencies required for working with marginalized and vulnerable constituencies.
- Acquire a critical understanding of institutional, government, non-government mechanisms and legal systems for attainment of social justice and protection of human rights.

## **COURSE CONTENTS**

### **UNIT I DIMENSIONS OF SOCIAL JUSTICE, HUMAN RIGHTS AND SOCIAL LEGISLATION 12hrs**

- Social Justice and Human Rights: Philosophy, context, theories, concept and dimensions
- Social Justice as a core value of social work profession
- Social and Political systems: Constitutional base of social justice, positive and protective discrimination, affirmative policies and approaches
- Indian Constitution: Fundamental rights, fundamental duties
- Directive Principles of State Policy

### **UNIT II MARGINALIZATION AND HUMAN RIGHTS ISSUES 11hrs**

- Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization
- Marginalized groups in the Indian society and Social Legislation: SC/ST, OBC, Minorities, Occupations and Vulnerable groups, persons with disability, LGBTQIA+
- Human rights issues and concerns under globalization and approaches of development justice
- Application of Code of ethics in social work practice
- Practice of Human Rights: Issues and Challenges and Best Practices

### **UNIT III INSTRUMENTS OF SOCIAL JUSTICE AND PROTECTION OF HUMAN RIGHTS 11hrs**

- The Universal Declaration of Human Rights, 1948
- International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights
- Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols with specific reference to children, women and indigenous groups

- Social Legislation related to women and Children: Domestic Violence, Trafficking, POCSO, Sexual Harassment at Workplace Act.

## **UNIT IV INSTITUTIONAL ARRANGEMENTS FOR PROTECTION OF SOCIAL JUSTICE AND HUMAN RIGHTS**

**11hrs**

- Responsive Indian legal system and protection of marginalized section of society - case illustrations
- Statutory bodies/organs for justice – NHRC, NCW, NCM, NC for SC/ST, OBC, Minority
- Legal and public advocacy, PIL, legal literacy, free legal aid, RTI, Lok Adalat, Nari Adalat
- Civil Society Organisations and participation in the protection of Social Justice and Human Rights
- Institutional Best Practices for protection of children, women and marginalized groups (Self -Study)

### **ESSENTIAL READINGS**

1. Roy, S. (2025). Law for Social Workers: Understanding to Praxis. Taylor & Francis.
2. Das, J. K. (2022). Human rights law and practice. PHI Learning Pvt. Ltd.
3. Wilkerson, I., (2020). Caste The Lies That Divide Us, Penguin Random House UK
4. Banerjee, S., & Ghosh, N. (2019). Caste and gender in contemporary India. Routledge India.
5. Reamer, F. (2018). Social work values and ethics. Columbia University Press.
6. Krishna, P. S. (2017). Social exclusion and justice in India, Taylor & Francis.
7. Yadav S. (2015). Ambedkar on Social Justice; Legal, Political and Socio-economic Landscape, New Delhi Manak Publication Pvt. Ltd.
8. Singh, A. K. (2014). Human rights and social justice. VL Media Solutions, India
9. T.K. Oommen, (2014), Social Inclusion in Independent India: Dimensions and Approaches. New Delhi: Orient BlackSwan
10. Sen, A. (2011). The idea of justice. Belknap Press.
11. Rai. U. R. (2011) Fundamental Rights and Their Enforcement, PHI Learning Pvt. Ltd.
12. Johnson A. G. (2001). Privilege, Power, and Difference, Mayfield Publishing Company Mountain View, California London
13. Sandel, M. J. (2010). Justice: What's the right thing to do? Farrar, Straus and Giroux; Reprint edition
14. Beteille, A. 1981. The Backward Classes and the New Social Order. New Delhi: Oxford University Press.
15. Thorat S., Omvedt G., Macwan M., (2009) Social Justice Philanthropy: Approaches and Strategies of Funding Organizations, ISBN 9788131602041. Rawat Publication

### **SUGGESTIVE READINGS**

1. Kumar V. (2024) Decoding Ambedkar: Ideas of Nation and Nation Building, Manohar Publishers & Distributors.
2. Saxena A. 2013, Marginality, exclusion and social justice . Rawat Publications
3. Clayton, M., & Williams, A. (eds.) (2004). Social justice. Oxford: Blackwell Publishers
4. Baxi, U. (2002). The future of human rights. New Delhi: Oxford University press.
5. Ife, J. (2001). Human rights and social work: Towards rights-based practice. UK: Cambridge University Press
6. Freire, P. (2000) Pedagogy of the oppressed, Penguin Random House, UK.
7. Janusz, S. (2003). New dimensions and challenges for human rights(ed). Manual on Human Rights (UNESCO publishing). Rawat Publication.

8. Reichert, E. (2003). Social work and human rights: A foundation for policy and practice. New York: Columbia University press
9. Sen A. (2009) The Idea of Justice. Cambridge MA: Belknap Press of Harvard University Press.
10. Rani S. and Amin W. (2018), The State of Marginalization and Public Health Issues in India. Winshield Press, New Delhi

## WEB LINKS

- Constitution of India, <https://www.india.gov.in/my-government/constitution-india>
- THE PROTECTION OF HUMAN RIGHTS ACT, 1993, [nhrc.nic.in/sites/default/files/PHRAct\\_2021.pdf](https://nhrc.nic.in/sites/default/files/PHRAct_2021.pdf)
- Annual Report 2023-24 National Human Rights Commission India available at [https://nhrc.nic.in/sites/default/files/AR\\_2023-2024\\_EN.pdf](https://nhrc.nic.in/sites/default/files/AR_2023-2024_EN.pdf)
- Human Rights and Social Justice available at file:///C:/Users/user%205/Downloads/laws-06-00007.pdf
- Government of India Social Justice Policy, Programmes, Laws, Scheme, Annual Reports available at <https://socialjustice.gov.in>
- Meckled- Garcia.S , Human rights or social justice? Rescuing human rights from the outcomes [https://www.ucl.ac.uk/political-science/publications/downloads/SPP\\_WP\\_30\\_Saladin\\_MeckledGarcia.pdf](https://www.ucl.ac.uk/political-science/publications/downloads/SPP_WP_30_Saladin_MeckledGarcia.pdf)
- Social Justice, Rights, and Dignity: A Call for a Critical Feminist Framework available at [http://www.trudeaufoundation.ca/sites/default/files/human\\_rights\\_and\\_dignity-en.pdf](http://www.trudeaufoundation.ca/sites/default/files/human_rights_and_dignity-en.pdf)
- Issues of Social Justice: Rights and Freedom, available at <http://www.delhihighcourt.nic.in/library/articles/Issues%20of%20social%20justice%20-%20rights%20and%20freedom.pdf>
- International Covenant on Economic, Social and Cultural Rights Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966 <https://www.ohchr.org/sites/default/files/cescr.pdf>

**DISCIPLINE SPECIFIC CORE COURSES SEMESTER II****DSC-5: Working with People II- Case Work and Group Work Practice in Social Work****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Working with People II- Case Work and Group Work Practice in Social Work SW015	4	3	0	1	Graduation	NIL

**COURSE DESCRIPTION**

This course is intended to provide knowledge about two of the prominent social work methods known as Casework and group work practice. The paper connects with different approaches to look at the problems and issues from a multidimensional perspective. It aims to enable social work practitioners to engage with individuals' uniqueness, strengths, issues, barriers, and difficulties and make use of the refined skills of working with people in order to solve their problems by enhancing their capabilities, capacities, and choices. The individual is the core focus of the course, with a firm belief that any individual is a resource in itself, and this resource becomes very significant in performing the roles in different spheres of society that need to be understood and worked upon so that the goals of human and social development can be achieved. The networks that connect individuals need to be enhanced in their social functioning, or people can be connected to different networks and policies that are meant for the people to smooth the process of desired changes in people's lives, which is anyway their right. Group Work Practice in Social Work is a method of practice in which group experience is used to influence individual well-being and as a mutual support system to facilitate mutual aid among diverse stakeholders. The paper aims to equip the students with the values, principles, knowledge and techniques to work with individuals in a group setting to develop positive interpersonal relationships, impart skills that will help students to enable individuals to enhance societal functioning and find effective forms of expression to influence large social systems.

**COURSE OBJECTIVES**

- To understand social casework as a primary method of social work practice.
- To accept the uniqueness of persons, and work towards enhancing the coping mechanisms of individuals
- To enable the students to engage with individuals in problem solving skills and processes

- To develop an understanding of group work as a method of professional social work
- To provide an insight into various dimensions of group processes and group work practice

## **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Explore and develop the professional self and skills of a practitioner
- Learn different approaches, processes and interventions of case work practice
- Develop understandings, skills and techniques of working with individuals in different settings
- Understand group as a dynamic social unit and a resource for intervention
- Develop theoretical base for effective group work practice
- Develop a practical understanding of application of the group work method in various practice settings

## **COURSE CONTENTS**

### **CASE WORK PRACTICE**

#### **UNIT I PRINCIPLES AND COMPONENTS OF CASEWORK**

**12hrs**

- Philosophical assumptions, Current Practices in casework
- Basic casework concepts: Social roles and functioning, Need, Adjustment, Adaptation, Person-in-environment
- Relationship in casework; Empathy, Transference, and counter transference issues in relationship, principles of casework practice
- Components and cultural context in casework practice
- Authority in casework

#### **UNIT II CASEWORK INTERVENTION: APPROACHES AND PROCESSES**

**11hrs**

- Phases of casework intervention, Problem solving, Task-centred, and strength-based approach
- Diagnostic, Functional, and psychosocial approaches to casework
- Crisis Intervention, Behaviour modification, Radical casework, Eclectic Approach
- Techniques and skills of casework intervention, Recording in casework
- Counselling in casework and psychotherapy

### **GROUP WORK PRACTICE**

**11hrs**

#### **UNIT I FOUNDATIONS OF SOCIAL GROUP WORK**

- Social groups: Definitions and significance
- Types of groups in social work practice
- Social group work as a method of social work

- Principles and stages of group work
- Social attitudes and group dynamics

## **UNIT II THEORETICAL APPROACHES AND GROUP WORK PRACTICE      11hrs**

- Theoretical approaches: Transactional Analysis and Gestalt Therapy
- Support and therapy groups
- Group work techniques (programme media, group discussion)
- Group work practice with diverse populations (children, youth, women, men, individuals in difficult circumstances)
- Cultural and ethical considerations in group work

### **ESSENTIAL READINGS CASE WORK PRACTICE**

1. Beistek, F. P. (1957). *The casework relationship*. Chicago: Loyola University Press.
2. Fook, J. (1993). *Radical Casework: A Theory of Practice*. Australia: Allen & Unwin.
3. Frankel, A. J. (2011). *Case management: An introduction to concepts and skills* (3rd ed.). New York, USA: Oxford University Press
4. Hamilton, G. (2013). *Theory and practice of social case work*. New Delhi, India: Rawat Publications
5. Holosko, M. J. (2017). *Social work case management: Case studies from the frontlines*. California, USA: SAGE Publications
6. Johnson, E.J., Huggins, C.L. (2019). *History of the Social Casework Method*. In: *Social Casework Methodology: A Skills Handbook for the Caribbean Human Services Worker*. SpringerBriefs in Social Work. Springer, Cham. [https://doi.org/10.1007/978-3-030-27319-4\\_3](https://doi.org/10.1007/978-3-030-27319-4_3)
7. Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi, India: Rawat Publications.
8. Pearlman, H. H. (1957). *Social casework: A problem-solving process*. Chicago: The University of Chicago Press.

### **ESSENTIAL READINGS GROUP WORK PRACTICE**

1. Crawford, K., Price, M., & Price, B. (2014). *Groupwork practice for social workers*. London, UK: SAGE Publications.
2. Lindsay, T., & Orton, S. (2014). *Group work practice in social work*. Exeter, UK: Learning Matters/SAGE.
3. Steinberg, D. M., & Roman, C. P. (2016). *Group work: Skills and strategies for effective interventions*. Binghamton, NY: Haworth Press.
4. Toseland, R. W., & Rivas, R. F. (2008). *An introduction to group work practice*. Boston, MA: Pearson/Allyn & Bacon
5. Trecker, H. B. (1972). *Social group work: Principles and practices*. New York, NY: Association Press.
6. Trevithick, P. (2016). *Group work: A handbook of effective skills and interventions*. Maidenhead, UK: McGraw-Hill Education/Open University Press.
7. Wilson, G., & Ryland, G. (1949). *Social group work practice: The creative use of the social process*. Boston, MA: Houghton Mifflin.

## **SUGGESTIVE READINGS CASE WORK PRACTICE**

1. James, R. K., Whisenhunt, J. L., & Myer, R. (2025). *Crisis intervention strategies* (p. 672). Cengage.
2. Pippins, J. A. (1980). *Developing casework skills*. California: SagePublications.
3. Richmond, M. E. (2010). *What is social case work? An introductory description* (1922). New York, USA: Kessinger Publishing.
4. Robert, R.W. & Nee, R. H. (ed.) (1970). *Theories of social casework*. Chicago: The University of Chicago Press.
5. Subudhi, C. (2024). *Psychiatric Social Work: Principles to Practice*. Rawat Publication, New Delhi.

## **SUGGESTIVE READINGS GROUP WORK PRACTICE**

1. Alissi, A. S. (Ed.). (1980). *Perspectives on group work practice*. New York, NY: Free Press.
2. Berne, E. (1996). *Transactional analysis in psychotherapy: A systematic individual and social psychiatry*. New York, NY: Grove Press.
3. Corey, G. (1997). *Groups: Process and practice* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
4. Stewart, I., & Joines, V. (2012). *TA today: A new introduction to transactional analysis*: Nottingham, UK: Lifespace Publishing.
5. Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches*. New York, NY: Oxford University Press.

**DISCIPLINE SPECIFIC CORE COURSES SEMESTER II****DSC-6: FIELD WORK PRACTICUM-II****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Field Work Practicum -II SW016	4	0	0	4	Graduation	NIL

**FIELD WORK OBJECTIVES FOR SEMESTER II****GENERIC OBJECTIVES OF FIELD WORK**

Field work at the Department of Social work is the core of the two-year M.A. in Social Work Programme and is concurrent to classroom teaching in both the years. The fieldwork programme has been designed to achieve the following objectives:

- Develop a vision for social work engagements responding to critical social realities;
- Undertake integration of knowledge to devise, execute and evaluate social work interventions;
- Acquire skills and competencies for utilising social work methods with individuals, groups, communities, movements and organisations; and
- Utilize research findings/evidence to inform practice, as also practice experience to inform inquiry into social realities.

**SPECIFIC OBJECTIVES**

- Develop a critical understanding of the issues being engaged with at the placement setting;
- Develop an insight into social, political, economic and cultural structures and psychological factors that may impede/facilitate efforts to bring about change in the situation;
- Devise, plan, implement, document, review and evaluate social work interventions with individuals, groups and communities/movements;
- Practice and build further upon the requisite skills repertoire;
- Engage in self-reflection towards conscious inculcation of social work ethics and principles to guide practice; and
- Develop and demonstrate ability for application of theoretical knowledge within field practice learning.

**FIELD WORK COMPONENTS**

Field Work Practicum for Semester II will have a) **Concurrent field work** and b) **Rural Camp**. These details were already provided previously.

Semester II	Days
<b>Compact I</b> (Concurrent Field Work practice in Communities or Agencies working in social sector)	12
<b>Rural Camp</b>	6
<b>Compact II</b> (Concurrent Field Work practice in Communities or Agencies working in social sector)	12
	30
<b>Credits</b>	4

## RATIONALE AND DETAILS OF FIELD WORK PRACTICUM SEMESTER II

- c) The Field Work will consist of 30 days spread over two compacts of 12 days each and 6-day Rural Camp
- d) The Compacts I, II and Rural Camp will be scheduled aligning with the Academic Calendar of University of Delhi
  - The Mid semester review will be Upon the Compact I and Rural Camp.
  - The end semester evaluation will be Upon the Compact II.
  - Individual conferences will be held in the field in both the compacts.
  - A **Facilitated Summer Internship programme will be offered** with no credits and no evaluation, however their hours will be counted in the total field work hours for Semester II (with minimum of 132 hours), so that there is flexibility for those who desire to earn a Diploma programme and also to see that students get exposure and training to a particular field work setting of their choice and location.

## PEDAGOGY

Like all professionals, social workers also require pedagogical norms with which they connect and integrate theory into practice. Fieldwork has been aptly described as the '*signature pedagogy*' of social work by the Council on Social Work Education, the accrediting agency for social work education in the U.S, for 'field education represents the profession's central and unique form of instruction and learning in which a profession socializes its students to perform the role of a practitioner' (CSWE, 2008). The justification for fieldwork to be considered as social work's signature pedagogy is irrefutable in cognisance of the fact that fieldwork does indeed instruct the neophytes in social work - *to think, to perform and to act with integrity*.

The metamorphosis of a student learner into a social work professional entails formal classroom learning in alignment with practical experience. It is a basic precept of social work education that the two interrelated

components of curriculum- classroom and field, are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Moreover, the classroom and field-based experiences are not seen as separate learning environments, but as mutually enhancing learning opportunities. Learners take what they learn in the classroom into the field and bring what they learn in the field back into the classroom.

As professionals in the making, social work students learn to apply, under supervision, the didactic sessions of the curriculum to real life situations in the field. They have the opportunity to validate what they learn in the classroom; corroborate the effectiveness of interventions; engage with the realities of social, political, and economic injustice and oppression; integrate cultural sensitivity and competence; deliberate on the choices posed by ethical dilemmas; develop a sense of self in practice; and build a meaningful connect and identity with the profession. They observe and learn from experienced social workers, who are currently practicing in the field and develop their own professional identity as a social worker. Field work undoubtedly facilitates a unique blend of learning not accessed through any other educational engagement.

## **ASSESSMENT**

Assessment involves a mid-semester review of the student's adherence to professional standards, challenges faced and identifying areas of support for enhancing students' professional growth and development. It also evaluates the regularity and punctuality issues and adherence to field work guidelines, record keeping and writing analytical and reflective reports, following ethical principles etc.

## **EVALUATION**

The student is evaluated with reference to the above objectives and established field work routines and guidelines as also parameters identified as showing specific measurable progress as per the laid-out Field Work objectives. The evaluation is a shared process involving both the student and Department Supervisor completing specified proformas to delineate professional growth and development.

This sharing is followed by **a viva voce of 30 marks** with Social Work Educators from other recognised Government Departments conducting the viva-voce.

It may also be noted that the field work allocation as compacts may also be subject to change in alignment with national and local emergencies and the departmental administrative arrangements.

## **DSCIPLINE SPECIFIC ELECTIVES SEMESTER II**

### **DSE-I1: Tribal and Indigenous People's Studies**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credits Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Tribal and Indigenous People's Studies SW131</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION:**

This course offers a comprehensive examination of Tribal and Indigenous peoples, exploring their histories, cultures, and experiences through four key thematic areas. First, it establishes a foundational understanding of the diversity of these communities and the lasting impacts of colonisation. Second, it delves into their unique worldviews, traditional ecological knowledge, and cultural practices, emphasizing holistic perspectives. Third, it addresses critical contemporary issues, such as land rights, cultural preservation, and human rights violations, while highlighting community resilience and advocacy. Finally, the course focuses on developing culturally responsive social work practices that promote social justice and equity within Indigenous communities. By integrating theoretical knowledge with practical applications, the course equips students with the analytical skills and strategies necessary to contribute to positive change.

#### **COURSE OBJECTIVES**

- Understand diverse histories and cultural practices of tribal and indigenous peoples.
- Analyse colonialism and globalisation and impacts on indigenous communities.
- Evaluate government policies and programs for indigenous peoples.
- Understand self-determination and its importance for indigenous communities.
- Analyse challenges in land rights, resource management, economic development, and healthcare.
- Discuss indigenous rights and advocacy issues.
- Examine theoretical perspectives on indigenous studies.

- Develop qualitative research skills for indigenous community studies.

## **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Demonstrate knowledge of diverse histories and cultural practices of tribal and indigenous peoples.
- Critically analyse colonialism and globalisation impacts on indigenous communities
- Identify challenges in land rights, healthcare, and other domains.
- Engage in informed discussions on indigenous rights and advocacy.
- Apply theoretical frameworks to understand indigenous issues.
- Understand the ethical issues on knowledge development and dissemination with reference to Tribal and Indigenous people.

## **COURSE CONTENTS**

### **UNIT I CONCEPTUAL FOUNDATIONS AND HISTORICAL CONTEXT 12hrs**

- Defining Tribal and Indigeneity: Understanding the concepts, characteristics, and diversity.
- Tribes and Indian Civilisation: Structures and Transformation
- Impact of Colonialism on Tribal Histories and Cultures: Exploring Heritage and Experiences
- Marginalisation and Oppression: Analysing the systemic injustices and human rights violations.
- Indigenous Perspectives: Introducing key theoretical frameworks and epistemologies in Indigenous Studies

### **UNIT II TRIBAL AND INDIGENOUS WORLDVIEWS AND KNOWLEDGE**

#### **SYSTEMS 11hrs**

- Holistic Perspectives: Understanding the interconnectedness of humans, nature, and spirituality
- Traditional Ecological Knowledge: Exploring Tribal and Indigenous knowledge and practices related to the environment and natural resources
- Cultural Knowledge Systems: Examining the unique ways of knowing, learning, and transmitting knowledge in Tribal and Indigenous cultures

- Spirituality and Cosmology: Understanding the spiritual beliefs, practices, and cosmologies
- Tribal and Indigenous Epistemologies: Recognising and valuing diverse ways of knowing and understanding the world

### **UNIT III TRIBAL AND INDIGENOUS PEOPLES ISSUES AND CHALLENGES      11hrs**

- Land Rights and Displacement: The Forest Rights Act and Indigenous Struggles for Ancestral Land Ownership and Protection
- Cultural Preservation and Revitalisation: Efforts to maintain and revitalise languages, traditions, and cultural heritage.
- Social and Economic Disparities: Addressing poverty, health disparities, and limited access to education and economic opportunities.
- Human Rights Violations: Experiences of marginalisation, discrimination, violence, and rights abuses.
- Self-Determination and Governance: Challenges and opportunities for Tribal and Indigenous self-governance, autonomy, and decision-making.

### **UNIT IV CULTURALLY RESPONSIVE SOCIAL WORK PRACTICE      11hrs**

- Strengths-Based Approach: Focusing on resilience and strengths within Indigenous communities.
- Cultural Responsiveness: Developing safe and respectful practices
- Addressing Oppression: Recognising historical injustices and promoting social change.
- Social Justice Advocacy: Learning from successful initiatives and promoting equity.
- Culturally Safe Strategies: Building trust and partnerships with Indigenous communities.

### **ESSENTIAL READINGS**

1. Ambagudia, J. (2020). Adivasis, Migrants and the State in India. Taylor & Francis Group.
2. Bijoy, C. R., Gopalakrishnan, S., & Khanna, S. (2010). India and the Rights of Indigenous Peoples: Constitutional, Legislative, and Administrative Provisions Concerning Indigenous and Tribal Peoples in India and Their Relation to International Law on Indigenous Peoples. Asia Indigenous Peoples Pact.
3. Bodhi, S. R., & Ziipao, R. R. (2019). Land, words and resilient cultures: The ontological basis of tribal identity. Tribal Intellectual Collective, India.

4. Bose, N. K. (1967). Culture and Society in India. Asia Publishing House.
5. Sen, A. K. (2017). Indigeneity, Landscape and History: Adivasi Self-fashioning in India. Taylor & Francis.
6. Breidlid, A., & Krøvel, R. (2020). Indigenous Knowledges and the Sustainable Development Agenda. Routledge.
7. Chakrabarti, A., Chakraborty, G., & Chakraborty, A. S. (2024). Indigeneity, Development and Sustainability: Perspectives from Northeast India. Springer Nature.
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9. Dhanaraju, V. (2015). Debating Tribal Identity: Past and Present. Dominant Publishers & Distributors Pvt Limited.
10. Gombay, N., & Palomino-Schalscha, M. (2019). Indigenous Places and Colonial Spaces: The Politics of Intertwined Relations. Routledge.
11. Karlsson, B. T., & Subba, T. B. (2013). Indigeneity In India. Routledge.
12. Malik, S. K. (2020). Land Alienation and Politics of Tribal Exploitation in India: Special Focus on Tribal Movement in Koraput District of Odisha. Springer Nature.
13. Nathan, D., & Xaxa, V. (2012). Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India. OUP India.
14. Sinha, S. (1982). Tribes and Indian Civilization: Structures and Transformation. N.K. Bose Memorial Foundation.
15. Xaxa, V. (2008). State Society and Tribes. Pearson Education India.

## SUGGESTIVE READINGS

1. Dutta, B. (2022). Mining, Displacement, and Matriliney in Meghalaya: Gendered Transitions. Taylor & Francis.
2. Greymorning, N. (2018). Being Indigenous: Perspectives on Activism, Culture, Language and Identity. Routledge.
3. Tennberg, M., Broderstad, E. G., & Hernes, H.-K. (2021). Indigenous Peoples, Natural Resources and Governance: Agencies and Interactions. Routledge.
4. Tilche, A. (2022). Adivasi Art and Activism: Curation in a Nationalist Age. University of Washington Press.
5. Trujano, C. Y. A. (2008). Indigenous Routes: A Framework for Understanding Indigenous Migration. Hammersmith Press.

## WEB LINKS:

1. <https://iwgia.org/en/india/5117-iw-2023-india.html>
2. <https://www.india.gov.in/website-tribal-digital-document-repository>
3. <http://www.ticijournals.org/>
4. <https://www.ilo.org/resource/who-are-indigenous-and-tribal-peoples>
5. <https://www.worldbank.org/en/topic/indigenouspeoples>

## DSCIPLINE SPECIFIC ELECTIVES SEMESTER II

### DSE-I2: Green Social Work

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

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Green Social Work SW132	4	3	1	0	Graduation	NIL

#### COURSE DESCRIPTION

This elective course intends to provision a theoretical discourse, as also reflect on the practice parameters for social workers to engage in the domain of environmental action, sustainable development and climate change mitigation/ response. Given the obvious connections between environmental, ecological and social justice, social work has a significant role to play in addressing this crisis and finding ways to move forward. The course content enables the learner to understand the significant role that social work can play in analysing and drawing up suitable responses to facilitate the planet and its citizens to move towards a sustainable, just and secure future. It enables the learners to appreciate the significance of Indian philosophy and cultural traditions in fostering environmental consciousness and regeneration. It thereby elucidates 'a paradigm shift towards developing a strong ecological consciousness among social work scholars and practitioners, and to prompt them to see environmental social work as an essential area of scholarship and practice. By weaving together theoretical and practice driven perspectives and interventions, the course attempts to provide the most integral worldview to sustainable ways of reframing people's relationships to their living environments.

#### COURSE OBJECTIVES

- To enable an understanding of the scope and relevance of environmental social work by integrating the interconnectedness between environmental and climate justice with social justice.
- To provide an insight into the two way interface between environment and development within the contemporary neo-liberal context and thereby acknowledge the concept and practice of sustainable development.
- To offer an analytical perspective about global environmental problems, as also the state of India's environment as the context for ongoing/futuristic environmental policies, legislations and programmes.
- To gain a critical insight into the environmental conventions, policies, legislations, governance and programmes.

- To stimulate an engagement with environmentalism by assimilating the diverse approaches to environmental action and the typologies of Indian environmental movements.
- To appreciate the significance of Indian philosophy and cultural traditions in fostering environmental consciousness and regeneration.

## **LEARNING OUTCOMES**

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

- Develop an appreciation of the linkage between environmental justice, climate justice and social justice and thereby an acknowledgement of the nature, scope and relevance of environmental social work.
- Gain a critical understanding of the two-way relationship between environment and development and a realistic perception of the notion and practice of sustainable development.
- Procure analytical insights about the global and Indian environment: issues, challenges and responses.
- Acquire a critical perspective about environmental governance, policies, laws and programmes.
- Evolve an understanding of diverse environmental philosophies, with particular focus on the nature and contribution of Indian philosophical traditions in fostering environmental ethics and sustainable living practices.
- Procure an understanding of the nature, role and typology of Indian environmental action/ movements, with focus on role of indigenous/traditional practices and civil society engagement.

## **COURSE CONTENTS**

### **UNIT I ENVIRONMENT AND SOCIAL WORK: INTER-LINKAGES**

**12hrs**

- Environment: Definition and components; Biocentricism vs. anthropocentricism
- Environmental justice: Inter-connectedness with social justice.
- Environmental ethics and Indian philosophical and cultural traditions
- Differential impact of environmental decimation on marginalized groups (women, poor, indigenous populations; and "ecosystems people")
- Green Social Work: context, nature and significance in social work practice

### **UNIT II SUSTAINABLE DEVELOPMENT: INTERFACE BETWEEN ENVIRONMENT AND DEVELOPMENT**

**12hrs**

- Two-way interface between environment and development; Impact of neo-liberalism on environment and environmental justice
- Environmental sustainability: Implications for food security, livelihood security, energy security and community well being
- Sustainable Development: Concept, potentialities and challenges; North- South perspectives
- Political ecology: Overview and Discourses.
- Macro Politics of environment and resource management.

### **UNIT III STATE OF THE ENVIRONMENT AND ENVIRONMENTAL CONSERVATION      12hrs**

- Global environmental issues and concerns
- State of India's environment and environmental problems
- Climate change: Social implications and consequences (such as disasters; food shortages; migration; conflict); climate change adaptation
- Constitutional provisions, policies, legislative framework and programmes pertaining to environment and environmental conservation
- Environmental governance, structures, tools and techniques

### **UNIT IV ENVIRONMENTALISM: APPROACHES, MOVEMENTS AND ACTION      12hrs**

- Nature and contribution of Indian philosophical traditions in fostering environmental ethics and sustainable living practices.
- Traditional ecological knowledge and community based natural resource management
- Approaches to environmental conservation- Deep Ecology, Eco-feminism, Cultural Ecology
- Environmental movements: Typology and ideologies; Analysis of select movements
- Role of civil society organizations in environmental action and good practices.

### **ESSENTIAL READINGS**

1. Dominelli, Lena. (2012). *Green Social Work –From Environmental Crises to Environmental Justice*. Cambridge: Polity Press.
2. Grey, M., Coates, J., and Hetherington, T. (2013). *Environmental Social Work*. New York: Routledge.
3. Pelsier, A.J. et. al. (2022). *Environment, Climate, and Social Justice Perspectives and Practices from the Global South*. Singapore: Springer.
4. Baindur, M. (2015). *Nature in Indian philosophy and cultural traditions*. New Delhi: Springer.
5. Agarwal, B. (2015). *Gender and green governance: the political economy of women's presence within and beyond community forestry*. Oxford: Oxford University Press.
6. Rangarajan, M. (2006). *Environmental issues in India*. New Delhi: Pearsons.
7. Robbins, P. (2019). *Political Ecology: A Critical Introduction*. John Wiley and Sons Ltd.
8. Mies, M., and Shiva, V. (2010). *Ecofeminism*. Jaipur: Rawat Publications.
9. Sessions, G. (1995). *Deep Ecology for the 21st Century: Readings on the Philosophy and Practice of the New Environmentalism*. Boston: Shambhala Publications.
10. Baker, S. (2015). *Sustainable Development*. London: Routledge.
11. Bhatt, S. (2024). *Environmental Law and Governance in India*. London: Routledge.
12. Grasso, M. and Giugni, M. (eds.). (2022). *The Routledge Handbook of Environmental Movements*. London: Routledge.
13. Carter, N. (2007). *The Politics of the Environment: Ideas, Activism, Policies (2nd edition)*. London: Cambridge University Press

## SUGGESTIVE READINGS

1. Dominelli, Lena (Eds.). (2018). *Handbook of Green Social Work*. London: Routledge.
2. Sharma, Vandana D. (2023). *Environmental Consciousness and the Nine Schools of Indian Philosophy*. Cambridge Scholars Publishing
3. Roser, D., and Seidel, C. (2017). *Climate Justice: An Introduction*. New York: Routledge.
4. Gadgil, M. Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.
5. Somayaji, S., and Talwar, S. (2011). *Development induced displacement, rehabilitation and resettlement in India: current issues and challenges*. London: Routledge.
6. Verma, M.K. (2021). *Environment, Development and Sustainability in India: Perspectives, Issues and Alternatives*. Singapore: Springer.
7. Gadgil, M., Guha, R. (1992). *This fissured land: an ecological history of India*. New Delhi: Oxford University Press.
8. Calvert, P. and Calvert, S. (1999). *The South, the North and the Environment*. Jaipur: Rawat Publications.
9. Robbins, P. (2004). *Political Ecology: A Critical Introduction*. Wiley Blackwell.
10. Guha, R., and Alier, J. (1997). *Varieties of environmentalism: essays north and south*. New York: Routledge.

## **DSCIPLINE SPECIFIC ELECTIVES SEMESTER II**

### **DSE-I3: Mental Health Social Work: Strengths Based Practice**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credits Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Mental Health Social Work: Strengths Based Practice SW133</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION**

The course explores the foundational theories, frameworks, and practical skills essential for strengths-based and recovery-oriented social work practice in mental health. It also aims to develop competencies towards working on prevention of mental disorders. Emphasizing empowerment, resilience, and cultural responsiveness, students will develop competencies in therapeutic engagement, assessment, intervention, rehabilitation, and advocacy. Integrating evidence-based approaches with lived experience perspectives, the course prepares students to collaborate effectively within multidisciplinary teams and diverse community settings to promote mental well-being and social justice.

#### **COURSE OBJECTIVES**

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

- Understand and apply strengths-based and recovery-oriented frameworks in mental health social work practice.
- Build culturally responsive, empowering therapeutic relationships with clients and families.
- Conduct comprehensive, holistic psychosocial assessments that recognize client strengths and resources.
- Design and implement collaborative interventions promoting resilience, empowerment, and community inclusion.
- Advocate for clients' rights and contribute to mental health policy, prevention, and anti-stigma efforts.
- Reflect critically on their professional role, ethical responsibilities, and self-care in mental health settings.

#### **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Understand the role of professional social work in the domain of mental health

- Develop practice in establishing therapeutic alliances based on trust, respect, empathy and client empowerment.
- Utilize strengths-based assessment tools and recovery-oriented frameworks towards intervention planning.
- Facilitate individual and group interventions that promote resilience and social inclusion.
- Engage families, peers, and community resources effectively to support mental health recovery.
- Apply ethical decision-making and culturally sensitive practices in diverse mental health contexts.
- Develop advocacy strategies that advance mental health rights and inclusive service delivery.

## **COURSE CONTENTS**

### **UNIT I FOUNDATIONS OF STRENGTHS-BASED MENTAL HEALTH SOCIAL WORK 11hrs**

- Mental Health Social Work: From Institutional Care to Recovery-Oriented, Rights-Based and Inclusive Practice
- Core Values and Ethics in Strengths-Based Mental Health Practice
- Therapeutic Engagement and Relationship-Building
- Strengths-Focused Psychosocial Assessment
- Mindfulness and Reflective Practices in Social Work

### **UNIT II RECOVERY-ORIENTED AND STRENGTHS-BASED INTERVENTIONS 12hrs**

- Principles of recovery, empowerment, and strengths-based frameworks (CHIME, narrative, solution-focused, asset mapping)
- Trauma-informed care: Restoring agency and fostering empowerment
- Strengths-focused interventions: Motivational interviewing, validation, and de-escalation
- Family and caregiver engagement: Emphasizing strengths, collaboration, and psychoeducation
- Integrating lived experience and peer support as core elements of recovery and service co-production

### **UNIT III PSYCHOSOCIAL REHABILITATION AND STRENGTHS-BASED REINTEGRATION**

**11hrs**

- Foundations of psychosocial rehabilitation emphasizing client capacities, resilience, and social inclusion
- Individualized rehabilitation plans co-created with clients, focusing on strengths, community assets, and empowerment
- Group work facilitating peer learning, empowerment, and skill-building
- Family-centered psychosocial rehabilitation emphasizing strengths and coping resources
- Community-based models focusing on asset-based community development, social capital, and inclusive networks

### **UNIT IV ADVOCACY, PREVENTION, AND STRENGTHS-BASED SYSTEMIC PRACTICE 11hrs**

- Preventive and promotive social work roles focusing on community strengths, resilience promotion; mental health literacy in schools, institutional settings, workplaces etc
- Rights-based advocacy promoting empowerment and social justice for mental health users
- Anti-stigma campaigns emphasizing inclusion and valuing diverse identities and strengths
- Culturally responsive and intersectionality-informed practice that respects clients' cultural and spiritual strengths

- Innovations in mental health practice integrating creative, digital, and community assets for strengths-based engagement

## ESSENTIAL READINGS

1. Anand, M. (2020). *Gender and Mental Health: Combining theory and practice*. Singapore: Springer Nature
2. Anand, M. (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Singapore: Springer Nature
3. Balagopal, G. & Kapanee, A.R.M. (2019). *Mental Health Care Services in Community Settings: Discussions on NGO Approaches in India*. Singapore: Springer Nature
4. Caplan, G. (2011). *An approach to community mental health*. Rutledge
5. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
6. Francis, A. (2014). *Social work in mental health: Contexts and theories for practice*. Sage
7. Gururaj, G., Varghese, M., Benegal, V., Rao, G.N., Pathak, K., Singh, L.K. et al. (2016). National Mental Health Survey of India, 2015-16: Summary. *NIMHANS*.  
<http://www.indianmhs.nimhans.ac.in/Docs/Summary.pdf>
8. Patel, V., & Thara, R. (2002). *Meeting the mental health needs of developing countries: NGO innovations in India*. New Delhi: Sage Publications
9. Pratt, C.W., Gill, K.J., Barrett, N.M. & Roberts, M.M. (2014). *Psychiatric Rehabilitation*. Boston: Elsevier
10. Rosenberg, J., & Rosenberg, S. (Eds.) (2018). *Community mental health: Challenges for the 21st century*. New York: Routledge
11. Sutherland, J. D. (ed.) (2003). *Towards community mental health*. London: Routledge. Callicutt, J. W., & Lecca, P. J. (eds.) (1983). *Social work and mental health*. New York: The Free Press.

## SUGGESTIVE READINGS

1. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
2. Thornicroft, G., Szukler, G., Mueser, K. T., & Drake, R. E. (2011). *Oxford textbook of community mental health*. New York: Oxford
3. King, R., Lloyd, C., & Meehan, T. (2007). *Handbook of psychosocial rehabilitation*. Oxford, UK: Blackwell Publishing.
4. Jain, S. & Jadhav, S. (2009). Pills that swallow policy: Clinical ethnography of a community mental health program in Northern India. *Transcultural Psychiatry*, 46(1), 60-85.  
<https://doi.org/10.1177%2F1363461509102287>
5. Jain, S., Pillai, P. & Mathias, K. (2024). Opening up the 'black-box': what strategies do community mental health workers use to address the social dimensions of mental health? *Social Psychiatry and Psychiatric Epidemiology*, 59(3):493-502. doi: 10.1007/s00127-023-02582-1.

## **DSCIPLINE SPECIFIC ELECTIVES SEMESTER II**

### **DSE-I4: Social Work for Conflict Mitigation and Peace Building**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credits Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Social Work for Conflict Mitigation and Peace Building SW134</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION**

The Course Social Work for Conflict Mitigation and Peace Building, aims to provide M.A. Social Work students with the conceptual tool-kits to analyze the complex theoretical, normative and methodological dimensions of Conflict mitigation and Peace Building in the contemporary world. Students are encouraged to take an active role in critical reflection on Conceptual, Theoretical and practical aspects of conflict resolution and peace building methods by creating a solid foundation in understanding of The range of social science topics that influence peacebuilding, conflict management, conflict resolution and conflict transformation etc., including political, historical, anthropological understandings of peace and related programming strategies. Students will become familiar with the methodological and normative underpinnings of these topics with a particular focus on the actors responsible for building peace, from grassroots agents to intergovernmental organizations like the United Nations and help critically evaluate the very notion of peace itself from multidimensional perspectives. The course will dwell on analytical and policy literature concerning peacebuilding, international governance structures, and the role of key actors and institutions, including Governmental organizations, non-governmental organizations, Civil Society for Social Work practitioners. Students will be able to evaluate the theory and practice tools in the context of conflict resolution and peacebuilding. The course combines analytical and theoretical rigour in a practical and analytical way to uncover deeper layers of peacebuilding and conflict mitigation in the contemporary contexts in the national, international and transnational contexts. It also aims to equip students with the necessary skills to address this critical issue, providing a holistic view of peacebuilding.

#### **COURSE OBJECTIVES**

- Acquaint Students to the complex normative, empirical and methodological issues of Conflict Mitigation and Peace Building

- To enable students, develop deeper insight into the concepts of Conflict, sources and factors, and various perspectives in analysing conflicts.
- Develop conceptual understanding about conflict and peace building process
- Understand situations of conflict, violence and conflict zones from across the world
- Learn to intervene from early warning to post-conflict reconstruction and restoration
- Understanding the ways and strategies to mitigate the conflicts and initiate the process of peace building
- Understand the indigenous and international initiatives for peacebuilding
- Develop an understanding of the conflict resolution processes and structures to enable themselves in strengthening these systems and procedures

## **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Students will get acquainted to the concept of Conflict, perspectives on analysing conflict, conflict mitigation and peace-building approaches and its relevance in the everyday lives of the people
- Students will develop insight into basic theoretical and practical approaches of the field of peace and conflict studies and how various forces shape the trajectories of conflict
- Students will gain an understanding of the rich terrain of theoretical and practical approaches of contemporary issues in the context of conflict and peace and will develop as informed social Workers in the field of peacebuilding
- Will get acquainted to the social dimension of conflicts of by exploring key challenges and issues such as social inequalities, marginalization, and other factors in emergence of conflict
- The course will prepare Social Work students to meet the demands for effective and legitimate peacebuilding in complex settings.
- The course will help students develop as critical analysts and innovative designers by linking theory and action in the domain of conflict mitigation, conflict transformation and peace building, both at the grassroots level and intra-state and International levels.

## **COURSE CONTENTS**

### **UNIT I UNDERSTANDING CONFLICT: CONCEPTUAL AND THEORETICAL DIMENSIONS 12hrs**

- Conflict: Definitions and Theoretical perspectives, Psychological, Sociological, Political, and Economic Understanding of Conflict
- Major Sources and causes of Conflict
- Liberty, equality, Justice, Multiculturalism- Foundational views on Peace and Conflict
- Functionalist, Marxist, Liberal and Neoliberal views
- Social and Economic development issues: marginalised and excluded categories, gender, caste, ethnicity and minority identities, Ecological and Climate Justice

### **UNIT II CONFLICT ANALYSIS: BASIC CONCEPTS AND TOOLS 11hrs**

- Definitions and contents of conflict analysis and resolution- A multidisciplinary field
- Conflict Analysis- Basic Conflict Analysis Tools I and II, Identity, Multiplex Model of Conflict Analysis

- Social-Psychological Approaches and International Relations Approaches of Conflict Analysis, Geopolitics
- Typologies of Violence in Conflict Situations- Nature and Classification
- Ethnic conflicts and Violence against Women

### **UNIT III CONFLICT MITIGATION, RESOLUTION AND TRANSFORMATION: STRATEGIES FOR SOCIAL WORK INTERVENTION**

**11hrs**

- Conflict Resolution Approaches: Capacity Building, Inclusive Development and International Diplomacy, Role of Social Worker
- Agencies of Conflict Resolution: National, International bodies and Consortiums e.g. BRICS, G20, Global Peace Networks
- Role of United Nations as a Multilateral Organization for conflict resolution
- Tools of Conflict Resolution: Mediation, Dialogue, Negotiation, Empathy, Rehabilitation, Reconciliation

### **UNIT IV PEACEBUILDING: MEANING, MODELS, APPROACHES AND DETERMINANTS**

**11hrs**

- Peace Building: Definition, Models, Approaches and Determinants
- Peace Building Approaches: Strategic Peace Building, Transformational Peacebuilding and Emancipatory Peacebuilding
- Determinants of Peace Building process, Negative and Positive Peace
- Relocating peace-building from post-conflict to preventive strategies.  
Role of Social Worker in Long-term, lasting peace and in constructing an indigenous Culture of Peace

### **ESSENTIAL READINGS**

1. Barash, D. and Webel, C. (2002) Peace and Conflict Studies. Thousand Oaks, CA: Sage.
2. Burton, J. (1990) Conflict: Resolution and Prevention Theory. London: Macmillan.
3. Byman, D. (2002). Keeping the Peace-Lasting Solutions to Ethnic Conflict, Baltimore, The John Hopkins University Press
4. Chetkow-Yanoov, B. H. (2013). Social Work Approaches to Conflict Resolution: Making Fighting Obsolete. United Kingdom: Taylor & Francis.
5. Chopra, D. (2005) Peace Is the Way: Bringing War and Violence to an End. Chatsworth, CA: Harmony
6. Cohen, R. (1997) Negotiating across Cultures: International Communication in an Interdependent World. Washington, DC: United States Institute for Peace Press
7. Deutsch, M. and Coleman, P. (eds.) (2000) The Handbook of Conflict Resolution: Theory and Practice. San Francisco: Jossey Bass.
8. Handbook of Peace and Conflict Studies. (2007). United Kingdom: Taylor & Francis.
9. Jeong, H. (2009). Conflict Management and Resolution: An Introduction. United Kingdom: Taylor & Francis.
10. Matyok, T., Senehi, J. & Byrne, S. (2011). Critical Issues in Peace and Conflict Studies: Theory, Practice and Pedagogy, Lexington Books;

11. Princen, T. (1991). *Intermediaries in International Conflicts*. Princeton, NJ: Princeton University Press.
12. Richmond, O. (2003). *Peace in International Relations*. United Kingdom: Taylor & Francis.
13. Sandole, D. J. D., Byrne, S., Staroste, I. S. and Senehi, S. (2008). *Handbook of Conflict Analysis and Resolution*. Routledge
14. Volkan, V. (1998) *Blood Lines: From Ethnic Pride to Ethnic Terrorism*. Boulder, CO: Westview Press
15. Weeks, D. (1992) *The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at Home, and in the Community*. New York: Penguin Putnam.

## **SUGGESTIVE READINGS:**

1. Bercovitch, J., Kremenjuk, V., and Zartman, I. W. (eds.) (2008) *Handbook on Conflict Resolution*. Thousand Oaks, CA: Sage.
2. Boulding, K. E. (1990) *Three Faces of Power*. Thousand Oaks, CA: Sage Publishers.
3. Burton, J. W. (1979) *Deviance, Terrorism and War: The Process of Solving Unsolved Social and Political Problems*. London: Palgrave Macmillan.
4. Burton, J. W. (1989) 'Conflict resolution as a political system', Working Paper No. 1 of the Center for Conflict Analysis and Resolution, George Mason University.
5. Burton, J. W. (1990) *Conflict: Prevention and Resolution*. New York: St. Martin's Press.
6. Bush, B. (2006) *Imperialism and Postcolonialism*. Harlow: Pearson, Longman.
7. Deutsch, M., Coleman, P. T., and Marcus, E. C. (eds.) (2006) *The Handbook of Conflict Resolution: Theory and Practice*, 2nd edn. San Francisco: Jossey Bass.
8. Galtung, J. (1975) *Peace: Research, Education, Action; Essays in Peace Research, Volume I, Part I: Peace in General*. Copenhagen: Ejlers.
9. Sandole, D. J. D. (1999) *Capturing the Complexity of Conflict: Dealing with Violent Ethnic Conflicts of the Post-Cold War Era*. London: Continuum International.
10. Sandole, D. J. D. (2007) *Peace and Security in the Postmodern World: The OSCE and Conflict Resolution*. London: Routledge

## **DISCIPLINE SPECIFIC ELECTIVES-II SEMESTER II**

### **DSE-III1: Corporate Social Responsibility and Social Entrepreneurship**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Corporate Social Responsibility and Social Entrepreneurship SW141	4	3	1	0	Graduation	NIL

#### **COURSE DESCRIPTION AND RATIONALE:**

This course provides a theoretical and practical understanding of the field of corporate social responsibility and social entrepreneurship. It enables the students to appreciate the context and diversity of models, skills and competencies required to work in these contexts. It will enable the students to appreciate the legal and regulatory context of the practice of CSR and social entrepreneurship.

#### **COURSE OBJECTIVES**

- To develop an understanding of corporate social responsibility and social entrepreneurship
- To understand the socio economic and political context of CSR and social enterprises
- To gain knowledge of the strategies and processes of CSR and social enterprises
- To develop appropriate skills and competencies in managing socially responsible initiatives of the corporate and social enterprises

#### **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Understand the functioning of CSR and social enterprises
- Appreciate the context of CSR and social enterprises
- Understand the strategies and processes of CSR and social enterprises
- Develop appropriate skills and competencies for managing socially responsible initiatives of the corporate and social enterprises
- Develop creative ways of community outreach

#### **COURSE CONTENTS**

##### **UNIT I CORPORATE SOCIAL RESPONSIBILITY: CONCEPT AND CONTEXT 12hrs**

- Corporate social Responsibility: Concept and evolution

- Models and perspectives on CSR
- Stakeholders in CSR
- Legal obligations and compliances- Section 135 and Schedule 7
- Reporting in CSR – international and national

## **UNIT II CORPORATE SOCIAL RESPONSIBILITY: ACTION AND ENVIRONMENT 12hrs**

- Required skills for planning, implementing, monitoring and evaluation of CSR activities- Theory of change, Social Return on Investment, OECD framework
- Implementing partners for CSR activities- identification and selection
- Sustainability and CSR, BRSR, ESG
- Ethics and governance
- Case Studies, critique and best practices- to discuss the relevant and innovative case studies in the field of CSR

## **UNIT III SOCIAL ENTREPRENEURSHIP: CONCEPT AND CONTEXT 11hrs**

- History, concept, and the socio-economic context of social entrepreneurship
- Social entrepreneurship- types, and theories
- Social enterprises; models and types of social enterprises
- Motivation and leadership in social enterprises
- Social enterprises and empowerment of the marginalised

## **UNIT IV MANAGEMENT OF SOCIAL ENTERPRISES 10hrs**

- Legal frameworks for social enterprises
- Skills and competencies of a social entrepreneur, social value creation
- Financial management and fund raising
- Sustainability of social enterprises
- Case studies, critique and best practices- to discuss the relevant and innovative case studies in the field of social entrepreneurship

## **ESSENTIAL READINGS**

1. Blowfield, M., & Murray, A. (2019). *Corporate responsibility*, ( 4<sup>th</sup> edition). Oxford University Press.
2. Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
3. Borzaga, C., & Defourny, J. (2004). *The emergence of social enterprise*. New York: Routledge.
4. Brooks, A. (2009). *Social Entrepreneurship: A modern approach to social value creation*. Upper Saddle River, New Jersey: Prentice Hall.
5. Carroll, A. B. (1977). *Managing corporate social responsibility*. Little Brown.
6. Crane, A., Matten, D., & Spence, L. J. (eds.) (2014). *Corporate social responsibility: Readings and cases in a global context*, 2nd edition. London, New York: Routledge.
7. Dees, J. G. (2001) *The meaning of social entrepreneurship*. Chapel Hill, NC: Centre for advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.
8. Harper, M., & Parekh, N. (2021). *Social enterprise: Cases and analysis for understanding social business*. Routledge.
9. Agrawal, A & Kumar P. (edited) (2018). *Social Entrepreneurship and sustainable business models: The case of India*. Springer
10. Leadbeater, C. (1997). *The Rise of the social entrepreneur*. London: Demos.

11. Pandey, N. & Pandey, A. (2025). *Social entrepreneurship in India, Theory and cases*. Palgrave.

## SUGGESTIVE READINGS

1. Banerjee, S.B. (2009). *Corporate social responsibility: The good, the bad and the ugly*. Edward Elgar.
2. Crane, A., & Matten, D., Glozer, S. & Spence, L. (2019). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. Oxford University Press.
3. Halkias, D., & Thurman, P. W. (2016). *Entrepreneurship and sustainability: Business solutions for poverty alleviation from around the world*. NY, USA: Routledge.
4. Intellect. (2012). *On the path to sustainability and scalability: A study of India's social enterprise landscape*. Mumbai: Intellect.
5. Kurien, V. (2007). *I too had a dream*. New Delhi: Roli Books.
6. Laszlo, C. (2008). *Sustainable value: How the world's leading companies are doing well by doing good*. Sheffield: Greenleaf Pub.
7. Shukla M (2020). *Social entrepreneurship in India: Quarter idealism and a pound of pragmatism*. SAGE Publications Pvt Ltd.
8. Sundar, P. (2013). *Business and community: The story of corporate social responsibility in India*. India: Sage.
9. Vogel, D. (2005). *The market for virtue: The potential and limits of corporate social responsibility*. Washington, D.C.: Brookings Institution Press.

## **DSCIPLINE SPECIFIC ELECTIVES II SEMESTER II**

### **DSE-II2: Social Work Practice with Youth**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Social Work Practice with Youth SW142</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE OBJECTIVES**

- To understand the theoretical frameworks and sociocultural context of youth.
- Analyze the major challenges confronting youth in contemporary society.
- To equip students with skills for youth-centered social work interventions.
- Familiarize students with youth-related public policy and institutional mechanisms.

#### **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Define and explain youth in social, cultural, and political contexts.
- Identify and analyze major issues affecting youth, including education, unemployment, substance abuse, etc.
- Evaluate youth-related policies and programs with a rights-based and inclusive perspective.
- Apply social work methods and theories to youth empowerment and engagement.

#### **UNIT I UNDERSTANDING YOUTH**

**11hrs**

- Definition of youth: demographic, psychological, sociological perspectives
- Theories and Stages of youth development
- Historical and cultural variations in the concept of youth
- Youth Movements and Political Identity
- Digital Media, Technology, and Youth Engagement

#### **UNIT II CONTEMPORARY ISSUES AND CHALLENGES FACED BY YOUTH 12hrs**

- Unemployment and underemployment in urban and rural areas
- Mental health, substance abuse, and addiction
- youth unrest, Crime and juvenile delinquency

- Mental Health and Counselling for Youth
- Youth Rights and Legal Provisions – Juvenile Justice Act, Right to Education, POCSO.

### UNIT III YOUTH POLICIES AND PROGRAMS

12hrs

- National Youth Policy (India and other examples)
- UN Youth Strategy, Commonwealth Youth Program
- Role of Ministry of Youth Affairs and Sports (India)
- Schemes and Programs – NYKS, NSS, Skill India, Startup India, PMEGP.
- National International youth programs and schemes: UN, UNESCO, and others

### UNIT IV YOUTH AND SOCIAL WORK INTERVENTIONS

10hrs

- Role of social workers with youth welfare and empowerment
- Application of social work methods (case work, group work, community organization)
- Psychosocial interventions, life skills education, and peer support
- Models and Approaches: Strengths-Based Approach, Rights-Based Approach, Ecological Systems Model, Positive Youth Development (PYD)
- Intervention: casework with youth; Group work: youth clubs, peer-led groups; Community-based interventions

### ESSENTIAL READINGS

1. Government of India. (2014). *National Youth Policy 2014*. Ministry of Youth Affairs and Sports.
2. Bessant, J., Farthing, R., & Watts, R. (2017). *The Precarious Generation: A Political Economy of Young People*. Routledge.
3. Arnett, J. J. (2004). *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. Oxford University Press.
4. Yadav, R. (2016). *Youth and Social Change in India*. Rawat Publications.
5. Rao, V. (2013). *Youth, Unrest and Development in India*. Serials Publications.
6. Banks, S. (2012). *Ethics and Values in Social Work*. Palgrave Macmillan.
7. UNICEF & UNFPA Reports on Youth and Development (latest editions)

### SUGGESTIVE READINGS

1. UNESCO. (2017). *Youth and Changing Realities: Rethinking Youth Policies*.
2. Ministry of Youth Affairs and Sports, Government of India. (2014). *National Youth Policy 2014*.
3. Coleman, J. C. (2011). *The nature of adolescence*. Routledge.
4. Yadav, R. (2016). *Youth and Social Change*. Rawat Publications.
5. Banks, S. (2010). *Ethics and Values in Social Work*. Palgrave Macmillan.
6. Bessant, J., & Watts, R. (2007). *Exploding the Myths: Youth, Identity and Culture in the 21st Century*.
7. Payne, M. (2021). *Modern Social Work Theory*. Red Globe Press

## **DISCIPLINE SPECIFIC ELECTIVES-II SEMESTER II**

### **DSE-II3: Social Work Practice in Chronic Disease Management**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Social Work Practice in Chronic Disease Management SW143</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE DESCRIPTION/RATIONALE:**

This course will help students understand the concept of chronic diseases and its management from a social work perspective. It will provide students with insight into medical, social, and psychological aspects of chronic illnesses with special emphasis on individuals, families, and society at large. The course will build the skills on building social work skills for improving the quality of life for people living with chronic diseases and their care givers. The course prepares students to work sensitively and competently in healthcare and community settings.

#### **COURSE OBJECTIVES**

- Understand chronic diseases, their social impact, and stigma.
- Analyze social determinants and inequities in health.
- Understand models, programs, and services for chronic disease management.
- Develop social work skills on chronic disease management.

#### **LEARNING OUTCOMES**

Upon successful completion of the course the students would be able to:

- Understand chronic diseases and their social impact
- Analyze social determinants affecting chronic disease management.
- Understand models, programs, and services for chronic disease care.
- Apply social work skills for chronic disease management.

#### **COURSE CONTENTS**

##### **UNIT I INTRODUCTION TO CHRONIC DISEASES**

**13hrs**

- Definition and classification of chronic diseases

- Epidemiology and burden of chronic illnesses
- Impact on individuals, families, and caregivers
- Chronic illness trajectory and quality of life
- Stigma, discrimination, and marginalization (with case illustrations from HIV, Leprosy and Cancer)

## **UNIT II SOCIAL DETERMINANTS OF CHRONIC DISEASES**

**9hrs**

- Health Inequities and Marginalized Population
- Health Impoverishment
- Cultural Beliefs, Health Literacy, and Help-Seeking Behavior
- Intersectionality: Caste, Class, Gender and Health
- Policy and public health perspectives

## **UNIT III THEORIES, PROGRAMS, AND SERVICES IN CHRONIC DISEASE MANAGEMENT**

**10hrs**

- Models: Chronic Care Model (CCM), Continuity of Care (CoC) Framework
- National Programs and Policies for Chronic Diseases: NPCDCS, National AIDS Control Programme, Ayushman Bharat
- Primary Health Care and Community Health Services; Case Studies
- Hospital-Based and Specialized Care Services
- Palliative and Home-Based Care Services

## **UNIT IV SOCIAL WORK INTERVENTIONS**

**13hrs**

- Psychosocial assessment, counseling, and care planning
- Behavior change strategies
- Palliative and end-of-life care in chronic illness
- Models of intervention: Community-based rehabilitation (CBR), multidisciplinary teamwork
- Role of social workers in hospitals, NGOs, and community settings

## **ESSENTIAL READINGS**

1. Aronstein, D. M., & Thompson, B. J. (1998). *HIV and social work: A practitioner's guide*. Binghamton, NY: Harrington Press.
2. Charmaz, K. (2000). Experiencing chronic illness. *Handbook of social studies in health and medicine*, 277-292.
3. Das, D. K. (2019). *Teaching AIDS: The cultural politics of HIV disease in India*. Springer.
4. Nolte, E., & McKee, M. (2008). *caring for people with chronic conditions: a Health System Perspective*. McGraw-Hill Education (UK).
5. Poindexter, C. C. (2010). *Handbook of HIV and social work: Principles, practice, and populations*. John Wiley & Sons.

6. Priya, R., & Mehta, S. (2008). *Dialogue on AIDS: Perspectives for the Indian Context*. VK Pub., New Delhi.
7. Thorne, S. E. (1993). *Negotiating health care: The social context of chronic illness*. Sage Publications.
8. Willett, W. C., Koplan, J. P., Nugent, R., Dusenbury, C., Puska, P., & Gaziano, T. A. (2006). *Prevention of chronic disease by means of diet and lifestyle changes. Disease Control Priorities in Developing Countries*. 2nd edition.
9. World Health Organization. (2013). *The economics of social determinants of health and health inequalities: a resource book* (Vol. 3700). World Health Organization.
10. World Health Organization. Noncommunicable Disease, & Mental Health Cluster. (2002). *Innovative care for chronic conditions: building blocks for action: global report*. World Health Organization.
11. Lynn, J. (2008). *Improving care for the end of life: A sourcebook for health care managers and clinicians*. Oxford University Press.
12. Cassel, C. K., & Field, M. J. (Eds.). (1997). *Approaching death: Improving care at the end of life*.
13. Kuh, D., & Shlomo, Y. B. (Eds.). (2004). *A life course approach to chronic disease epidemiology* (No. 2). Oxford university press.
14. Lynn, J. (2008). *Improving care for the end of life: A sourcebook for health care managers and clinicians*. Oxford University Press
15. Marmot, M., & Wilkinson, R. (Eds.). (2005). *Social determinants of health*. Oup Oxford.

## **SUGGESTIVE READINGS**

1. Jayasurya, D. C. (Ed.) (1995). *HIV-Law, ethics and human rights*. New Delhi: UNDP
2. Lenz, T. (2018). *Lifestyle medicine for chronic diseases: An introduction to the evidence-based approach of managing chronic diseases with lifestyle therapeutics*. Lulu. com.
3. Manian, S. (2017). *HIV/AIDS in India: Voices from the margins*. Routledge Research in Asia Series
4. Stangl, A. L., Earnshaw, V. A., Logie, C. H., Van Brakel, W., C. Simbayi, L., Barré, I., & Dovidio, J. F. (2019). The Health Stigma and Discrimination Framework: a global, crosscutting framework to inform research, intervention development, and policy on health-related stigmas. *BMC medicine*, 17, 1-13.
5. Thomas, G. (1997). *AIDS, social work and law*. New Delhi: Rawat Publications.
6. Van Vugt, J. P. (1994). *AIDS prevention and services: Community based research*. Connecticut: Bergin & Garvey
7. Wagner, E. H. (2000). The role of patient care teams in chronic disease management. *Bmj*, 320(7234), 569-572.

8. National AIDS Control Organization (India). (2001). *National AIDS prevention and control policy*. National AIDS Control Organisation, Ministry of Health & Family Welfare, Government of India.
9. Hubley, J. (1995). *The AIDS Handbook: A Guide to the Understanding of AIDS and HIV*. Popular Prakashan.
10. Hanks, G. W. (Ed.). (2011). *Oxford textbook of palliative medicine*. Oxford University Press, USA.

## **DSCIPLINE SPECIFIC ELECTIVES-II SEMESTER II**

### **DSE-II4: Disability: Practical Applications and Interventions in Social Work**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Disability: Practical Applications and Interventions in Social Work SW144</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>NIL</b>

#### **COURSE OBJECTIVES**

- To develop practical skills for working effectively with persons with disabilities in diverse settings.
- To gain proficiency in rehabilitation methods and assistive technologies for disability inclusion.
- To apply frameworks for accessibility audits and sustainable livelihoods for persons with disabilities.
- To analyze government orders, circulars, and special provisions supporting disability welfare in practice.
- To promote a rights-based, inclusive approach to social work interventions with persons with disabilities.

#### **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

- Demonstrate proficiency in rehabilitation methods and assistive technologies, including audio description and Braille.
- Conduct accessibility audits and apply global standards like WCAG 2.1 for inclusive environments.
- Design and implement rehabilitation and livelihood interventions for persons with disabilities.
- Interpret and apply government orders, circulars, and special provisions related to disability welfare.
- Engage in collaborative, rights-based interventions to promote inclusion and empowerment of persons with disabilities.

## **UNIT I INTRODUCTION TO DISABILITY AND REHABILITATION**

**12hrs**

- Brief overview of disability: Definitions, models (medical, social, bio-psycho-social), and categories (physical, sensory, intellectual, mental health, multiple)
- Vocational Rehabilitation: Skill development and Employment Integration Strategies
- Sustainable livelihood framework, Economic Rehabilitation and Financial independence through microfinance and entrepreneurship
- Community-based rehabilitation (CBR): Principles and Models
- Psychosocial Rehabilitation: Counseling and support for mental health and well-being

## **UNIT II ASSISTIVE TECHNOLOGIES AND ACCESSIBILITY TOOLS**

**11hrs**

- Introduction to assistive technologies: Types and applications (e.g., mobility aids, hearing aids)
- Braille language, Sign Language: Basics
- Audio description: Techniques for making visual content accessible
- Digital accessibility tools: Screen readers (e.g., JAWS, NVDA), speech-to-text, and magnification software
- Experiential learning: Disability simulation exercises (e.g., blindfold walks, lip reading, one-handed tasks)

## **UNIT III ACCESSIBILITY AUDITS**

**10hrs**

- Conducting access audits: Methodology for assessing physical and built environments
- Technical audit of websites: Applying Web Content Accessibility Guidelines (WCAG 2.1)
- Universal design principles: Applications in infrastructure and services
- Accessibility of commonly used products
- Advocacy for Accessibility: Documenting and presenting audit findings for policy change

## **UNIT IV POLICY IMPLEMENTATION AND SPECIAL PROVISIONS**

**11hrs**

- Understanding government orders and circulars: Key directives for disability welfare (e.g., reservation, accessibility)
- Special provisions and concessions: Transportation and social security and social protection benefits (e.g., railway concessions, disability benefits)
- Financial assistance: Disability pension schemes, income tax exemptions, grants for assistive devices
- Education and employment: Reservations in government jobs, scholarships, skill development programs
- Collaborative advocacy: Partnering with Disabled People's Organizations (DPOs) and NGOs

## **ESSENTIAL READING**

1. Addlakha, R. (Ed.). (2013). *Disability studies in India: Global discourses, local realities*. Routledge.
2. Bhanushali, K. (2016). *Rehabilitation and empowerment of persons with disabilities*. Sage Publications India.

3. Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India. (n.d.). *Compendium of schemes and circulars*. Retrieved from <http://disabilityaffairs.gov.in>
4. Ghai, A. (2003). *(Dis)embodied form: Issues of disabled women*. Har-Anand Publications.
5. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Law and Justice. Retrieved from <http://www.disabilityaffairs.gov.in>
6. Helander, E., Mendis, P., Nelson, G., & Goerdt, A. (2019). *Community-based rehabilitation: CBR guidelines*. World Health Organization.
7. Lazar, J., Goldstein, D. F., & Taylor, A. (2015). *Ensuring digital accessibility through process and policy*. Morgan Kaufmann.
8. National Centre for Promotion of Employment for Disabled People. (n.d.). *Accessibility audit guidelines and reports*. Retrieved from <http://www.ncpedp.org>
9. Thakur, A. (2020). The intersectionality of gender, disability, and mental health. In M. Anand (Ed.), *Gender and mental health: Combining theory and practice* (pp. 103–120). Springer.
10. UNDESA. (2018). UN flagship report on disability and development.
11. Web Accessibility Initiative. (2021). *Web Content Accessibility Guidelines (WCAG) 2.1*. World Wide Web Consortium. Retrieved from <https://www.w3.org/WAI/standards-guidelines/wcag/>
12. World Health Organization. (2020). *Global report on assistive technology*. World Health Organization. Retrieved from <https://www.who.int/publications/i/item/9789240008823>

## SUGGESTIVE READING

1. Charlton, J. I. (1998). *Nothing about us without us: Disability oppression and empowerment*. University of California Press.
2. Goggin, G., & Newell, C. (2003). *Digital disability: The social construction of disability in new media*. Rowman & Littlefield.
3. Shakespeare, T. (2006). The social model of disability. In *The disability studies reader* (pp. 16-24). Routledge.
4. Appunni, S. S., & Deshpande, A. P. (2009). Work participation among disabilities in India. *Journal of Social Sciences*, 21(2), 117-122.
5. Asch, A., Blustein, J., & Wasserman, D. T. (2008). Criticizing and reforming segregated facilities for persons with disabilities. *Journal of Bioethical Inquiry*, 5, 157-167.
6. Asmus, J. M., Carter, E. W., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., ... & Weir, K. (2017). Efficacy and social validity of peer network interventions for high school students with severe disabilities. *American Journal on Intellectual and Developmental Disabilities*, 122(2), 118-137.

7. Audiyah, N. M., Putra, F., & Wike, W. (2019). Grounded Theory for Implementation of Labor Policy Women Disability Research. *Indonesian Journal of Disability Studies*, 6(2), 163-168.
8. Augestad, L. B. (2017). Self-concept and self-esteem among children and young adults with visual impairment: A systematic review. *Cogent Psychology*, 4(1), 1319652.
9. Aulia, R. (2020). Parenting Efficacy of Parents for Children With Visual Impairment: A Literature Review. *Psikoislamedia: Jurnal Psikologi*, 5(1), 85-93.
10. Avellone, L., Malouf, E., Taylor, J. P., & Whittenburg, H. (2023). An international scoping review of factors impacting self-employment outcomes for individuals with disabilities. *Journal of Vocational Rehabilitation*, 59(1), 7-24.

## SKILL ELECTIVE SEMESTER II

### **SKILL ELECTIVE: Practice Intervention Skills –Micro Skills II**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Practice Intervention Micro Skills II SW212	2	1	0	1	Graduation	NIL

#### **COURSE DESCRIPTION**

This course provides social workers with micro skills to practice social work with individuals, groups, and families in their distress situations. The paper facilitates the understanding of the causative factors associated with stress, anxiety, and increasing mental health concerns. Group dynamics are a part of everyday living in the personal as well as in professional domains. The students of social work have to be skilled enough to deal with psychosocial, emotional issues that emerge in the field engagements and learning to set boundaries to ensure peace in their own personal lives. The skills of negotiating peace under any circumstances are something they will have to focus on. This paper provides an opportunity to learn the essence of verbal and nonverbal communication, practice group therapies, and learn a lot of professional skills of self-care, and be a strong team member in every group they will be part of.

#### **COURSE OBJECTIVES**

- To enable the students to apply knowledge of group dynamics, support groups, and learn the skills of team building
- To enable the students to grasp skills of effective communication: verbal and non-verbal
- To empower the students to imbibe and utilize creative means of program media to enhance the engagement of group members
- Understand the importance of self-care in preventing burnout and compassion fatigue
- Identify personal stressors, emotional triggers, and self-care needs
- Develop resilience strategies to manage stress and maintain professional effectiveness
- Create a personalized self-care plan that aligns with their professional responsibilities.
- Learn to practice different therapies and measure their effects on people.

## LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- To demonstrate the ability to lead and facilitate different types of social work groups.
- Recognize and respond to group dynamics, including indicators, leadership, building cohesion, resolving conflict, and enhancing group participation.
- Use program media (songs, plays, videos, storytelling, and other creative activities) to enhance group interactions.
- Develop accurate and professional records of group sessions, progress, and challenges, and evaluate group interventions
- Demonstrate awareness of their own emotional and psychological needs in the context of mental health work
- Apply stress-reduction techniques and use reflective practices by students
- Implement self-care strategies by the students in a structured way to sustain long-term professional effectiveness
- Evaluate own self-care progress and adjust strategies based on changing needs and circumstances

## COURSE CONTENTS:

### UNIT I: COMMUNICATION SKILLS & UNDERSTANDING GROUP DYNAMICS 7.5 hrs

- Communication Skills: Verbal and Nonverbal
- Mapping indicators of group dynamics, Sociogram activities
- Group Needs Assessment, Enhancing Group Communications and Reducing Group Prejudice exercises
- Building support groups Enhancing team spirit and building teams
- Group Awareness and Appreciative Inquiry

### UNIT II: Promoting Positive emotions and Collective Well-being 7.5 hrs

- Self-awareness, Recognising stress, and anxiety
- Making peace with oneself, mapping happiness and dealing with burnout
- Promoting Positive Emotions, emotional regulation and controlled emotional involvement
- Designing Supportive Family Communication Patterns: Use dance, music, play, laughter and group games
- Strategies and mechanisms of collective well-being and Art-Based Exercises

## ESSENTIAL READINGS

1. Anand, M. (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Singapore: Springer Nature
2. Baker, E. K. (2003). *Caring for ourselves: A therapist's guide to personal and professional well-being*. American Psychological Association.
3. Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.

4. Carr, A. (2022). *Positive psychology: The science of wellbeing and human strengths* (3rd ed.). Routledge.
5. Murphy, J. (2023). *Inner Excellence: Train Your Mind for Extraordinary Performance and Happiness*. Grand Central Publishing
6. Skovholt, T. M., & Trotter-Mathison, M. J. (2016). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals* (3rd ed.). Routledge
7. Subudhi, C. (2025). *Psychiatric Social Work: Principles to Practice*. Singapore: Springer Nature Singapore

## SUGGESTIVE READINGS

1. Glassman, U. (2009). *Group work: A humanistic and skills building approach*. USA: Sage
2. Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. Bantam Books
3. Hanson, R., & Mendius, R. (2009). *Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*. New Harbinger Publications.
4. Sondra, B., & Camille, P. Roman. (2016). *Group work: Skills and strategies for effective interventions*. Binghamton, New York: Haworth Press
5. Trevithick, P. (2016). *Group work: A handbook of effective skills and interventions*. McGraw-Hill Education

## SKILL ELECTIVES SEMESTER II

### **SKILL ELECTIVE: Practice Intervention Skills –Macro Skills II**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
Practice Intervention Macro Skills II SW222	2	1	0	1	Graduation	NIL

#### **COURSE OBJECTIVES**

The practice intervention Macro Skills II continues to build on the different skills and capacities that the students have learnt in Semester I. The objective is to help the learner to gain skills related to project management, design interventions, conduct participatory assessments in the community. This course is also aimed at building their skills to design informed interventions using participatory tools. Further they would gain knowledge and skills to frame SMART Objectives, identify monitoring and evaluation indicators for the intervention

#### **LEARNING OUTCOME**

Upon successful completion of the skill training course,

- Understand Community participation and indicators of social development.
- Demonstrate the ability to design SMART objectives
- The students will demonstrate programme planning skills, design participatory need assessments
- Demonstrate the ability to do stakeholder analysis, conduct Logical Framework Analysis
- Demonstrate abilities for effective communication
- Develop abilities to design fundraising proposal with well-defined activities
- Demonstrate documentation and writing skills for use in any social work intervention project

#### **UNIT I BASIC CONCEPTS: PROJECT PROPOSAL, FORMULATION**

**7.5hrs**

- Introduction to Project Cycle and Project Management, etc.
- Community Need assessment/ baseline Study in community driven developmental project.

- Project Formulation- Setting Project Context, framing of SMART Objectives, Activities, formulations of indicators.
- Stakeholder Analysis, Logical Framework Analysis, Risk Assessment, Etc.
- Project Execution, Monitoring and Evaluation

## UNIT II SKILLS AND COMPETENCIES REQUIRED FOR PROJECT MANAGER 7.5hrs

- Roles Performance: Social Worker as Project Director, Manager, Coordinator, Monitoring and Evaluation Officer, etc.
- Leadership Development, Decision Making & Communication
- Critical Thinking
- Strategy Development & Team Management
- Fund Raising, Resource Mobilization for Social Change: Understanding the importance of Social Stock Exchange, Crowd Funding/CSR etc.

### ESSENTIAL READINGS

1. Project Management Institute (2021). *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. Seventh Edition. Pennsylvania: Project Management Institute, Inc.. ISBN: 978-162825664
2. Scott Berkun (2008). *Making Things Happen: Mastering Project Management (Theory in Practice)*. Sebastopol: O'Reilly Media Inc. 410. ISBN-13: 978-0596517717
3. David Allen (2002). *Getting Things Done: The Art of Stress-Free Productivity*. New York: Penguin Group. 288. ISBN-13: 978-0142000281
4. Harold R. Kerzner (2013). *Project Management: A Systems Approach to Planning, Scheduling and Controlling*. 11<sup>th</sup> ed. New Jersey: John Wiley & Sons, Inc. 1296. ISBN-13: 978-1118022276
5. Peter Taylor (2010). *The Lazy Project Manager: How to be twice as productive and still leave the office early*. United Kingdom: Infinite Ideas. 152. ISBN-13: 978-1906821678

### SUGGESTIVE READINGS

1. Fund Raising: <https://www.egyankosh.ac.in/bitstream/123456789/15635/1/Unit-12.pdf>
2. Nina Botting Herbst and Michael Norton (2012) *The Complete Fundraising Handbook, Directory of Social Change*.
3. People Cert (2023). *Managing Successful Projects with PRINCE2®*. Nicosia, Cyprus. PeopleCert. ISBN-13: 978-9925-34-450-5
4. Social Stock Exchange: <https://nsearchives.nseindia.com/web/sites/default/files/inline-files/Social%20Stock%20Exchange%20Guidebook.pdf>

**Master of Arts in African Studies**

**Syllabus**

**and**

**PG Curricular Framework based on NEP 2020**

**(Effective from Academic Year 2025-26)**



**दिल्ली विश्वविद्यालय**  
**University of Delhi**

Revised Syllabus as approved by Academic Council on XXXXXXXX, 2025 and Executive Council on XXXXXXXX, 2025

**Department of African Studies**

**Faculty of Social Sciences**

**University of Delhi, Delhi, India- 110007**

## Master of Arts in African Studies

### Programme Objectives

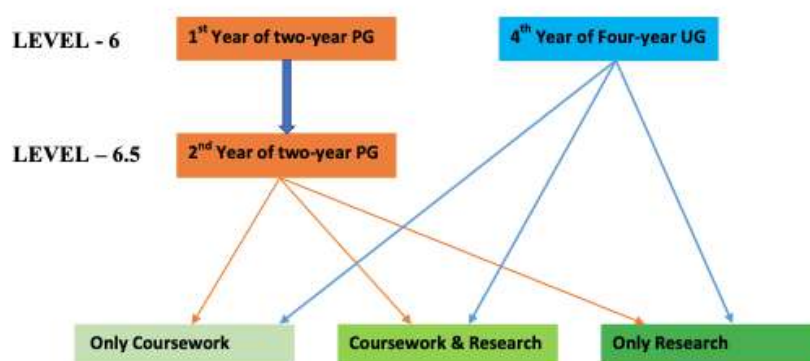
- To create area studies experts in the field of African Affairs
- To obtain a holistic perspective of the area through multidisciplinary social science training
- To promote studies of ideas and experiences of African geography, historicity, polity, economy and society.
- To generate expertise in Diplomacy, Trade and Tourism domains of Africa.

### Programme Structure

According to NEP 2020, MA (African Studies) is offered in two formats: a one-year programme (two semesters) and a two-year programme (four semesters). Currently department of African Studies is offering *Only Coursework* and *Coursework & Research* MA programmes. The two-year MA consists of four semesters (total 88 credits), with each semester carrying 22 credits. Students are required to complete six courses in each semester— five papers of four credits each and one skill-based course of two credits. The one-year MA consists of two semesters (total 44 credits), with each semester carrying 22 credits.

The first two semesters (Year 1) include core and elective papers that lay the foundation in African and international studies. In the second year (Semester III and IV), students may opt for either a coursework-only structure or a coursework-plus-research structure. In the coursework-only structure, students take six papers per semester, similar to the first year. In the coursework-plus-research structure, students complete four taught courses and a compulsory project/field research component carrying six credits in each semester. The one-year MA, offered after completion of a four-year undergraduate degree, follows the same second-year curriculum as the two-year MA and also allows students to choose between coursework-only or coursework-plus-research options.

#### Postgraduate Curricular Framework 2024 (based on NEP 2020)



### **Programme of Study and the corresponding qualification levels**

- Third Year UG Programme – Level 5.5
- Fourth Year UG Programme – Level 6
- First year of Two Year PG Programme – Level 6
- Second Year of Two Year PG Programme – Level 6.5
- One year of PG Programme after 4 Year UG – Level 6.5

### **Programme Outcome**

- To generate scholars and teachers on African Studies
- To encourage enlightened interest in building academic linkages between India and Africa
- To create experts on Africa for research projects in think tanks, NGOs, government agencies, international organizations, media houses, etc.

### **Programme Structure:**

1<sup>st</sup> Year of PG Curricular Structure for 2-Year PG Programme (Level 6)

and

PG 2<sup>nd</sup> Year

Curricular Structure of the 2<sup>nd</sup> Year of PG for Two-Year PG Programme (3+2) (Level 6.5)

Or

One Year PG Programme after Completion of Four-Year UG Programme (4+1) (Level 6.5)

### **Credits:**

Total credits of the course = Semester I + II + III + IV = 22+22+22+22 = 88 credits

## Semester Wise Details of M.A. in African Studies Course

### First Semester Course Details

Semester I		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 01	Introduction to African Geography	4
AS-DSC 02	Overview of African History	4
AS-DSC 03	State and Society in Africa	4
AS-DSE 01	Political Economy of Africa	4
AS-DSE 02/ AS-GE 01	Introduction to African Studies	4
AS-SBC 01	Travel and Tourism in Africa	2
Total Credits in the first semester		22

### Second Semester Course Details

Semester 2		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 04	Theories and Approaches to International Relations	4
AS-DSC 05	Thinkers in International Relations	4
AS-DSC 06	Foreign Policy, Diplomacy and Development	4
AS-DSE 03	Comparative Government and Politics	4
AS-DSE 04/ AS-GE 02	Decoloniality and Africa	4
AS-SBC 02	Food Nutrition and Technology in Africa	2
Total Credits in the second semester		22

***PG 2<sup>nd</sup> Year***

*Curricular Structure of the 2nd Year of PG for Two-Year PG Programme (3+2)*

*Or*

*One Year PG Programme after Completion of Four-Year UG Programme (4+1)*

***Structure 1 (Level 6.5): PG Curricular Structure with only Coursework***

**Third Semester Course Details**

Semester 3		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 07	Diaspora and International Relations	4
AS-DSC 08	Research Methods in Social Sciences and Area Studies	4
AS-DSE 05	Swahili Language	4
AS-DSE 06	Africa and Global Affairs	4
AS-DSE 07/ AS-GE 03	Social and Political Thoughts in Africa	4
AS-SBC 03	African Handicrafts and Textiles	2
Total Credits in the third semester		22

**Fourth Semester Course Details**

Semester 4		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 09	Study of African Heritage	4
AS-DSC 10	Study of African Development	4
AS-DSE 08	India Africa Relations	4

AS-DSE 09	African Resource Diplomacy	4
AS-DSE 10/ AS-GE 04	Africa Through Cinema and Literature	4
AS-SBC 04	Business Consultancy in Africa	2
Total Credits in the fourth semester		22

*Or*

***Structure 2, (Level 6.5): PG Curricular Structure with Coursework + Research***

### **Third Semester Course Details**

Semester 3		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 07	Diaspora and International Relations	4
AS-DSC 08	Research Methods in Social Sciences and Area Studies	4
AS-DSE 05	Swahili Language	4
AS-DSE 06	Africa and Global Affairs	4
	Project/ Field Research (Compulsory)	6
Total Credits in third semester		22

### **Fourth Semester Course Details**

Semester 4		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 09	Study of African Heritage	4
AS-DSC 10	Study of African Development	4
AS-DSE 08	India Africa Relations	4

AS-DSE 09	African Resource Diplomacy	4
	Project/ Field Research (Compulsory)	6
Total Credits in fourth semester		22

**List of DSC Courses (4 credits each)**

- AS-DSC 01 Introduction to African Geography
- AS-DSC 02 Overview of African History
- AS-DSC 03 State and Society in Africa
- AS-DSC 04 Theories and Approaches to International Relations
- AS-DSC 05 Thinkers in International Relations
- AS-DSC 06 Foreign Policy, Diplomacy and Development
- AS-DSC 07 Diaspora and International Relations
- AS-DSC 08 Research Methods in Social Sciences and Area Studies
- AS-DSC 09 Study of African Heritage
- AS-DSC 10 Study of African Development

**List of DSE Courses (4 credits each)**

- AS-DSE 01 Political Economy of Africa
- AS-DSE 02 Introduction to African Studies
- AS-DSE 03 Comparative Government and Politics
- AS-DSE 04 Decoloniality and Africa
- AS-DSE 05 Swahili Language
- AS-DSE 06 Africa in Global Affairs
- AS-DSE 07 Social and Political Thoughts in Africa
- AS-DSE 08 India-Africa Relations
- AS-DSE 09 African Resource Diplomacy
- AS-DSE 10 Africa through Cinema and Literature

**List of GE Courses (4 credits each)**

AS-GE 01 Introduction to African Studies

AS-GE 02 Decoloniality and Africa

AS-GE 03 Social and Political Thoughts in Africa

AS-GE 04 Africa through Cinema and Literature

**List of SBC (Skill Based courses) (2 credits each)**

AS-SBC 01 Travel and Tourism in Africa

AS-SBC 02 Food Nutrition and Technology in Africa

AS-SBC 03 African Handicrafts and Textiles

AS-SBC 04 Business Consultancy in Africa

**Teaching:**

The faculty of the Department shall be primarily responsible for organizing lecture work for the M.A. African Studies programme. The instructions related to tutorials shall be provided by the Department. There shall be 90 instructional days, excluding examination in a semester.

**Eligibility for Admission:**

Refer to the Bulletin of Information as published by the University of Delhi.

**Reservations/ Concessions:**

The reservation policy related to admissions will be followed as per the applicable law. Refer to the Bulletin of Information as published by the University of Delhi.

**Reservation of Seats for Schedule Caste (SC)/ Tribe (ST) Applicants**

22½ % of the total numbers of seats is reserved for applicants belonging to Scheduled Caste and Scheduled Tribes (15% for Scheduled Caste and 7½% for Scheduled Tribes, interchangeable, if necessary). For detailed information candidates may refer to the Bulletin of Information of the University.

**Reservation of Seats for Other Backward Classes (Non-Creamy layer, Central List)**

27% seats will be reserved for the applicants belonging to Other Backward Classes (OBC) (non-creamy layer, central list). For detailed information candidates may refer to the Bulletin of Information of the University.

**Reservation of Seats for Economically Weaker Section (EWS)**

The department has increased the intake of the students as per the rules of the University and required changes in all other categories of reservation has been made accordingly. For detailed information candidates may refer to the Bulletin of Information of the University.

**Supernumerary seats****Reservation of Seats for Persons with Disabilities (PwD)**

As per the provisions of Rights of Persons with Disabilities Act, 2017, not less than five percent (5%) seats are reserved for Persons with Benchmark Disabilities, where “Person with benchmark disability” means a person with not less than forty percent (40%) of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority. It may be noted that the erstwhile Persons with Disability Act, 1995, under which reservation for Persons with Disabilities in admissions was provided earlier has now been repealed. The PwD applicants shall be given a relaxation in the minimum eligibility in the qualifying examination and in the minimum eligibility (if any) in the admission

entrance test to the extent of 5%. For detailed information candidates may refer to the Bulletin of Information of the University.

**Sports Quota:**

The admission to the Sports Quota (Supernumerary) will be only based on Entrance Examination and shall be finalized by the concerned Department i.e. Marks obtained in Merit/ Participation Sports Certificate and Sports Trials be added to the Marks obtained in Entrance Examination of the concerned Department. The Department shall then prepare a Merit List for admission based on Sports and make admissions accordingly. The intake of candidates seeking admission under sports quota would be five percent of the total intake. Candidates seeking admission under this category are advised to follow the procedure/ guidelines/ rules laid down in the bulletin of information of the University.

**Registration /Admission of Foreign Nationals:**

The foreign nationals seeking admission in the Department shall have to get themselves registered with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The intake of foreign nationals would be three percent of the total intake. The website link is: <http://fsr.du.ac.in>

### *Table of Courses in 1<sup>st</sup> Year*

<i>DSC, DSE and GE</i> .....	13
Introduction to African Geography .....	13
Overview of African History .....	17
State and Society in Africa .....	22
Theories and Approaches to International Relations.....	25
Thinkers in International Relations .....	30
Foreign Policy, Diplomacy and Development .....	35
Political Economy of Africa .....	38
Introduction to African Studies .....	41
Comparative Government and Politics.....	45
Decoloniality and Africa .....	48
<i>Skill Based Course</i> .....	52
Travel and Tourism in Africa.....	52
Food Nutrition and Technology in Africa .....	56

**Introduction to African Geography****Course Code: AS-DSC 01****Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to African Geography</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation Degree</b>	<b>NIL</b>

**Course Objectives**

- To identify and acquire understanding of different landforms, climates, natural resources and geographical processes of Africa
- To promote critical thinking related to the socio-economic and political issues of African countries with the focus on development, urbanization, migration, ethnicity and political instability
- To familiarize with the interrelationship and interaction between the physical environment and human activity
- To understand the role of geography in shaping the economic activities of different regions of Africa.
- To explore the impact of regionalism and globalization on African countries.

**Learning outcomes**

Students will be able to

1. Develop understanding of the physical features and natural environment
2. Develop critical thinking related to the socio-economic and political issues of African countries
3. Evaluate the role of Africa's challenges related to migration, urbanization and climate change
4. Foster Africa's deepening role in global issues at global platforms
5. Develop understanding the relationship between geography and economy
6. Assess the impact of regionalism and globalization on Africa
7. Critically analyze the impact of human activity on environment

**Course Structure**

1. Physical Geography (11 hours)
  - Basic landforms, vegetation, climate zones

- Human and environment interaction
  - Food security and agriculture development
2. Economic Geography (11 hours)  
African economies and their development
    - Pre-colonial times
    - Post-Colonial period
    - In the 21st century
    - Africa's role and relevance in the global economy
  3. Demography & Political Geography (12 hours)
    - Socio-cultural diversity of Africa
    - Socio-economic development and political geography
    - Colonialism
    - Conflict, migrations and refugee crisis
    - Urbanization
  4. Regional Geography (11 hours)
    - Globalization
    - Regional and international organizations
    - Geography of health and well-being

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### Reading List:

Arnold G and R. 1977. Strategic Highways in Africa. London.

Best A.C.G. & de Bus. H.J. 1977. African Survey. New York. Wiley.

Binns J.A. 1984. The Resources of Rural Africa: A Geographical Perspective. *African Affairs*. Vol.83. No.330: 3340.

Boating E.A. 1979. A Political Geography of Africa. Cambridge University Press. Cambridge.

Christopher A.J. 1984. Colonial Africa. Croom Helm. London.

Christopher A.J. 1985. Continuity and Change in African Capitals. *Geographical Review*. Vol.75:44-57.

Clarke J.E. ed. 1975. An Advanced Geography of Africa. Hutton.

Clarke J.J. and Kosinski L. eds. 1982. Redistribution of Population in Africa. Heinemann.

- Curtis Donald. et al. eds. 1988. Preventing-Famine: Politics and Prospects for Africa. Routledge: London.
- Fair T.J.D. 1982. South Africa: Spatial Frameworks for Development. Cape Town.
- Falloux Francois and Murkundi Alekin. eds. Desertification Control and Renewable Resource Management in the Sahelian and Sudanian Zones of West Africa. Washington D.C.
- Furon R 1963. Geology of Africa. Oliver and Boyd. London.
- Griffiths I. 1986. The Scramble for Africa: Inherited Political Boundaries. *Geographical Journal*. 156: 204-21.
- Gritzner. Jeffry. Allman. 1988. The West African Sahel: Human Agency and Environmental Change. Geography Research Paper No.226. University of Chicago. Chicago. ~
- Grove AT. 1986. The States of Africa in the 1980s. *Geographical Journal*. 152: 193-203 . .
- Hart D. 1980. The Volta River Project: A Case Study in Politics and Technology. Edinburgh University Press. Edinburgh.
- Hilling D. 1969. The Evolution of the Major Ports of West Africa. *Geographical Journal*. 135(3): 365-378.
- Hilling D. 1976. Alternative Energy Sources for Africa: Potential and Prospects. *African Affairs*. 75 (300): 359.
- King B.C. 1958. The Geomorphology of Africa. *Science Progress*. 18: 672-181 .
- Mather T.H. 1989. The Planning and Management of African River and Lake Basin Development Conservation. *National Resources Forum*. 13(i): 59-70.
- McShane. T.O. 1990. Wild Lands and Human Needs: Resource Use in African Protected Area. *Landscape and Urban Planning*. 19 (2): 145-58.
- Mountjoy A.B. and Hilling D. 1988. Africa: Geography and Development. Hutchinson. London.
- O'Connor A. 1978. The Geography of Tropical African Development. Pergamon.
- Ominde S.H. ed. Studies in East African Geography and Development. University of California. Los Angeles.

- Perrit Richard. 1989. African River Basin Development'; The Role of Institution and Strategies for the Future National Resources'; Forum. 13(3): 204-8.
- Pritchard J.M. 1979. Landform and Landscape in Africa. Arnold.
- Prothero R. Mansell. ed. 1972. People and Land in, Africa South of the Sahara: Readings in Social Geography. Oxford University Press. London.
- Thompson B. W. 1965. Climate of Africa. Oxford University Press. London.
- Wad A. 1984. Science Technology and Industrialisation in Africa. *Third World Quarterly*: 237-50.
- Waterbwy John. 1980. The Hydro politics of the Nile. Syracuse University Press. New York.
- White H.B. and Gleave M.B. 1971. An Economic Geography of West Africa. G Bell & Sons Ltd. London.
- Winters C. 1982. Urban Morhpogenesis in Franco-phone Black Africa. *Geographical Review*. 72: 139-54.

## Overview of African History

**Course Code: AS-DSC 02**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Overview of African History</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation Degree</b>	<b>NIL</b>

### Course Description:

The paper aims at introducing students to sources of African history. It is designed to inform them ancient empires, slave trade, colonialism and nationalism in Africa.

### Learning Outcomes:

1. Knowing various sources of African history, including oral traditions, and indigenous knowledge systems, to understand African historical narratives.
2. Examine the political, economic, and cultural complexities of African empires and their contributions to global history.
3. Analyze the key events in African related to broader systems of global capitalism, racial ideologies, and African resistance.
4. Evaluate the impact of colonial rule on African societies and the intellectual and political foundations of anti-colonial nationalism and liberation movements.

### Course Description

Unit 1: Sources and approaches of African History (10 hours)

Unit 2: African civilisations and Empires (13 hours)

Unit 3: The Slave Trade (6 hours)

Unit 4: Colonialism, African Nationalism, and Decolonisation (10 hours)

Unit 5: Africa after Independence (6 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### **Readings:**

- Alagoa, E. J. (2006). *The practice of history in Africa*. Onyoma research publ..
- Arnold, G. (2017). *Africa: A modern history*. Atlantic Books.
- Badawi, Z. (2024). *An African History of Africa: Instant Sunday Times Bestseller and Shortlisted for the Nero Book Awards*. United Kingdom: Ebury Publishing.
- Baker, R. W. (2009). *Islam without fear: Egypt and the new Islamists*. Harvard University Press.
- Bankie, B. F., & Mchombu, K. J. (2008). *Pan-Africanism/African nationalism: Strengthening the Unity of Africa and Its Diaspora*. Red Sea Press(NJ).
- Bennett, G. (1962). *The concept of empire: Burke to Attlee, 1774-1947*.
- Birmingham, D. (2008). *The decolonization of Africa*. Routledge.
- Blyden, E. W. (1887). *Christianity, Islam and the Negro race*. WB Whittingham.
- Booth, N. S. (1977). *African religions: A symposium*.
- Boxer, C. R. (1969). *The Portuguese Seaborne Empire: 1415 – 1825*. Hutchinson & Co.
- Brunschwig, H. (1966). *French colonialism: 1871-1914: myths and realities*. Praeger.
- Buell, R. L. (1928). *The native problem in Africa (Vol. 2)*. Macmillan.
- Bums, A.C. (1979). *In Defence of Colonies: British Colonial Territories in International Affairs*. London.
- Cartey, W. & Kilson, M. eds. (1970). *The African Reader: Colonial Africa*. Vintage Books.
- Chinweizu. (1975). *The West and the Rest of Us: White predators, Black slavers, and the African elite*. Vintage.
- Clark, J. D. (1959). *The prehistory of southern Africa*. Harmondsworth.
- Coleman, J. S., & Rosberg, C. G. (Eds.). (1966). *Political parties and national integration in tropical Africa*. Univ of California Press.
- Cooper, F. (2019). *Africa since 1940: the past of the present*. Cambridge University Press.
- Curtin, P. D., Feierman, S., Thompson, L., & Vansina, J. (1978). *African history*. London: Longman.
- Daget, S. (1989). *The abolition of the slave trade*. In J. F. A. Ajayi (Ed.), *General History of Africa: Africa in the Nineteenth Century Until the 1880s (Vol. 7)*. United Nations Educational, Scientific and Cultural Organization.

- Davidson, B. (1978). *Africa in modern history: the search for a new society*. Penguin.
- Davidson, B. (1991). *African Civilization Revisited: From Antiquity to Modern Times*. Africa World Press.
- Davidson, B. (1993). *The black man's burden: Africa and the curse of the nation-state*. Times Press.
- Davidson, B. (1995). *Africa in history*. Simon and Schuster.
- Davidson, B. (2014). *Modern Africa: A social and political history*. Routledge.
- De Kiewiet, C. W. (1975). *A history of South Africa: social & economic*.
- Debenham, F. (1960). *Discovery and Exploration: An Atlas-history of Man's Wanderings*. Doubleday.
- Dharampal. (1986). *British Colonial Policy of Indirect Rule in Africa*.
- Diop, C. A., & Cook, M. (2012). *The African origin of civilization: Myth or reality*. Chicago Review Press.
- Duignan, P. (1969). *Colonialism in Africa, 1870-1960*. L. H. Gann, & V. Turner (Eds.). Cambridge University Press.
- Duignan, P., & Gann, L. H. (2013). *Burden of empire: An appraisal of western colonialism in Africa south of the Sahara*. Hoover Press.
- Easton, S. C. (1965). *The Rise and Fall of Western Colonialism*. Praeger.
- Fage, J. D., & Verity, M. (1978). *An atlas of African history*. Arnold.
- Falola, T., & Jennings, C. (Eds.). (2003). *Sources and methods in African history: Spoken, written, unearthed*. University Rochester Press.
- Fieldhouse, D. K. (1981). *Colonialism, 1870-1945: an introduction*. Weidenfeld and Nicolson.
- Fortes, M., & Evans-Pritchard, E. E. (2015). *African political systems*. Routledge.
- Frankel, S. H. (1938). *Capital investment in Africa: its course and effects*. Cambridge University Press.
- Furnivall, J. S. (2014). *Colonial policy and practice*. Cambridge University Press.
- Grinker, R. R., Lubkemann, S. C., & Steiner, C. B. (2010). *Perspectives on Africa: A Reader in Culture, History and Representation*. John Wiley & Sons.
- Gupta, A. (1975). *Government and politics in Africa: a comparative survey of political processes and institutions*. Vikas Publication.
- Hertslet, E. (2013). *The map of Africa by treaty*. Routledge.

- Hinsley, F. H. (Ed.). (1962). *The New Cambridge Modern History*. Cambridge University Press.
- Jackson, J. G. (2015). *Introduction to African civilizations*. Ravenio Books.
- July, R. W. (1975). *Precolonial Africa: an economic and social history*. Scribner.
- Kastfelt, N. (2005). *Religion and African civil wars*. Hurst.
- Keltie, J. S. (1893). *The partition of Africa*. Edward Stanford.
- Lee, A. A., & Alpers, E. A. (2017). *Changing Horizons of African History*. Africa World Press.
- Legum, C. (1999). *Africa since independence*. Indiana University Press.
- Lowe, K., Davis, N. Z., Vinson, B. I., & Spicer, J. (2012). *Revealing the African presence in Renaissance Europe (J. Spicer, Ed.)*. The Walters Art Museum. <https://thewalters.org/wp-content/uploads/revealing-the-african-presence-in-renaissance-europe.pdf>
- Malick, H., & Hunter, S. T. (2005). *Modernization, democracy, and Islam*. Westport Praeger Publishers.
- Manning, P. (1982). *Slavery, Colonialism and economic growth in Dahomey, 1640-1960*. Cambridge University Press.
- Mazrui, A. A., & Wondji, C. (Eds.). (1999). *Africa since 1935* (Vol. 8). Univ of California Press.
- Mboya, T. (1986). *Freedom and after*. East African Publishers.
- Meredith, M. (2011). *The fate of Africa: A history of the continent since independence*. Hachette UK.
- Meredith, M. (2011). *The State of Africa: A history of the continent since independence*. Simon and Schuster.
- Miller, J. C. (1999). History and Africa/Africa and history. *The American Historical Review*, 104(1), 1-32.
- Mwakikagile, G. (2006). *Africa After Independence: Realities of Nationhood with Photos*. New Africa Press.
- Neale, C. (1985). *Writing' independent' history: African historiography, 1960-1980*.
- Nugent, P. (2012). *Africa since independence*. Bloomsbury Publishing.
- Obadina, T. (2014). *The making of modern Africa*. Simon and Schuster.
- Ogot, B. A. (1993). AFRICAN HISTORIOGRAPHY: From colonial historiography to UNESCO's general history of Africa. *Groniek*, (122).
- Ogutu, M. A., & Kenyanchui, S. S. (1997). *An introduction to African history*.

- Oliver, R. A., Gray, R., Clark, J. D., Flint, J. E., Fage, J. D., Crowder, M., ... & Roberts, A. D. (1975). *The Cambridge History of Africa (All 7 Volumes)*. Cambridge University Press.
- Parker, J., & Rathbone, R. (2007). *African history: A very short introduction* (Vol. 160). Oxford University Press.
- Patterson, O. (1982). *Slavery and social death: A comparative study*. <https://archive.org/details/slaverysocialdea0000patt/page/n7/mode/2up>
- Philips, J. E. (Ed.). (2005). *Writing African History*. Boydell & Brewer.
- Shillington, K. (2018). *History of Africa*. Bloomsbury Publishing.
- Spear, T. T. (2019). *The Oxford encyclopedia of African historiography: methods and sources*. OUP.
- Tough, A. G. (2009). Archives in sub-Saharan Africa half a century after independence. *Archival Science*, 9, 187-201.
- Unesco. International Scientific Committee for the Drafting of a General History of Africa. (1981). *General History of Africa (All 7 Volumes)*. Heinemann.
- Wallerstein, I. M. (2005). *Africa: The politics of independence and unity*. U of Nebraska Press.
- White, L., Miescher, S., & Cohen, D. W. (2001). *African Words, African Voices: critical practices in oral history*. Indiana University Press.
- Williams, C. (1987). *The destruction of Black civilization: Great issues of a race from 4500 BC to 2000 AD*. Third World Press.
- Williams, E. (1994). *Capitalism and Slavery*. 1944. Chapel Hill: U of North Carolina P.
- Young, C. (2012). *The postcolonial state in Africa: Fifty years of independence, 1960–2010*. University of Wisconsin Pres.

*\*For additional readings of African history, kindly refer AS-DSC 07, and AS-DSE 08 papers.*

## State and Society in Africa

**Course Code: AS-DSC 03**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
State and Society in Africa	4	3	1	0	Graduation Degree	NIL

### Course Description:

The paper aims at introducing students to traditional social structures in Africa. It is designed to develop a comprehensive understanding of social stratification, ascriptive identities of Africa. The paper will further look at tradition-modernity interface in Africa.

### Learning Outcomes:

By the end of this course, students will be able to:

1. Analyze the traditional structures and institutions of African Societies.
2. Explain the emergence and evolution of Social Classes and elite groups in Africa
3. Assess the processes and impacts of restructuring social relationships within African contexts
4. Evaluate the effects of globalization on African Tribes and social identities

### Course Description:

Unit 1: Traditional Structures of African Societies (13 hours)

Unit 2: Emergence of Social Class & Elite Groups (10 hours)

Unit 3: Restructuring of Social Relationship (10 hours)

Unit 4: African Tribes - Impact of Globalization (12 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### Essential/recommended readings:

- Banton M. 1957. *West African City. A Study of Tribal Life in Freetown*. OUP, London.
- Bascom W.R. Herskovits M.S. 1959. *Continuity and Change in African Cultures*. University of Chicago Press.
- Blanner R. 1969. *Alienation and Freedom*. Chicago University Press. Chicago.
- Cohen A. *Customs and Politics in Urban Africa*. London.
- Edmind Hugu. 1974. *Christianity and Ibo Culture*. E.J. Brill. Leiden.
- Elias T.O. 1959. *Nature of African Customary Law*. Manchester University Press. Manchester.
- Fortes D. 1955. *African World*. OUP. London.
- Fortes D. and Evans-Pritchard. 1950. *E.C. African Political System*. OUP. London.
- Gluckman M. *Judicial Process among Barotse of Nyasaland*.
- Gordon April A. & Donald L.. Gordon, Ed. 1972. *Understanding of Africa*. Lynne Riender Publishers.
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## Theories and Approaches to International Relations

**Code: AS-DSC 04**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Theories and Approaches to International Relations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation Degree</b>	<b>NIL</b>

### Course Description:

The paper aims at introducing students to various theories of International Relations. It is designed to explain a wide range of approaches being used for understanding the subject. It will discuss variants of Realism and facets of Idealism/Liberalism. The paper will further investigate alternative approaches and Non-Western ideas in International Relations.

### Learning Outcomes:

With this course, we expect that students will be able to:

1. Identify and explain the principal theories and approaches in international relations.
2. Critically evaluate the strengths and limitations of major theoretical frameworks in analyzing international events.
3. Apply theoretical concepts to interpret contemporary and historical issues in world politics.

### Course Structure:

Unit 1: Realism and its Variants: Classical Realism, Structural Realism. Neoclassical Realism, Subaltern Realism (11 hours)

Unit 2: Idealism/Liberalism: Liberal Internationalism, Neoliberalism, International Society/English School (11 hours)

Unit 3: Alternative Approaches in IR: Marxism, Neo Marxism, Constructivism, Feminism, Critical Theory, Postmodernism, Post Colonialism (12 hours)

Unit 4: Non-Western IR: Non-Alignment, Islamic Theory, Hindu Theory, Chinese IR, African Liberalism, African Socialism (11 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### **Readings:**

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Fareed Zakaria, "Realism and Domestic Politics," *International Security*, 17 (1) Summer 1992, pp. 177-98.

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Hedley Bull, "The Emergence of a Universal International Society" & "The Revolt Against the West," Hedley Bull and Adam Watson, eds., *The Expansion of International Society*, (Oxford: Clarendon Press, 1989), pp. 117-126 & 217-228.

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J. David Singer, "The Level Of-Analysis Problem in International Relations" *World Politics*, 14 (1), October 1961, pp. 77-92.

Jacqui True, "Feminism", in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, London: Macmillan Press, 1996, pp. 210-251.

John J. Mearsheimer, *The Tragedy of Great Power Politics*, chapters 1 & 2.

Martin Hollis and Steve Smith, "The Growth of a Discipline", in Martin Hollis and Steve Smith, *Explaining and Understanding International Relations*, Oxford: Clarendon Press, 1991, pp. 16-44.

Marvyn Frost, "A Turn Not Taken: Ethics in IR at the Millennium," *Review of International Studies*, 24 (5), 1998, pp. 119-132.

Michael W. Doyle, "Liberalism and World Politics," *The American Political Science Review* 80:4 (December 1986), pp. 1151-69.

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Yan Xuetong, "A Comparative Study of Pre-Qin Interstate Political Philosophy." Yan Xuetong

## Thinkers in International Relations

**Course Code: AS-DSC 05**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Thinkers in International Relations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation Degree</b>	<b>NIL</b>

### Course Description:

The paper aims at introducing students to various thinkers of International Relations. It is designed to inform about profound thought leaders whose ideas are relevant for understanding the subject from a globally inclusive point of view. It will discuss select thinkers of the West on International Relations. The paper will further look at representative thinkers of Asia, Africa and Latin America.

### Learning Outcomes:

1. Critically analyse the contributions of key Western thinkers to the field of International Relations.
2. Understand how Asian, African, and Latin American thinkers offer alternative perspectives to dominant IR theories.
3. Compare global intellectual traditions in shaping international political thought.
4. Contextualize thinkers' ideas within historical processes like colonialism, nationalism, and global power shifts.

### Course Description:

Unit1: Thinkers in the West: Woodrow Wilson, Hans J. Morgenthau, E. H. Carr, Eric Hobsbawm (11 hours)

Unit 2: Thinkers in Asia: Dadabhai Naoroji, Gandhi, Mao Zedong, Ayatollah Khomeini, Jawahar Lal Nehru (11 hours)

Unit 3: Thinkers in Africa: Kwame Nkrumah, Julius Nyerere, Amilcar Cabral, Frantz Fanon, Thomas Shankara, Leopold Senghor, Nelson Mandela (14 hours)

Unit 4: Thinkers in Latin America: Simon Bolivar, Leopoldo Zea, Paulo Freire, Gabriel Garcia Marquez (9 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

**Readings:**

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Fisher, J. J. (2018). *An Intellectual History of Thomas Sankara*(Master's thesis, Ohio University).

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Gandhi, M., & Gandhi, M. K. (1939). *Hind swaraj, or Indian home rule*. Navajivan Publishing House.

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Kumah-Abiwu, F. (2023). Thomas Sankara's Ideology and Political Leadership. In *The Political Impact of African Military Leaders: Soldiers as Intellectuals, Nationalists, Pan-Africanists, and Statesmen* (pp. 155-167). Cham: Springer International Publishing.

Lamola, M. J. (2016). Senghor, globalism and Africanity. *Phronimon*, 17(2), 51-67.

Mabana, K. C. (2012). Leopold Sedar Senghor and the civilization of the universal. *Diogenes*, 59(3-4), 4-12.

Mama, A. (2007). Is it ethical to study Africa? Preliminary thoughts on scholarship and freedom. *African Studies Review*, 50(1),

Mandela, N. (1998). Renewal and renaissance: towards a new world order. *Islamic Studies*, 37(1), 125-135.

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Mao, Z. (1977). *Selected works of Mao Tse-tung (Vol. 5)*. Franklin Book Company.

Márquez, G. G. (2006). *One Hundred Years of Solitude*. Harper Perennial.

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Mazrui, A. A. (2017). Africa between Gandhi and Nehru: An Afro-Asian Interaction. *African and Asian Studies*, 16(1-2), 14-30.

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- Nayudu, S. K. (2022). We were once colonized: Nehru, India, and Afro-Asianism at the United Nations. In *How Democracy Survives* (pp. 29-42). Routledge.
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Wilson, W. (1918). *President Woodrow Wilson's fourteen points*. The Avalon Project.

Wiredu, K. (1996). *Cultural universals and particulars: An African perspective*. Indiana University Press.

## Foreign Policy, Diplomacy and Development

**Course Code:**AS-DSC 06

**a Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Foreign Policy, Diplomacy and Development	4	3	1	0	Graduation Degree	NIL

### Course Objective:

This paper aims at introducing students to interrelationship among foreign policy, diplomacy and development. It is designed to inform about historical and theoretical perspectives of foreign policy. It will analyse major facets of foreign policy. This paper will further look at foreign policy case studies.

### Learning Outcome:

After completion, the students will be informed with interrelationship among foreign policy, diplomacy and development. They will become familiar with historical and theoretical perspectives of foreign policy. They will be exposed to major facets and case studies of foreign policy.

### Course Description

Unit 1: Understanding Foreign Policy: Historical and Theoretical Perspectives (11 hours)

Unit 2: Foreign Policy Analysis: Actors, Context, Goals (11 hours)

Unit 3: Foreign Policy and Diplomacy: Development Narrative (11 hours)

Unit 4: Foreign Policy Case Studies (12 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

## Reading List

Steve Smith, Amelia Hadfield, and Tim Dunne, (2008), (Eds), *Foreign Policy: Theories, Actors, Cases*, New York: OUP

Richard C. Snyder, H. W. Bruck, and Burton Sapin, (1954), *Decision Making as an Approach to the Study of International Politics*, Princeton: Princeton University

James N. Rosenau (1966), "Pre-theories and Theories of Foreign Policy" in Barry R. Farrel, (ed.), *Approaches to Comparative and International Politics*, Evanston: Northwestern University Press 9

James N. Rosenau (1961), (ed.), *International Politics and Foreign Policy: A Reader in Research and Theory*, New York: Free Press

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Harold and Margaret Sprout, (1956) *Man–Milieu Relationship Hypotheses in the Context of International Politics*, Princeton: Center of International Studies

Kenneth A. Schultz (2001), *Democracy and Coercive Diplomacy*, New Jersey: Cambridge University Press

G. R. Berridge (2005), *Diplomacy: Theory and Practice*, New York: Palgrave Macmillan

Alison Holmes, J Simon Rofo (2016), *Global Diplomacy: Theories, Types, and Models*, Boulder, Colorado: Westview Press

Amitav Acharya, Barry Buzan (2019), *The Making of Global International Relations: Origins and Evolution of IR at its Centenary*, Cambridge: Cambridge University Press

Robert Hutchings, Jeremi Suri (2019), *Modern Diplomacy in Practice*, Springer Nature Switzerland AG

Alanna O'Malley (2018), *The Diplomacy of Decolonisation: America, Britain and the United Nations during the Congo crisis 1960-1964*, Manchester: Manchester University Press

Henry Kissinger (1994), *Diplomacy*, New York: Simon & Schuster

Maurice A. East and Justin Robertson (Eds), (2003), *Diplomacy and Developing Nations: Post-Cold War Foreign Policy-Making Structures and Processes*, Abingdon: Routledge

Christopher Clapham (Ed), 1977, *Foreign Policy Making in Developing States: A Comparative Approach*, Farnborough: Saxon House

Ali A Mazrui (1977), *Africa's International Relations: The Diplomacy of Dependency and Change*, London: Heinemann

Olajide Aluko (1977) (Ed), *The Foreign Policies of African States*, London: Hodder and Stoughton

Paul Nwala, (2024), "Foreign Policies and Diplomacy of African States in an Era of Globalization: Challenges and Prospects," *Wukari International Studies Journal*, 8(2), 279–290

Korwa Gombe Adar and Rok Ajulu (Ed), (2002), *Globalization and Emerging Trends in African States' Foreign Policy-Making Process: A Comparative Perspective of Southern Africa*, London: Routledge

Jacqueline Anne Braveboy-Wagner (2003), *The Foreign Policies of the Global South: Rethinking Conceptual Frameworks*, Boulder, Colo.: Lynne Rienner.

Suresh Kumar, Federalism and Minorities in Nigeria: A Geopolitical Analysis. Ensemble. Vol. 3. No. 1(March) . 31 March 2021. West Bengal

Suresh Kumar, "Cultural Diversity in India and Africa: A Strength Not A Problem." *Indian Journal of African Studies*, Vol. XXIII. April & October 2018.

Jacqueline Anne Braveboy-Wagner (2024), *Diplomatic Strategies of Rising Nations in the Global South: The Search for Leadership and Influence*, Palgrave Macmillan

Jacqueline Anne Braveboy-wagner (1919), J Braveboy-Wagner, *The Caribbean in World Affairs: The Foreign Policies of the English speaking States*, New York: Routledge

A. Appadorai (1982), *The Domestic Roots of India's Foreign Policy, 1947-72*, OUP India

Basil Davidson (1961), *Black Mother: Africa: The Years of Trial*, Boston: Little, Brown

## Political Economy of Africa

**Course Code: AS-DSE 01**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Political Economy of Africa</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation Degree</b>	<b>NIL</b>

### Course Objectives:

This paper aims at introducing students to political economy of contemporary Africa. It is designed to inform about development trajectory of Africa. It will look at the macro drivers of the African economy. This paper will further analyse transformation process in Africa under globalisation.

### Learning Outcome:

After completion, the students will be able to understand the political economy of contemporary Africa. It will help them analyse the macro drivers of the African economy. They will be able to look at development trajectory of Africa and will be able to comprehend its transformation under globalisation.

### Course Description:

Unit 1: Economic Crisis in Africa: Causes and Consequences (11 hours)

Unit 2: Dependency and Underdevelopment (11 hours)

Unit 3: Foreign Aid, Debt Crisis, Food Security, MNCs (11 hours)

Unit 4: Role of IFIs (12 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### Reading List:

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World Bank, Berg Report (1981) *Towards Accelerated Development in Sub-Saharan Africa*, Washington, D.C.

K.Y. Amoako (2005), *Transforming Africa: An Agenda for Action*, Addis Ababa: Economic Commission for Africa

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Lindsay Whitfield (Ed), *The Politics of Aid: African Strategies for Dealing with Donors*, Oxford: Oxford University Press. 2008

Kobena T. Hanson, Cristina D'Alessandro and Francis Owusu (Eds), *Managing Africa's Natural Resources: Capacities for Development*, Hampshire and New York: Palgrave Macmillan

William Brown, "Sovereignty Matters: Africa, Donors, and the Aid Relationship", *African Affairs*, 2013, 112 (447), 262–282

Vijay Mahajan (2008), *Africa Rising: How 900 Million African Consumers Offer More Than You Think*, New Jersey: Pearson Prentice Hall

Dambisa Moyo (2009), *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*, New York: Farrar, Straus and Giroux

Christopher M. White (2013), *A Global History of the Developing World*, London and New York: Routledge

## Introduction to African Studies

Course Code: AS-DSE 02/ AS-GE 01

Teaching Hours: 45 Hours

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to African Studies	4	3	1	0	Graduation Degree	NIL

### Course Description:

This course provides students with a critical foundation for understanding Africa as a complex intellectual, cultural, and political space. The course examines the historical development of African Studies, interrogates dominant Eurocentric paradigms, and highlights the emergence of African-centered knowledge systems. It engages with the decolonisation of thought, the role of African philosophies, and the ongoing struggles over voice, authorship, and representation. The course also addresses the Indian engagement with Africa, offering a South-South perspective on solidarity, collaboration, and academic exchange.

### Learning Outcomes:

1. To trace the historical evolution of African Studies as an academic discipline.
2. To critically examine dominant and alternative epistemologies, enabling students to understand the limitations of Eurocentric frameworks and value of indigenous knowledge systems, oral traditions, and interdisciplinary approaches.
3. To explore the processes and politics of decolonising knowledge, with a focus on African intellectual resistance, language politics, African philosophy, and postcolonial critiques of universalism.
4. To engage with key debates and emerging directions in contemporary African Studies.
5. To foster an understanding of India–Africa academic and cultural linkages.
6. To cultivate a reflexive and critical scholarly orientation, encouraging students to interrogate the ethics of knowledge production and the role of African Studies in shaping a more inclusive and engaged global academia.

### Course Structure:

#### Unit 1: African Studies as a Discipline (10 hours)

- Historical emergence of African Studies: Area Studies, colonialism, and the Cold War
- Institutionalization in African and Western universities
- From ‘studying Africa’ to ‘studying from Africa’
- African schools of thought: Dakar and Ibadan Schools

- Role of Pan-Africanism and Afrocentrism in shaping the discipline

## **Unit 2: Methodologies and Epistemologies in African Studies (10 hours)**

- Eurocentrism, Orientalism, Afrocentrism, and the idea of Africa
- Indigenous knowledge systems and oral traditions
- Interdisciplinary approaches: history, anthropology, linguistics, geography, sociology, economics, and political science etc.

## **Unit 3: Decolonisation of Knowledge and Intellectual Resistance (9 hours)**

- Epistemic violence and epistemicide
- African philosophy and the critique of universalism
- The politics of translation and interpretation
- African Marxism, nationalism, and postcolonial theory

## **Unit 4: Key Debates and Contemporary Directions in African Studies (9 hours)**

- Voice, representation, and authorship
- The political orientation of African Studies
- Emergence of new subfields: diaspora studies, environmental humanities, Afro-futurism
- Digital archives, open knowledge, and academic imperialism

## **Unit 5: African Studies in India (7 hours)**

- Historical context: Indian engagement with Africa (colonial and postcolonial)
- African Studies in India: DU, JNU, Mumbai etc.
- India–Africa academic collaborations and cultural diplomacy
- Need for decolonised syllabi and Afro-Asian institutions.
- ICWA, ICCR, MEA, etc.

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### **Reading List:**

Abrahamsen, R. (2003). African studies and the postcolonial challenge. *African affairs*, 102(407), 189-210.

Alpers, E. A., & Roberts, A. F. (2002). What is African studies? Some reflections. *African Issues*, 30(2), 11-18.

Aniche, E. (2020). Pan-Africanism and regionalism in Africa: The journey so far. In *Pan Africanism, Regional Integration and Development in Africa* (pp. 17-38). Palgrave Macmillan, Cham.

Appadorai, A. (1987). African Studies in India. *International Studies*, 24(3), 249-257.

Asante, M. K. (2003). *African Studies: History, Politics, Economics, Culture*. Routledge.

Bankie, B. F., & Mchombu, K. J. (2008). *Pan-Africanism/African nationalism: Strengthening the Unity of Africa and Its Diaspora*. Red Sea Press (NJ).

Benedict, A. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. (With critical comparative relevance).

Chinweizu. (1975). *The West and the Rest of Us*. Nok Publishers.

Comaroff, J., & Comaroff, J. L. (2015). *Theory from the South: Or, how Euro-America is evolving toward Africa*. Routledge.

Davidson, B. (1993). *The black man's burden: Africa and the curse of the nation-state*. Times Press.

Diop, C. A., & Cook, M. (2012). *The African origin of civilization: Myth or reality*. Chicago Review Press.

Falola, T. (2004). *Nationalism and African intellectuals*. University Rochester Press.

Hountondji, P. J. (1996). *African philosophy: Myth and reality*. Indiana University Press.

Hountondji, P. J. (2009). Knowledge of Africa, knowledge by Africans: Two perspectives on African studies. *RCCS Annual Review. A selection from the Portuguese journal revistacrítica de ciênciassociais*, (1).

Joseph Ki-Zerbo (Ed.). (1992). *General History of Africa*, Volumes I–VIII (UNESCO Collection).

Kessi, S., Marks, Z., & Ramugondo, E. (2020). Decolonizing African Studies. *Critical African Studies*, 12(3), 271-282.

Mamdani, M. (2015). Africa and African studies. In *Modern World-System in the Longue Duree* (pp. 147-155). Routledge.

Mazrui, A. A. (2002). The African renaissance: A triple legacy of skills, values, and gender. *Black Renaissance*, 4(1), 97.

Mbembe, A. (2001). *On the post colony*. Berkeley CA.

Mudimbe, V. Y. (1988). *The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*. Indiana University Press.

Ndlovu-Gatsheni, S. (2018). *Epistemic freedom in Africa: Deprovincialization and decolonization*. Routledge.

Okafor, V. O. (2014). Africology, Black studies, African American studies, Africana studies, or African world studies? What's so important about a given name?. *The Journal of Pan African Studies*, 6(7), 209-224.

Olukoshi, A. (2006). African scholars and African studies. *Development in practice*, 16(6), 533-544.

Oyebade, B. (1990). African studies and the Afrocentric paradigm: A critique. *Journal of black studies*, 21(2), 233-238.

Oy  w  m  , O. (1997). *The invention of women: Making an African sense of western gender discourses*. U of Minnesota Press.

Prah, K. K. (2008). The language of instruction in Africa. *Language and Power: The Implications of Language for Peace and Development: The Implications of Language for Peace and Development*, 143.

Staniland, M. (1983). Who Needs African Studies?. *African Studies Review*, 26(3-4), 77-97.

wa Thiong'o, N. (2018). *Decolonizing the mind*.

Zeleva, P. T. (1997). *Manufacturing African Studies and Crises*. Codesria.

Zeleva, P. T. (2006). The disciplinary, interdisciplinary and global dimensions of African Studies. *International Journal of African Renaissance Studies*, 1(2), 195-220.

Zeleva, P. T. (2009). African studies and universities since independence. *Transition: An International Review*, 110-135.

## Comparative Government and Politics

**Course Code: AS-DSE 03**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Comparative Government and Politics	4	3	1	0	Graduation Degree	NIL

### Course Objective:

This paper aims at introducing students to government and politics in a comparative perspective of time and space. It is designed to inform about concepts in comparative political analysis. It will look at state formations, constitution making traditions and types of governments from a globally inclusive point of view. This paper will further analyse political party systems, media and civil society organisations.

### Learning Outcome:

After completion, the students will be informed with government and politics in a comparative perspective of time and space. They will become familiar with concepts in comparative political analysis. They will be exposed to major state formations, constitution making traditions and types of governments from a globally inclusive point of view. They will attain a holistic understanding of political party systems, media and civil society organisations.

### Course Description

Unit 1: Concepts in Comparative Political Analysis (11 hours)

Unit 2: State Formations, Constitution Making Traditions, and Types of Governments (12 hours)

Unit 3: Political Party Systems (11 hours)

Unit 4: Media and Civil Society Organisations (11 hours)

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

## Reading List

John McCormick, Rod Hague, Martin Harrop (2019), *Comparative Government and Politics: An Introduction*, London: Red Globe Press

Samuel Ojo Oloruntoba, Toyin Falola (Eds), (2017), *The Palgrave Handbook of African Politics, Governance and Development*

Todd Landman, Edzia Carvalho (2017), *Issues and Methods in Comparative Politics: An Introduction*, Abingdon: Routledge

Alex Thomson (2004), *An Introduction to African Politics*, New York: Routledge.

Ali A. Mazrui, "Eclecticism as an Ideological Alternative: An African Perspective," *Alternatives*, 1975, 1 (4), pp: 465-486

Ali A. Mazrui, "Africa, My Conscience and I", *Transition*, No. 46 (1974), pp: 67-71

Anirudha Gupta (1975), *Government and Politics of Africa: A Comparative Survey of Political Processes and Institutions*, New Delhi: Vikas. Publishing

Anirudha Gupta (1988), *Politics in Africa: Personalities, Issues and Ideologies*, Delhi: Vikas Pub

Dennis Austin (1978), *Politics in Africa*, Hanover, N.H.: University Press of New England

B. Guy Peters (1998), *Comparative Politics: Theory and Method*, Hound mills, Basingstoke: Palgrave Macmillan

Gabriel A. Almond & Sidney Verba (1963), *The Civic Culture: Political Attitudes and Democracy in Five Nations*, New Jersey: Princeton University Press

Andrew Heywood (2007), *Politics*, Basingstoke: Palgrave Macmillan

Goran Hyden (2005), *African Politics in Comparative Perspective*, Cambridge: Cambridge University Press

Walter C. Opello & Stephen J. Rosow (2004), *The Nation-State and Global Order: A Historical Introduction to Contemporary Politics*, Boulder, CO and London: Lynne Rienner

Robert H. Jackson (1993), *Quasi-States: Sovereignty, International Relations and the Third World*, Cambridge: Cambridge University Press

Richard S. Katz and William J. Crotty (Eds), (2006), *Handbook of Party Politics*, London and Thousand Oaks, CA: Sage

Pippa Norris (2000), *A Virtuous Circle: Political Communications in Post-Industrial Societies* Cambridge and New York: Cambridge University Press

Robert A. Dahl, Ian Shapiro, José Antonio Cheibub (Eds), (2003), *The Democracy Sourcebook*, Cambridge, MA: MIT Press

Michael Edwards (Ed.) (2011), *The Oxford Handbook of Civil Society*, Oxford: OUP

Anthony F. Lang, Jr., and Antje Wiener (Eds) (2017), *Handbook on Global Constitutionalism*, Cheltenham: Edward Elgar Publishing

Dennis Austin (1986), *Africa Repartitioned?*, London : Centre for Security and Conflict Studies,

Basil Davidson (1992), *The Black Man's Burden: Africa and the Curse of the Nation-State*, New York: Times Books/Random House

Stephen Ellis (1996) (Ed.), *Africa Now: People, Policies, Institutions*, The Hague: DGIS and London: James Currey Ltd.

Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton,. N.J.: Princeton University Press, 1996

V R Mehta (1996), *Foundation of Indian Political Thought: An Interpretation*, New Delhi: Manohar

Kamlesh Kumar Bajaj (2024), *Discovering India through the Bharatiya Lens: Breaking the Colonial and Marxist Myth*, Delhi: Prakhar Goonj Publications

Angadipuram Appadorai (1968), *The Substance of Politics*, London: Oxford University Press

A. Appadorai (2018), *Political Thoughts in India 400 BC-1980*,: Medha Publishing House

Betty Heimann (1937), *Indian and Western Philosophy: A Study in Contrasts*, London: Allen and Unwin

Sandipani Dash and Hysaint Eiguado-Okoeeguale (2022), "Ideational Imperatives of Political Development in Africa: Lessons for India and Other Post-Colonial Societies", *International Journal of African Studies*, 2(2), pp. 27-33

Suresh Kumar, "Post 1990s Democratic Winds of Change: Blowing from South to North." *Africa Quarterly*. May2011.

## Decoloniality and Africa

**Course Code: AS-DSE 04/ AS-GE 02**

**Teaching Hours: 45 Hours**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Decoloniality and Africa</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation Degree</b>	<b>NIL</b>

### Course Description:

This paper explores the decolonial movements in Africa, focusing on the historical, cultural, and intellectual processes of decolonisation. This paper examine how African societies resisted colonial rule and reasserted their agency by engaging with decolonial thoughts. The paper looks into contemporary debates around the lasting impacts of colonialism, the politics of knowledge production, and Africa's ongoing struggles for intellectual and political sovereignty in the postcolonial world.

### Learning Outcomes:

1. To introduce students to the key concepts and theoretical foundations of decoloniality in relation to broader global south historical and intellectual contexts.
2. To critically analyse the enduring impacts of colonialism and the ways global south and African societies have resisted, adapted to, and challenged colonial and neo-colonial structures.
3. To explore the role of African intellectuals and movements in decolonising knowledge systems and asserting epistemic sovereignty.
4. To examine colonial legacies in contemporary Africa in education, governance, culture, and global relations.
5. To engage with contemporary decolonial activism and assess its strategies, challenges, and significance in the Global South.

### Course Structure:

#### Unit 1: Theories of Decoloniality and African Thought (10 hours)

- Understanding the key differences between decolonial and postcolonial theory.
- Coloniality of Power and African experience of colonialism and its aftermath.
- African intellectuals' role in reshaping global epistemologies and challenging Western dominance in knowledge systems.

## **Unit 2: Colonial Legacies in Africa: Historical Contexts and Contemporary Struggles (10 hours)**

- Methods and modalities of colonial rule in Africa
- African resistance to colonial rule, such as the Mau Mau Uprising, the Algerian War of Independence, and others.
- Decolonization and Independence

## **Unit 3: The Politics of Knowledge: Decolonizing African Education and Intellectual Traditions (9 hours)**

- Pan-Africanism and Intellectual Solidarity
- Decolonizing Education and reclaiming indigenous knowledge, and languages.
- African Indigenous Knowledge Systems
- Decolonisation of minds

## **Unit 4: Contemporary Debates on Decoloniality in Africa (8 hours)**

- Neo-Colonialism and Globalisation, relationships with former colonial powers and multinational corporations.
- Intersection of decolonial thoughts with contemporary issues
- The Cultural Decolonisation for reclamation of traditional arts, languages, and practices that colonialism sought to erase.

## **Unit 5: Decolonial Activism and Social Movements in Contemporary Africa (8 hours)**

- Decolonial Movements and Resistance such as the #RhodesMustFall movement, struggles against French CFA, and resistance to Western cultural and economic hegemony.
- Youth and Social Media in Decolonial Struggles
- The role of African leadership in shaping global decolonial movements and forging alliances within the Global South.

**Tutorial activities:** to be added by the department to enhance the hands-on learning of the syllabus prescribed above.

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

### **Readings:**

Quijano, A. (2024). *Anibal Quijano: Foundational Essays on the Coloniality of Power*. Duke University Press.

Mignolo, W. D. (2013). Introduction: Coloniality of power and de-colonial thinking. *Globalization and the decolonial option*, 1-21.

- Quijano, A. (2007). Coloniality and modernity/rationality. *Cultural studies*, 21(2-3), 168-178.
- Mignolo, W. D., & Walsh, C. E. (2018). *On decoloniality: Concepts, analytics, praxis*. Duke University Press.
- Mignolo, W. D. (2013). Introduction: Coloniality of power and de-colonial thinking. *Globalization and the decolonial option*, 1-21.
- Mignolo, W. D. (2009). Epistemic disobedience, independent thought and decolonial freedom. *Theory, culture & society*, 26(7-8), 159-181.
- Mignolo, W. D. (2021). *The politics of decolonial investigations*. Duke University Press.
- Mignolo, W. D. (2007). Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality. *Cultural studies*, 21(2-3), 449-514.
- wa Thiong'o, N. (2018). *Decolonizing the mind*. Présence Africaine.
- Asante, M. K. (2003). *Afrocentricity: The theory of social change*. (No Title).
- Fanon, F., Sartre, J. P., & Farrington, C. (1963). *The wretched of the earth*. New York: Grove press.
- Cabral, A. (1974). *Return to the Source*. NYU Press.
- Reader, J. (1998). *Africa: A biography of the continent*. Penguin UK.
- Asante, M. K. (2018). *The history of Africa: The quest for eternal harmony*. Routledge.
- Asante, M. K. (2003). *African Studies: History, Politics, Economics, Culture*. Routledge.
- De Jong, F. (2022). *Decolonizing Heritage: Time to Repair in Senegal*. Cambridge University Press.
- Ndlovu-Gatsheni, S. J. (2015). Decoloniality as the future of Africa. *History Compass*, 13(10), 485-496.
- Omeje, K. (2015). Debating postcoloniality in Africa. *The crises of postcoloniality in Africa*, 1-22.
- Afolabi, O. S. (2020). Globalisation, decoloniality and the question of knowledge production in Africa. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 18(1), 93-110.

Auriacombe, C., & Cloete, F. (2019). Revisiting decoloniality for more effective research and evaluation. *African Evaluation Journal*, 7(1), 1-10.

Manthalu, C. H., & Waghid, Y. (Eds.). (2019). *Education for decoloniality and decolonisation in Africa* (pp. 25-46). Cham: Springer International Publishing.

Ndlovu-Gatsheni, S. (2018). *Epistemic freedom in Africa: Deprovincialization and decolonization*. Routledge.

Ndlovu-Gatsheni, S. (2018). The dynamics of epistemological decolonisation in the 21st century: Towards epistemic freedom. *The Strategic Review for Southern Africa*, 40(1).

Ndlovu-Gatsheni, S. J. (2022). *Empire, global coloniality and African subjectivity*. Berghahn Books.

**Skill Based Course****Travel and Tourism in Africa****Course Code: AS-SBC 01**

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Travel and Tourism in Africa	2	1	0	1	Graduation Degree	NIL

\*15 hours for lecture, and 30 hours for Practical/Practice/Project

**Course Description:**

This interdisciplinary course provides a critical and in-depth examination of the multifaceted dimensions of travel and tourism in Africa. It explores the historical evolution, socio-cultural impacts, economic significance, environmental considerations, and future trends shaping the tourism landscape across the diverse regions of the continent. Through theoretical frameworks, case studies, and critical analysis, students will gain a nuanced understanding of the challenges and opportunities inherent in developing sustainable and responsible tourism practices in Africa.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

1. Critically analyse the historical development and contemporary state of travel and tourism in various African contexts.
2. Evaluate the socio-cultural, economic, and environmental impacts of tourism on African communities and ecosystems.
3. Understand the complex interplay of globalization, development, and tourism in Africa.
4. Assess the role of different stakeholders (governments, private sector, local communities, NGOs) in shaping the tourism industry.
5. Analyse issues related to sustainability, ethics, and responsible tourism practices in the African context.
6. Evaluate the impact of political and economic factors, including conflict and governance, on tourism development.
7. Explore emerging trends and future directions in African tourism, including ecotourism, cultural tourism, and digital tourism.
8. Develop research skills and apply theoretical frameworks to analyse specific tourism-related issues in Africa.

## Course Structure:

1. Foundations, Historical Perspectives, and Socio-Cultural Impacts of Tourism (7 hours)
2. Economic Dimensions of Tourism, Environmental Considerations and Sustainable Tourism (8 hours)
3. Practical/ Project (30 hours)

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

## Readings:

*Case studies:* Articles focusing on specific socio-cultural impacts of tourism in different African regions.

*Case studies:* Economic impact assessments of tourism in specific African nations.

*Case studies:* Examples of successful and unsuccessful ecotourism initiatives in Africa.

*Contemporary articles and reports:* Discussing current challenges and future prospects for tourism in Africa.

*Optional:* Specific historical accounts of travel in pre-colonial and colonial Africa.

*Policy documents:* Examples of national tourism policies from African countries.

World Tourism Organization (UNWTO) publications on African tourism trends and forecasts.

Akama, J. S. (Ed.). (2012). *Tourism in Africa: The essence of the continent*. Routledge.

Binns, T., & Nel, E. (2002). *Tourism, development and local benefit*. Channel View Publications.

Bruner, E. M. (2005). *Culture on tour: Ethnographies of travel*. University of Chicago Press. (Selected Chapters)

Buckley, R. (2010). *Sustainable tourism: Research and issues*. Routledge. (Relevant Chapters)

Buhalis, D., & Law, R. (2008). Progress in information technology and tourism management: 20 years on and 10 years ahead the state of eTourism research. *Tourism Management*, 29(4), 609-623.

Burns, P. M. (1999). *An introduction to tourism and anthropology*. Routledge. (Chapter 2)

Campbell, C. (2003). *The end of tourism: The cataclysmic final decades of the industry*. Earthscan. (Consider its relevance to African contexts)

Dieke, P. U. C. (2000). *The political economy of African tourism*. Cognizant Communication Corporation.

Dieke, P. U. C. (2003). The political economy of tourism development in Africa. *Current Issues in Tourism*, 6(6), 503-527.

Ghimire, K. B. (Ed.). (2001). *The social life of tourism*. Earthscan. (Relevant case studies from Africa)

Goodwin, H. (2011). *Responsible tourism: Principles and practice*. CABI. (Chapter on Governance and Policy)

Hall, C. M. (2010). *Tourism planning: Policies, processes and relationships*. Pearson Education. (Relevant Chapters)

Harrison, D., & Husbands, W. (Eds.). (2005). *Practicing responsible tourism: International case studies in tourism planning, policy, and development*. John Wiley & Sons. (African examples)

Higham, J. E. S., & Beeton, S. (Eds.). (2018). *Wildlife tourism: Impacts, management and planning* (2nd ed.). Routledge. (Case studies from Africa)

Honey, M. (2008). *Ecotourism and sustainable development: Who owns paradise?* (2nd ed.). Island Press. (Selected Chapters)

Hughes, G. (2018). *Understanding tourism mobilities: Places, networks, and flows*. Routledge. (Apply to African contexts)

Morgan, N., Pritchard, A., & Pride, R. (2011). *Destination branding: Creating the unique destination proposition* (3rd ed.). Butterworth-Heinemann. (Case studies from Africa)

Mowforth, M., & Munt, I. (2016). *Tourism and sustainability: Development, globalisation and new tourism in the Third World* (4th ed.). Routledge.<sup>1</sup> (Significant focus on developing countries, including Africa)

Nkemnkeng, A. N. (2014). *Tourism and economic development in Africa*. Springer.

Okello, M. M. (2011). *Wildlife tourism in Africa: Impacts and management*. CABI.

Pritchard, A., & Morgan, N. J. (2001). *Hospitality and tourism: A global industry perspective*. Butterworth-Heinemann. (General overview with African relevance)

Ritchie, B. W. (2009). *Crisis and disaster management for tourism*. Channel View Publications. (Relevant Chapters)

Robinson, M., Picard, D., & Long, P. (Eds.). (2004). *Cultural tourism in a changing world: Politics, participation and (re)presentation*. Channel View Publications. (Selected Chapters on Africa)

Rogerson, C. M., & Visser, G. (Eds.). (2007). *Urban tourism in the developing world: The South African experience*. Transaction Publishers. (Relevant Chapters on policy and planning)

Scheyvens, R. (2002). *Tourism for development: Empowering communities*. Pearson Education. (Chapter 3)

Sharpley, R., & Telfer, D. J. (Eds.). (2015). *Tourism and development: Concepts and issues* (2nd ed.). Channel View Publications. (Strong developing world focus)

Sinclair, M. T. (1998). Tourism and economic development: A survey. *The Journal of Development Studies*, 34(5), 1-51.

Smith, V. L. (Ed.). (1989). *Hosts and guests: The anthropology of tourism* (2nd ed.). University of Pennsylvania Press. (Selected Chapters)

Spenceley, A. (Ed.). (2008). *Responsible tourism: Global perspectives*. Goodfellow Publishers. (Selected Chapters focusing on Africa)

Stone, M. T., & Stone, S. S. (2019). *Dark tourism and place identity: Managing and marketing difficult heritage*. Routledge. (Relevant for understanding sites of conflict and memory in Africa)

Telfer, D. J., & Sharpley, R. (2008). *Tourism and development in the developing world*. Routledge. (Chapters 4 & 5)

Timothy, D. J., & Nyaupane, G. P. (2009). *Cultural heritage and tourism: An introduction*. Channel View Publications. (Chapters 1 & 2)

Tribe, J. (2011). *The economics of tourism*. Butterworth-Heinemann. (Apply economic principles to the African context)

Urry, J., & Larsen, J. (2011). *The tourist gaze 3.0*. Sage. (Critical lens for analysing tourism in Africa)

Visser, G., & Rogerson, C. M. (Eds.). (2004). *Tourism and transformation in the developing world*. Elsevier. (Significant South African and broader African content)

Walmsley, D. J. (2011). *Globalisation and tourism: Global change and local transformations*. Sage. (Chapter 1)

## Food Nutrition and Technology in Africa

Course Code: AS-SBC 02

Course title	Credits	Credit distribution of the course			Eligibility Criteria	Pre-Requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Food Nutrition and Technology in Africa	2	1	0	1	Graduation Degree	NIL

\*15 hours for lecture, and 30 hours for Practical/Practice/Project

### Course Description:

This course explores the dynamics of food nutrition and technology in Africa through the perspectives of public health, sustainability, reducing hunger and technology. Major emphasis is placed on understanding regional strategies and institutional responses to food insecurity.

### Course Objective:

- This course examines the historical and contemporary causes of malnutrition and nutrition transition in diverse African contexts.
- Course investigates how ecological farming, post-harvest technologies, and food systems impact agricultural sustainability.
- This course explores the role of national institutions, policy frameworks, and technological hubs in enhancing food and nutrition security.

### Learning Outcomes:

By the end of the course, students will be able to analyse structural patterns in African nutrition and agriculture. They will be familiarised with both grassroots and high-tech solutions to food system challenges. They will be equipped to engage critically with country-specific programs and innovations shaping the future of food security in Africa.

### Course Structure:

- Unit 1: Nutrition in Africa, Food system and agriculture, and the Role of technology (7 hours)

- Unit 2: Country specific (Nutrition program, technology hubs & research institute) (8 hours)
- Practical/ Project (30 hours)

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

### Readings:

Ajl, M. (2021). Food sovereignty, the national question, and post-colonial development in Africa. In M. B. Gadha, F. Kaboub, K. Koddenbrock, I. Mahmoud, & N. S. Sylla (Eds.), *Economic and monetary sovereignty in 21<sup>st</sup> century Africa* (pp. 238–258).

Aworh, O. C., & Owusu-Darko, P. G. (Eds.). (2024). *Nutritional and health aspects of food in Western Africa*. Academic Press.

Aworh, O. C., & Owusu-Darko, P. G. (Eds.). (2024). *Nutritional and health aspects of food in Western Africa*. Academic Press.

Bartel, C. (2010). Enhancing food security in Africa through science, technology and innovation. *UNCTAD Technology and Innovation Report 2010*. <http://www.atdforum.org/journal/htm/2009-34/11>

Dixon, J., Garrity, D. P., Boffa, J., Williams, T. O., Amede, T., Auricht, C., ... & Mburathi, G. (2020). Farming systems and food security in Africa. *J. Dixon, DP Garrity, J.-M. Boffa, TO Williams, & T. v (Eds.), Priorities for science and policy under global change*.

Hassanally, S., Naicker, A., & Singh, E. (2020). Snack development for school feeding programs in Africa. *International Journal of Environmental Research and Public Health*, 17(14), 4967.

Lachat, C., Nago, E., Roberfroid, D., et al. (2014). Developing a sustainable nutrition research agenda in sub-Saharan Africa – Findings from the SUNRAY project. *PLoS Medicine*, 11(1), e1001593.

Lartey, A., Guthiga, P., Tefara, W., Badiane, O., Thiam, A., Fawzi, W., & Madzorera, I. (2024). Transforming Africa's food systems: Building resilience to deliver healthy diets. *Proceedings of the Nutrition Society*. Cambridge University Press & Assessment.

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Musa, M. K., Abdulsalam, A., Haruna, U. A., Zakariya, F., Okon, I. I., Musa, S. S., & Lucero-Prisno, D. E. (2023). Exploring the potential of artificial intelligence to boost Africa's food security. *In Advances in Food Security and Sustainability (Vol. 8, pp. 267–286)*.

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UNIVERSITY OF DELHI

**MASTER OF ARTS IN EAST ASIAN STUDIES**

NEP-2020 based PGCF (First-Year)

(Effective from Academic Year 2025-26)

PROGRAMME BROCHURE (DRAFT)



Revised Syllabus as approved by Academic Council on XXXX, 2025 and the Executive Council on XXXX, 2025

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## **I. About the Department**

The Department of East Asian Studies began as the *Centre for Chinese Studies* in 1964. Japanese Studies was introduced in 1969 and the department was renamed the *Department of Chinese and Japanese Studies*. After introducing Korean Studies in 2001, the department was rechristened as the Department of East Asian Studies. The department is part of the Faculty of Social Sciences, University of Delhi.

The department offers four postgraduate courses: M.A. in East Asian Studies, Japanese, Chinese and Korean Language. It provides an interdisciplinary PhD in East Asian Studies, offering opportunities in diverse areas such as history, culture, language, literature, society, economics, politics, security studies, and international relations.

In M.A. and Ph.D. in East Asian Studies, language is a compulsory component, and students must learn one of the three East Asian languages: Chinese, Japanese and Korean. The department also offers full-time postgraduate diplomas in Chinese, Japanese, and Korean languages, besides part-time certificate, diploma, and advanced diploma courses in Chinese, Japanese and Korean languages in various colleges of the University of Delhi.

## **II. Introduction to NEP 2020 PG Curricular Framework (PGCF)**

The National Education Policy (NEP) 2020's PG Curriculum Framework (PGCF) promotes student flexibility by allowing them to choose courses from various categories, including core, discipline-specific, generic, and skill-based. The PGCF also implements a grading system for course evaluation, which is considered more uniform than the traditional marks system, facilitating the calculation of CGPA and enabling seamless academic mobility among institutions. This uniformity also benefits potential employers in assessing candidate performance.

### **2.1 Definition**

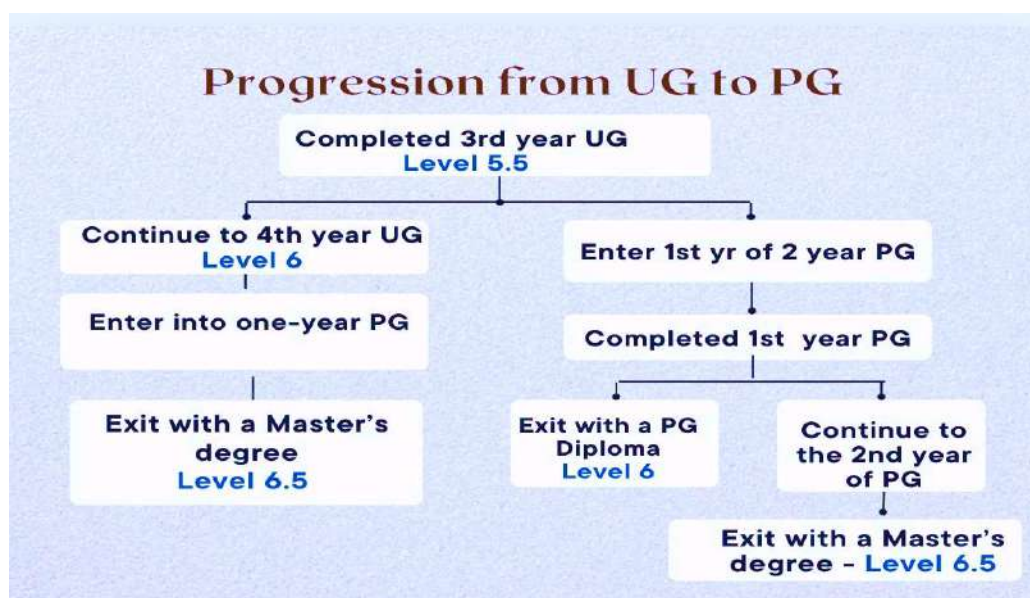
- A. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes, etc., designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- B. 'Course' means a segment of a subject that is part of an Academic Programme.
- C. 'Programme Structure' means a list of courses (Core, Elective, General Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.

- D. 'Department Specific Core' (DSC) means a course that a student admitted to a particular programme must complete to receive the degree, which cannot be substituted by any other course.
- E. 'Department Specific Elective Course' (DSE) is an optional course to be selected by a student from courses offered in the same Department/Centre.
- F. 'Generic Elective'(GE) is an elective course available for students of the MA programmes in other departments. Students of other departments will opt for these courses, subject to fulfilling the eligibility criteria as laid down by the Department offering the course.
- G. 'Skill-Based Course' (SBC) refers to courses that include a strong component of imparting skills to students. These skills may consist of understanding based on hands-on exercises, language training, methodological skills, policy analysis, and relevant areas of study.
- H. 'Credit' means the value assigned to a course, which indicates the level of instruction.

One hour lecture per week equals 1 Credit, and 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.

- I. 'SGPA' means Semester Grade Point Average calculated for the individual semester.

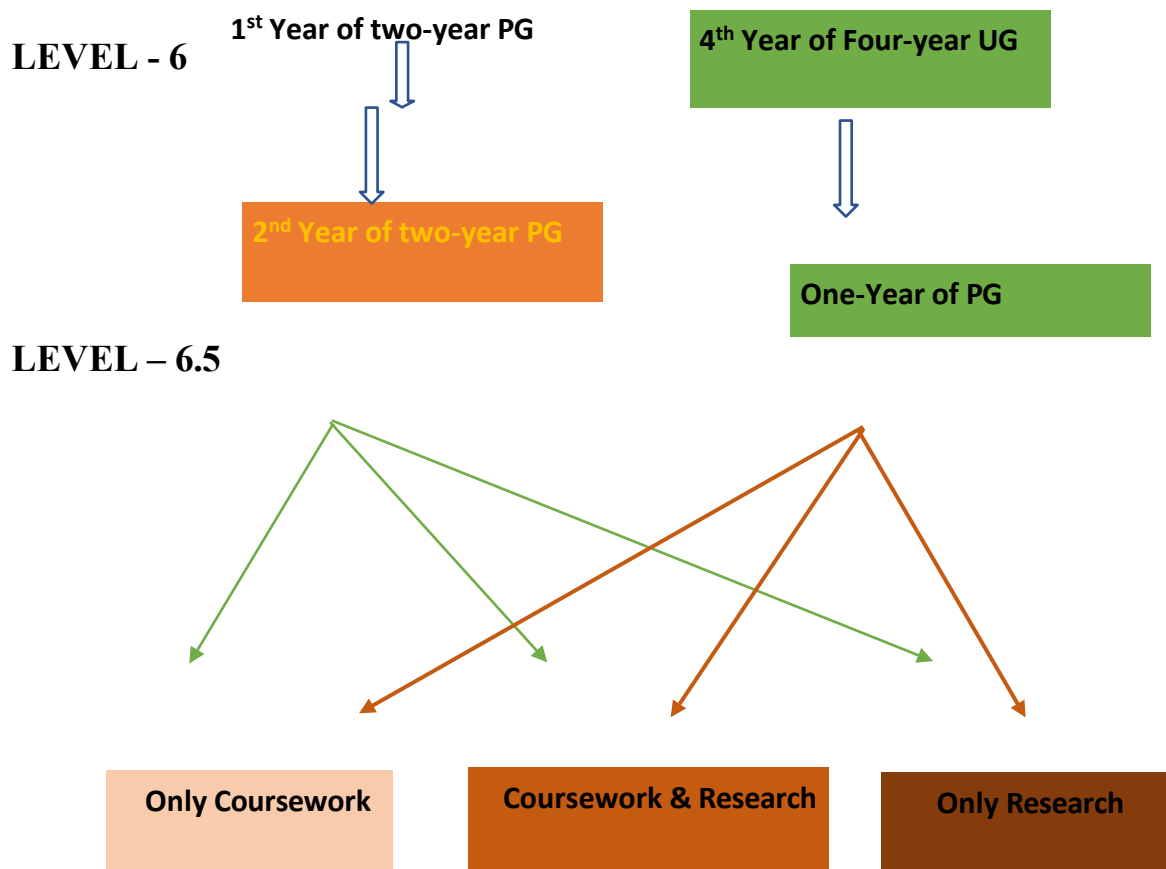
## 2.2 Progression from UG to PG:



## 2.3 Programme of Study and the corresponding qualification levels

First year UG Programme – Level 4.5  
Second Year UG Programme – Level 5  
Third Year UG Programme – Level 5.5  
Fourth Year UG Programme – Level 6  
First year of Two-Year PG Programme – Level 6  
Second Year of Two-Year PG Programme – Level 6.5  
One year of PG Programme after 4-year UG – Level 6.5  
First year of Two Year PG Programme after 4 Year UG – Level 6.5  
Second year of Two-Year PG Programme after 4-Year UG – Level 7

**a. Postgraduate Curricular Framework 2024 (based on NEP 2020)**



**1st Year of PG curricular structure for 2 year PG Programmes ( 3+2)**

<b>Semester</b>	<b>DSC</b>	<b>DSE</b>	<b>2 Credit course</b>	<b>Dissertation/ Academic Project/ Entrepreneurship</b>	<b>Total Credits</b>
<b>Semester- I</b>	<b>DSC-1</b>  <b>DSC -2</b>  <b>DSC - 3</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  <b>OR</b>  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	<b>22</b>
<b>Semester- II</b>	<b>DSC-4</b>  <b>DSC -5</b>  <b>DSC - 6</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  <b>OR</b>  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	<b>22</b>

**Curricular Structures of 2nd Year of PG for Two-year PG  
Programme (3+2)**

**Or**

**One-year PG Programme after completion of Four-Year UG  
Programme (4+1)**

**Structure 1 (Level 6.5): PG Curricular Structure with only  
coursework**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	To tal Cre dits
Semester- III	DSC- 7  DSC -8  (8 credits)	Three DSEs OR Two DSEs & One GE (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)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/Specialised laboratory/Internship/ Apprenticeship/ Hands on Learning  (2 credits)	Nil	22

**Structure 2 (Level 6.5): PG Curricular Structure with Coursework <sup>±</sup>**

**Research**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7  DSC -8  (8 credits)	Two DSEs  OR  One DSE & One GE* (8 credits)	Nil	See detailed outcomes below  (6 credits)	22
Semester- IV	DSC-9  DSC -10  (8 credits)	Two DSEs  OR  One DSE & One GE* (8 credits)	Nil	See detailed outcomes below  (6 credits)	22

\* For those opting for the ‘Entrepreneurship’ track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing a Dissertation or Academic Projects, they may opt for any GE of their choice or study only the DSEs.

**NOTE:** *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **not a repetition of work done in the 4<sup>th</sup> Year of the UG programme.** It may be an extension though of the work done in the 4<sup>th</sup> Year of UG programme.*

## A. Outcomes expected of the Dissertation writing track in the 2<sup>nd</sup> Year of PG Programmes

### Semester III

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

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

### Semester IV

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

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. 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 reputed journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher

## B. Expected outcomes of Academic Projects in the 2<sup>nd</sup> Year of PG Programmes

### Semester III

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

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

### Semester IV

The following three outcomes must be achieved by the end of

IV Semester:

i. Completion of the experimentation, fieldwork or similar task

ii. Submission of project report

iii. 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 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

### Structure 3 (Level 6.5): 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) <b>Advanced Research Methodology</b> of the core discipline  +  (b) <b>Tools for Research</b>  (2x2 = 4 credits)	Outcomes are listed below the table  (10 credits)	22

<b>Semester IV</b>	-	<b>1 DSE</b>  or a DSE of an allied subject  related to the area identified for research  <b>(4 Credits)</b>	<b>Techniques of research writing</b>  <b>(2 credits)</b>	<b>(16 credits)</b>	<b>22</b>
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**Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”**

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

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

**Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”**

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

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:
  - a. Publication in Scopus indexed journals #
  - b. Patent
  - c. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - d. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition

of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

### **2.5 Programme Objectives (POs)**

M.A. in East Asian Studies (Course Code MA-EAS)

- To create experts in the field of area studies
- To obtain a holistic perspective of the area through emphasis on linguistic training of the area, as well as a multidisciplinary social science approach.

### **2.6 Programme Specific Outcomes (PSOs)**

At the end of the programme, students will have comprehensive knowledge about East Asia and specialisation in China/Japanese/Korean Studies.

- Focus on aspects of history, culture, society, politics, economy, international relations, etc. of the East Asian region represented mainly by China, Japan and Korea.
- Training in one of the East Asian Languages (Chinese, Japanese, or Korean) is an essential component of the course.
- Option to specialise in either China, Japan, or Korea.
- Option to join Ph.D. Programme in East Asian Studies after the successful completion of this course.
- Aimed to create experts on East Asia for research projects in think tanks, NGOs, government agencies, international organisations, newspaper agencies, etc.

## **III. Master's Programme Details**

Teaching: The faculty of the Department is primarily responsible for organising lecture work for the M.A. East Asian Studies. The instructions related to tutorials are provided by the Department of East Asian Studies.

### **Eligibility for Admissions**

Refer to the Bulletin of Information as published by the University of Delhi.

### **Assessment of Students' Performance and Scheme of Examination**

As per the University's Rule

### **Pass Percentage & Promotion Criteria**

As per the University's Rule

**Semester to Semester Progression**

As per the University Examination rule.

**Conversion of Marks into Grades**

Conversion of Marks into Grades as per the University rule.

**Grade Points**

Grade point table as per the University Examination rule

**CGPA Calculation**

As per the University Examination rule.

**Grand SGPA Calculation**

As per the University Examination rule.

**Conversion of Grand CGPA into Marks**

As per the University Examination rule.

**Division of Degree into Classes**

As per the University Examination rule.

**Attendance Requirement**

As per the University Examination rule.

**Guidelines for the Award of Internal Assessment Marks**

As per the University Examination rule.

**Master's Programme (Semester Wise)**

**Course Code note on Formulation**

The course codes are alphanumeric combinations

“EAS” refers to the discipline “East Asian Studies”, thereby distinguishing these courses from other disciplines.

The numeric digit refers to the semester. Each number is read as follows:

- 1 is Semester I
- 2 is Semester II
- 3 is Semester III
- 4 is Semester IV

The remaining digits are numbers, referring simply to the serial number of individual courses. In Semesters, the following abbreviations are used for papers from Chinese/Japanese/Korean/East Asia/ Taiwan disciplines.

Chinese: CH

Japanese: JP

Korean: KR

Taiwan: TW

East Asia: EA

### 1st Year of PG curricular structure for 2-year PG Programmes ( 3+2)

#### Semester I (22 Credits)

3(DSC) x 4 (credit) =12 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	DSC-EA-101	History of East Asia
DSC	DSC-EA-102	Society and Culture in East Asia
DSC	DSC-EA-103	International Relations in East Asia
DSE	DSE-CH-101	Modern China
DSE	DSE-CH-102	Chinese Society and Culture
DSE	DSE-JP -101	Pre-Modern Japan
DSE	DSE-JP-102	Japanese Society and Culture
DSE	DSE-KR-101	Pre-Modern Korea
DSE	DSE-KR-102	Korean Society and Culture
GE	GE	GE: From any other department

#### Skill-Based Courses (SBC)

SBC-EAS-101	Chinese/Japanese/Korean Language
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#### Generic Elective (GE) Courses: 4 Credits

GE	EAS-GE-101	Modern China
GE	EAS-GE-102	Pre-Modern Japan
GE	EAS-GE-103	Pre-Modern Korea

DSE	EAS-GE--104	Chinese Society and Culture
DSE	EAS-GE-105	Japanese Society and Culture
DSE	EAS-GE-106	Korean Society and Culture

**Semester II (22 Credits)**

3(DSC) x 4 (credit) =12 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

1 (Skill-based course/workshop/internship/Hands-on training)x2= 2

DSC	DSC-EA-201	Political Economy of East Asia
DSC	DSC-EA-202	East Asia and the World
DSC	DSC-EA-203	Indian Knowledge System in East Asia
DSE	DSE-CH-201	Intellectual Debates in Modern China
DSE	DSE-CH-202	Government and Politics of China
DSE	DSE-CH-203	Chinese Literature
DSE	DSE-JP -201	Modern Japan
DSE	EAS-JP-202	Politics and Governance of Japan
DSE	EAS-JP-203	Japanese Literature
DSE	DSE-KR-201	Korean Government and Politics
DSE	DSE-KR-202	Korean Literature
GE	GE	GE: From any other department

**Skill-Based Courses (SBC)**

SBC-EAS-201	Chinese/Japanese/Korean Language
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**Generic Elective (GE) Courses**

GE	EAS-GE-201	Intellectual Debates in Modern China
GE	EAS-GE -202	Government and Politics of China
GE	EAS-GE-203	Politics and Governance of Japan
GE	EAS-GE-204	Korean Government and Politics

GE	EAS-GE-205	Modern Japan
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**Total credits of the course = Semester I + II = 22+22 = 44**

#### **IV. Registration /Admission of Foreign Nationals:**

The foreign nationals seeking admission in the Department shall have to register with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The website link is: <http://fsr.du.ac.in>.

#### **V. LIST OF COURSES**

##### **List of Core Courses**

1.	DSC-EA-101	History of East Asia
2.	DSC-EA-102	Society and Culture in East Asia
3.	DSC-EA-103	International Relations in East Asia
4.	DSC-EA-201	Political Economy of East Asia
5.	DSC-EA-202	East Asia and the World
6.	DSC-EA-203	Indian Knowledge Systems in East Asia

##### **List of Department-Specific Elective Courses (DSE)**

1.	DSE-CH-101	Modern China
2.	DSE-CH-102	Chinese Society and Culture
3.	DSE-JP -101	Pre-Modern Japan
4.	DSE-JP-102	Japanese Society and Culture
5.	DSE-KR-101	Modern Korea
6.	DSE-KR-102	Korean Society and Culture

7.	DSE-CH-201	Intellectual Debates in Modern China
8.	DSE-CH-202	Government and Politics of China
9.	DSE-CH-203	Chinese Literature
10.	DSE-JP -201	Modern Japan
11.	DSE -JP-202	Politics and Governance of Japan
12.	DSE -JP-203	Japanese Literature
13.	DSE -KR-201	Korean Government and Politics
14.	DSE -KR-202	Korean Literature

**List of Generic Elective Courses (GE):**

1.	EAS-GE-101	Modern China
2.	EAS-GE-102	Pre-Modern Japan
3.	EAS-GE-103	Modern Korea
4.	EAS-GE--104	Chinese Society and Culture
5.	EAS-GE-105	Japanese Society and Culture
6.	EAS-GE-106	Korean Society and Culture
7.	EAS-GE-201	Intellectual Debates in Modern China
8.	EAS-GE -202	Government and Politics of China
9.	EAS-GE-203	Politics and Governance of Japan
10.	EAS-GE-204	Korean Government and Politics
11.	EAS-GE-205	Modern Japan

**List of Skill-Based Courses (SBC)**

1.	EAS-SBC-101	Chinese/Japanese/Korean Language
2.	EAS-SBC-201	Chinese/Japanese/Korean Language

**VI. Course-Wise Content Details for M.A. in East Asian Studies Programme**  
***Course Description, Objectives, Outcomes & Details***  
***Course Outline***

**DSC-EAS-101 History of East Asia**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>History of East Asia</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description**

The objective of the compulsory paper titled “History of East Asia” as a compulsory course in the first semester of the M.A. in East Asian Studies, is to acquaint the students with the major events, dynasties and historical phenomena in the course of the evolution and shaping of the civilisation in the East Asian region in general and the three regions, namely China, Japan and Korea in particular, in a chronological order, to serve as a backdrop for the study of issues of social, political and economic changes in other compulsory and optional papers.

**Course Objective**

The objective of this course is to present an overview of the major trends of historical changes that took place in three East Asian countries: China, Japan and Korea. As a compulsory course, this course is designed to serve as background knowledge for students to acquaint themselves with the civilisation of East Asia.

**Course Outcome**

This course would create a foundation for East Asian students to pursue further the various aspects of East Asia, such as economy, politics, culture, society, foreign relations, philosophy, art, literature, etc., in due course of time.

## Course Outline

### Unit I: Introduction

3 Hours

### Unit II: History of China

14 Hours

1. Major patterns, trends and characteristics of Chinese History
2. Ideology and the Chinese state -from Pre-Qin (pre-221 BCE) to the Qing (1644-1911)
3. Sovereignty and state legitimation- from Pre-Qin to the Qing era
4. From aristocracy to bureaucracy- from pre-Qin to the Qing
5. Sino-barbarian relations- from pre-Qin to the Qing
6. The patterns of the Chinese economy- from pre-Qin to the Qing
7. Military transformation and development- from pre-Qin to the Qing
8. Chinese Maritime Past- from pre-Qing to the Qing
9. China and the Outer World- from pre-Qin to the pre-modern era
10. Coming of the West and Chinese Nationalism- mid-19<sup>th</sup> to mid-20<sup>th</sup> century

### Unit III : History of Japan

14 Hours

1. Archaeological evidence and the beginnings of Japanese civilisation: From Palaeolithic Age and Neolithic Age to Jōmon period and the Settled Agricultural community of the Yayoi period.
2. Emergence of social stratification and the State: The Tomb culture and the nature of clan politics of the Yamato State
3. Sinification of the Yamato state and society: Buddhism and its impact on society, culture, administrative reorganisation, art, architecture, literature and philosophy
4. Economic Crisis and the Decline and disintegration of the centralised Japanese empire: Shōen system (Land grants) and the emergence of regional lords
5. Aristocracy in Japanese society and politics: Fujiwara hegemony and the emergence of a culture of landed elites in Japanese society and politics
6. Military in Politics: Evolution and rise of the Samurai class in Japanese society and politics and its impact on the social, economic and political reorganisation
7. Military Aristocracy and the Era of Warring States: Decentralised feudalism and evolution of region-specific patterns of culture, art, architecture
8. Reunification of Japan and the emergence of a centralised feudal set-up under the Tokugawa Shogunate
9. Characteristic features of Tokugawa polity, society, culture and economy
10. Decline of Tokugawa feudalism and transition to Japanese capitalism: Meiji period reforms and its impact on Japanese society, culture and economy

### Unit IV: History of Korea

14 Hours

1. Ancient Korea- People, its foundation and Gojoseon
2. The Three Kingdoms- Goguryeo, Baekje, and Shilla
3. The United Kingdom of Shilla and Balhae
4. Goryeo Dynasty- Buddhist Culture, Bureaucracy, International Relations
5. Joseon Dynasty (1)- Foundation and the Two Wars

6. Joseon Dynasty (2)- 18<sup>th</sup> and 19<sup>th</sup> century Development and Struggle
7. Japanese Colonial Period (1910-1945)- Colonial Policy and Korean Nationalism
8. Independence and the Korean War (1945-1953)- Partition and war effects
9. The Cold War- the North vs. South Korea
10. Contemporary Korea- Political and Economic Developments

### Reading List

1. Paul Ropp (ed.), Heritage of China (Berkeley: University of California Press, 1990)
2. John K. Fairbank and Merle Goldman, China: A New History (Cambridge: Harvard University Press, 1998).
3. Cho-Yun Hsu, China: A New Cultural History (New York: Columbia University Press, 2006).
4. Jack Gray, Rebellions and Revolutions, China from the 1800s to the 1980s (Oxford: Oxford University Press, 1990).
5. Peter Zarrow, China in War and Revolution, 1895-1949 (London: Routledge, 2005).
6. J. W. Hall, History of Japan: From Prehistory to Modern Times, Littlehampton, 1970
7. G.B. Sansom, Japan: A Short Cultural History, Appleton, 1962
8. William Wayne Farris, Japan to 1600: A Social and Economic History, University of Hawaii Press, 2009
9. Mikiso Hane, Japan: A Short History, One World, 2013 Conrad Totman, A History of Japan, Wiley Blackwell, 2014
11. Carter J. Eckart et al., Korea Old and New: A History (Seoul, Ilchokak Publishers (in Association with Korea Institute, Harvard University), 1990)
12. Bruce Cumings, Korea's Place in the Sun: A Modern History (New York: W W Norton, 1997).
13. Michael J. Seth, A History of Korea: From Antiquity to the Present (Lanham, Maryland: Rowman and Littlefield Publishers, 2011).
14. Andrew C. Nahm, Korea: Tradition and Transformation- A History of Korean People (Elizabeth, NJ, Hollym International, 1988).
15. Man-Gil Kang, A History of Contemporary Korea (Folkestone, Kent, Global Oriental, 2005).

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching, presentations and assignments for internal assessment.

## DSC-EA-102 Society and Culture in East Asia

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

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course

		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Society and Culture in East Asia</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description

This course is designed to introduce East Asian society and culture, examining its rich tradition and culture, family, marriage, religion, education and social movements. The paper will also acquaint the student with the traditional social structures and value systems of East Asia. This paper will examine the complexities of social issues and deviance in contemporary East Asian Society. Key sociological concepts, theories, and frameworks necessary for analysing East Asian society and culture will be introduced.

### Course Objectives

1. To comprehend the salient aspects of East Asian society and its Culture.
2. Understand the ethics, beliefs, education and value system of China, Japan and Korea.
3. To study various social institutions and social phenomena of East Asia.
4. Analyse East Asian society from the perspective of sociological theories.

### Course Learning Outcomes

Gain a nuanced understanding of East Asian society & culture and appreciate the diversity and richness of its traditions. It will enable the students to establish their own critical perspectives on contemporary East Asian society. To develop an awareness of ethical, social and cultural issues and be able to grasp the importance of working culture of professional skills and responsibilities.

### Course Outline

#### Unit I: Introduction

**12 Hours**

1. Introduction to East Asian Society
2. Social Structures and Institutions in East Asia: Family, Filial Piety, Kinship, Education, Religion, State and Economy

#### Unit II : Social Stratification and Organisation in East Asia

**11 Hours**

1. Social Stratification in East Asia
2. Social Organisations: Work Culture, Employment, Business and Management in East Asia

#### Unit III: Social Change and Continuity

**11 Hours**

1. Culture: Popular Culture and Social Trends in East Asia
2. Social Processes: Social Change and Modernisation

**Unit IV: Social Movements, Civil Society, and Social Control & Deviance    11 Hours**

1. Social Movements and Civil Society
2. Social Issues and Deviance in Contemporary East Asian Societies

**Reading List**

1. Broadbent, Jeffrey, Brockman, Vicky. (2011), (Eds.) *East Asian Social Movements: Power, Protest, and Change in a Dynamic Region*. Springer.
2. Chie Nakane, (1970), *Japanese Society*. University of California Press, Berkeley.
3. Donald Denoon et.al. (2001), *Multicultural Japan: Palaeolithic to Postmodern*. Cambridge University Press.
4. Emiko Ochiai, (1997), *Japanese Family in Transition: A Sociological Analysis of Family Change in postwar Japan*. LTCB International Library Foundation.
5. Ebrey, Patricia, (1984), "Introduction: Family Life in Late Traditional China", *Modern China*, Vol. 10, No.4, pp. 379-385.
6. Fei, Xiaotong, trans. Gary G. Hamilton and Wang Zheng, (1992), *From the Soil: The Foundations of Chinese Society*. University of California Press.
7. H. Byron Earhart, (2013), *Religion in Japan: Unity and Diversity*. Wadsworth Publishing, 5 edition.
8. Hee Yeon Cho, Lawrence Surendra, Hyo-je Cho (2013 ), (eds.) *Contemporary South Korean Society: A Critical Perspective*. Routledge.
9. Jacka, Tamara, Andrew B. Kipnis, and Sally Sargeson, (2013), *Contemporary China: society and social change*. Cambridge University Press.
10. Jon Hendry, (1987), *Understanding Japanese Society*. Croom Helm, London.
11. Margery Wolf and Roxane, Witke, (2008), *Women in Chinese Society*. ACLS Humanities.
12. Laurence G. Thompson, (1995), *Chinese Religion: An Introduction*. Wadsworth Publishing.
13. Roger Janelli, Dawnhee, Janelli, (1982), *Ancestor Worship and Korean Society*. Stanford University Press.
14. Peilin Li. (2012 ), (ed.) *Chinese Society: Change and Transformation*. Routledge.
15. Schwartz, Frank J; Pharr, Susan J Pharr, (2003), *State of Civil Society in Japan*, Cambridge University Press, New York.
16. W. John Morgan, Bin Wu (2011). (ed.) *Education Reform in China: Beyond the Expansion*, Routledge.
17. Xiaowei, Zang (2019), (2<sup>nd</sup> ed.), *Understanding Chinese Society*, Routledge.

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

## **DSC-EAS-103 International Relations in East Asia**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
International Relations in East Asia	<b>04</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### **Course Descriptions**

This course introduces the interdisciplinary field of International Relations and Area Studies. It seeks to elucidate the complexities inherent in global, regional and local diversity and the interaction between global processes and local contexts. The course is designed to equip students with analytical tools and theoretical frameworks for further research.

### **Course Objective**

This course aims to introduce graduate students to theories of International Relations, with a particular emphasis on the local dimensions of these theories and the evolving school of international relations theories in India and East Asia.

### **Course Outcome**

Students will develop the ability to comprehend and apply various theories of International Relations, such as Realism, Liberalism, Constructivism, the Relational Approach, Japanese IR, Korean Universalism, Global IR and the India Way, in their future research endeavours and utilise suitable approaches to conduct research. Furthermore, they will be equipped to employ an area studies approach to refine and expand their understanding of Area Studies.

### **Course Outline**

#### **Unit I : Introduction**

**4 Hours**

1. Introduction to International and Area Studies

#### **Unit II: IR Theories and Indian IR**

**16 Hours**

1. International Relations Theory
2. Indian IR

**Unit III: East Asia and ASEAN**

**15 Hours**

1. Chinese School of International Relations
2. Japanese International Relations
3. Korean Universalism
4. ASEAN Way

**Unit IV: Pluriversal IR**

**10 Hours**

1. Global IR
2. Pluriversal IR

**Reading List**

1. Acharya, Amitav. *International relations and area studies: Towards a new synthesis?*. Institute of Defence and Strategic Studies, Nanyang Technological University, 2006.
2. Cumings, Bruce. "Boundary displacement: Area studies and international studies during and after the Cold War." *Bulletin of Concerned Asian Scholars* 29, no. 1 (1997): 6-26.
3. Katzenstein, Peter J. "Area studies, regional studies, and international relations." *Journal of East Asian Studies* 2, no. 1 (2002): 127-137.
4. Szanton, David L., ed. *The politics of knowledge: Area studies and the disciplines*. Univ of California Press, 2004.
5. Devetak, Richard, Jim George, and Sarah Percy, eds. *An introduction to international relations*. Cambridge University Press, 2017.
6. Waltz, Kenneth N., *Theory of International Politics*, (New York: Random House, 1979). Singer,
7. Morgenthau, Hans J. *Politics Among Nations*, (New York: McGraw-Hill, 1993), pp. 3-17.
8. Carr, E.H., 'The Realist Critique', *The Twenty Years' Crisis 1919-1939*, (New York: Palgrave, 1981), pp. 63-88
9. Keohane, Robert and Joseph Nye, *Power and Interdependence*, (London: Harper Collins, 1989).
10. Wendt, A., 1992. Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(2), pp.391-425.
11. Booth, K., 2002. Security and self: reflections of a fallen realist. In *Critical Security Studies* (pp. 83-119). Routledge.
12. Ruggie, J.G., 1998. What makes the world hang together? Neo-utilitarianism and the social constructivist challenge. *International organization*, 52(4), pp.855-885.
13. Tickner, J.A., 1988. Hans Morgenthau's principles of political realism: A feminist reformulation. *Millennium*, 17(3), pp.429-440.

14. Cox, Robert, 'Social Forces, States, and World Orders: Beyond International Relations Theory', *Millennium: Journal of International Studies* 10(2), 1981, pp. 126-155.
15. Devetak, R., 1995. Critical Theory' in Burchill, S.(et al.). *Theories of International Relations*.
16. Linklater, A., 1995. *Marxism*. Burchill, S.(et al.). *Theories of International Relations*
17. Ashley, R. K. (1987). The Geopolitics of Geopolitical Space: Toward a Critical Social Theory of International Politics. *Alternatives*, 12(4), 403-434.
18. Shih, C.Y., 2024. The mission of relational IR and the translation of the Chinese relational school. *International Politics*, pp.1-15.
19. Qin, Y., 2020. A multiverse of knowledge: Cultures and IR theories. In *Globalizing IR Theory* (pp. 139-157). Routledge.
20. Acharya, A., 2023. Before the Nation-State: Civilisations, World Orders, and the Origins of Global International Relations. *The Chinese Journal of International Politics*, 16(3), pp.263-288.
21. Acharya, Amitav and Barry Buzan, 'Why is there no non-Western IR Theory? An Introduction,' *International Relations of the Asia-Pacific*, 2007, 7(3), pp. 287-312.
22. Acharya A., Buzan B., eds. *Non-Western International Relations Theory: Perspectives on and beyond Asia*. Routledge, London, UK, 2010. 256 p.
23. Yan Xuetong. Theory of International Relations of Moral Realism. *International Studies*, 2014, no. 5, pp. 102-127 (In Chin.)]
24. Zhang Feng. The Tsinghua Approach and the Inception of Chinese Theories of International Relations. *The Chinese Journal of International Politics*, 2011, no. 5(1)
25. Jervis, Robert, *Perception and Misperception in International Politics*, (Princeton: Princeton University Press, 1976).
26. Bull, Hedley, 'Society and Anarchy in International Relations' in James Der Derian (ed.), *International Theory: Critical Investigations*, (New York: New York University Press, 1995)
27. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics*, (Hampshire: Palgrave, 1977).
28. Buzan, Barry, 'From International System to International Society: Structural Realism and Regime Theory Meet the English School', *International Organization*, 47(3), 1993, pp. 327- 52.
29. Acharya, Amitav, Antoni Estevadeordal, and Louis W. Goodman. "Multipolar or multiplex? Interaction capacity, global cooperation and world order." *International Affairs* 99, no. 6 (2023): 2339-2365.
30. *Chakravartin: Empire in Ancient India* (From various sources )
31. Bajpai, Kanti, and Evan A. Laksmana. "Asian conceptions of international order: what Asia wants." *International Affairs* 99, no. 4 (2023): 1371-1381.

32. Zarakol, Ayşe. *Before the West: The rise and fall of Eastern world orders*. Cambridge University Press, 2022.

**Facilitating the Achievement of Course Learning Outcomes:** Through classroom teaching/seminars, assignments/presentations/mid-semester for internal assessment.

### **DSE-CH-101 Modern China**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Modern China	04	3	1	NA	Graduation	Graduation

#### **Course Description**

This course will focus on the changes and developments in China from the Opium War to the decline of the Qing dynasty. It will consider the political, economic, cultural and societal developments between 1840 and 1911 and reflect upon the implications of this period for Chinese history.

#### **Course Objectives**

Familiarise students with the evolution, nature, distinct characteristics, problems of the Chinese political system, and changes and developments in China between 1840 and 1911.

#### **Course Outcomes**

To enhance the skills of the students in analysing major issues, events, and problems and acquiring the ability to use different social science approaches in understanding the politics of imperialism and the reforms of China.

#### **Course Outline**

##### **Unit I**

**12 Hours**

1. The Opium War and the establishment of the treaty port system

2. Early reform efforts
3. Agrarian unrest and the mid-century crisis
4. Institutional reforms

## Unit II

11 hours

1. Intellectual ferment
2. The role of Chinese diasporas

## Unit III

11 Hours

1. From empire to nation
2. China and the West
3. China and East Asia

## Unit IV

11 Hours

1. Decline of the Qing monarchy
2. The shifting base of Chinese politics

### Reading list

1. Kuhn, Philip A. Origins of the Modern Chinese State. Stanford: Stanford University Press, 2002.
2. Tze-ki Hon and Robert J. Culp (eds). The Politics of Historical Production in Late Qing and Republican China. Leiden: Koninklijke Brill, 2007.
3. Gray, Jack. Rebellions and Revolutions: China from the 1800s to the 1980s. Oxford: Oxford University Press, 1990.
4. Cohen, Paul and John E. Schrecker (eds). Reform in 19<sup>th</sup>-century China. Cambridge: Harvard University Press, 1976.
5. Cameron, Meribeth E. The Reform Movement in China: 1898-1912. New York: Octagon Books, 1963.
6. Chan Sin-wai. Buddhism in Late Ch'ing Political Thought. Hong Kong: Chinese University Press, 1985.
7. Chan, Wellington K.K., Merchants, Mandarins and Modern Enterprise in Late Ch'ing China.

## DSE-CH-102 Chinese Society and Culture

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		

Chinese Society and Culture	04	3	1	NA	Graduation	Graduation
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### Course Description

This course will provide a foundational understanding of the sociological perspectives on Chinese society and culture. The course offers some of the basic underpinnings of sociological concepts, theories, and frameworks necessary for analysing Chinese society. Students will be encouraged to think critically about the ways in which China's contemporary developments are seen in pre- and post-modern China, and to give them the perspectives to pursue further engagement with China. The course will introduce many aspects of Chinese lived experiences, including urban and rural China, interpersonal relationships, ethnicity, culture, customs, marriage, family, kinship, social structures & stratifications, and some of the social issues.

### Course Objectives

This course aims to gain a deeper and broader understanding of the structures and processes that constitute the Chinese society and culture be familiar with sociological holistic perspectives. Learn to analyse issues in Chinese society & culture and integrate the theoretical knowledge with available empirical evidence.

### Course Learning Outcomes

Upon completing this course, students will be able to;

- To acquire knowledge of the characteristic features of Chinese culture, society, religion.
- Be acquainted with a wide range of classical and contemporary topics, themes, and theoretical frameworks in the study of Chinese society.
- Reflect on the challenges of social issues based on the analysis and strengthen to establish their own critical perspectives on China.
- To be able to engage in academic writings and improve communication skills through constant class presentations and dialogue.

### Course Outline

#### Unit I: Introduction

**10 Hours**

1. Approaches to the study of society
2. Socialisation & its agencies
3. Social groups & organisations
4. Basic institutions such as Education, Religion, and Health Care systems in China

#### Unit II: Family, Marriage and Kinship

**11 Hours**

1. Concept of Family & Household: Individual, family & society; parenting, child rearing, caregiving; kin and friends
2. Marriages: Types & Changing Trends

3. Kinship and Linage

**Unit III : Social Structure and Stratification**

**11 Hours**

1. Approaches to the study of social structure & stratification
2. The *Danwei*, Commune, *Guanxi*, Urban *Hukou*, Women, Youth & Children, Rural-urban divide and Ethnicity

**Unit IV : Social Change & Processes and Social Issues**

**13 Hours**

1. Modernisation, Westernisation, Urbanisation, Migration and Globalisation
2. Culture: Change and continuity, Material & Non-material Culture, Food, Clothing, Festivals, Etiquettes & Customs, Art, Architecture, Crafts & Sports and Popular Culture
3. Media, the Internet and Civil Society
4. Current social issues and overview: Stress, Depression & Suicide; Drug, Alcoholism & Crimes among Youth, Poverty and Unemployment, Demographic Transition, Corruption, Social Security and Environmental Issues

**Readings**

1. Arkush, R. David, (1981), "Fei Xiaotong and Sociology in Revolutionary China," Harvard East Asian Monographs, USA.
2. Baker Hugh, (1979), *Chinese Family and Kinship*. New York: Columbia University Press.
3. Bian Yanjie, (1994), *Work and Inequality in Urban China*. Albany, NY: University of New York Press.
4. Bian Yanjie and Zhanxin Zhang, (2006), Explaining China's Emerging Private Economy: Sociological Perspective, in China's Domestic Private Firms eds. Anne Tsui and Yanjie Bian, M.E. Sharpe.
5. Bruckermann, Charlotte & Stephen Feuchtwang (2016), "The Anthropology of China: China as Ethnographic and Theoretical Critique," Singapore, Imperial College Press.
6. Chan, Anita, Richard Madsen, and Jonathan Unger, (2009), (3<sup>rd</sup> edition), *Chen Village: Revolution to Globalization*, Berkeley and Los Angeles, CA: University of California Press.
7. Chan, J., M. Selden and Pun N., (2020), *Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers*. Chicago, IL: Haymarket Books and London: Pluto Press.
8. Croll, Elizabeth, (1977), *Feminism and Socialism in China*, London: Routledge and Kegan Paul.
9. Danesi, M. (2015). (3<sup>rd</sup> Edition), *Popular Culture: Introductory Perspectives*, Lanham, MD: Rowman & Littlefield.
10. Ebrey, Patricia, Buckley, (1991), "Confucianism and Family Rituals in Imperial China: A Social History of Writing About Rites", USA, Princeton University Press.
11. Ebrey, Patricia, (1984), "Introduction: Family Life in Late Traditional China", *Modern China*, Vol. 10, No.4, pp. 379-385.
12. Elizabeth Perry and Mark Selden (2000), (eds.), *Chinese Society: Change, Conflict and Resistance*, New York: Routledge.
13. Evans, Harriet, (2010), "The Gender of Communication: Changing Expectations of Mothers and Daughters in Urban China." *China Quarterly* 204: 980-1000.
14. Fairbank, J.K., (1968), "Social Structure", in Schurmann, Franz & Schell, Orville, *China Readings*, Vol. I, Imperial China, Hammondsworth: Penguin.
15. Fei Xiaotong, (1953), *China's Gentry*, University of Chicago Press, Chicago.

16. Fei, Xiaotong., trans. Gary G. Hamilton and Wang Zheng, (1992), *From the Soil: The Foundations of Chinese Society*. University of California Press.
17. Fong, Vanessa L, (2002), "China's One-Child Policy and the Empowerment of Urban Daughters." *American Anthropologist* 104: 1098-1109.
18. Fu-Lai Tony Yu and Diana S. Kwan, *China's Long and Winding Road to Modernisation: Uncertainty, Learning and Policy Change*, Lexington Books, 2023.
19. Gao, L. (2016). "The emergence of the Human Flesh Search Engine and political protest in China: Exploring the Internet and online collective action," in *Media, Culture & Society*, 38(3): 349– 364.
20. Hannum, Emily, (2005), "Market Transition, Educational Disparities, and Family Strategies in Rural China: New Evidence on Gender Stratification and Development." *DM* 42:275-299.
21. He, Baogang. *The Democratic Implications of Civil Society in China*, Great Britain, Macmillan Press Ltd., 1997.
22. Jacka, Tamara, Andrew B. Kipnis, and Sally Sargeson, (2013), *Contemporary China: society and social change*. Cambridge University Press.
23. Keith, Ronald / Lin, Zhiqiu (2001), *Law and justice in China's new marketplace*. New York, NY: Palgrave Macmillan.
24. Kong, Shuyu, (2014). *Popular Media, Social Emotion and Public Discourse in Contemporary China*. New York: Routledge.
25. Liu, Shao-hua. (2011), The Meandering Road to Modernity, in *Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China*, 27-50. Stanford: Stanford University Press, (Chapter 1).
26. Lin, Thung-Hong and Xiaogang Wu, (2009), "The Transformation of the Chinese Class Structure, 1978-2005." *Social Transformations in Chinese Societies* 5: 81-116.
27. Lu Xiaobo and Elizabeth Perry (eds.), *Danwei: The Changing Chinese Workplace in Historical and Comparative Perspective*, Armonk, NY: M.E.Sharpe, 1997.
28. Mayfair, Yang Mei Hui, *Gifts, Favours and Banquets: The Art of Social Relationships in China*, Ithaca & London: Cornell University Press, 1994.
29. Mayfair Yang, Mei Hui, (2024), *Anthropology of Ascendant China (Anthropology of Now)*, Routledge, (Selected chapters).
30. Minhua Ling, (2015), "Bad Students Go to Vocational Schools!": Education, Social Reproduction and Migrant Youth in Urban China," *The China Journal*, no. 73: 108-131.
31. Nee, Victor, (1989), "A Theory of Market Transition: From Redistribution to Markets in State Socialism." *ASR* 54: 663-81.
32. Peilin Li, Qiang Li and Liping Sun, (2004), *Social Stratification in China's Today*, Beijing: Social Sciences Documentation Publishing House.
33. Peilin Li (ed.) (2012), *Chinese Society: Change and Transformation*. Routledge.
34. Pye, Lucian W. (1986), Reassessing the Cultural Revolution, in *The China Quarterly*, Cambridge University Press, No. 108, pp. 597-612.
35. Shirk, Susan L. 2007. "The Echo Chamber of Nationalism: Media and the Internet" in *China: Fragile Superpower*. New York: Oxford University Press, (Chapter 4), pp. 79-104.
36. Spires, Anthony J. (2011), "Contingent Symbiosis and Civil Society in an Authoritarian State: Understanding the Survival of China's Grassroots NGOs." *American Journal of Sociology* 117: 1-45.

37. Solinger, Dorothy, *Contesting Citizenship in Urban China: Peasants, Migrants, the State and the Logic of the Market*, Berkeley: University of California Press, 1999.
38. Solinger, Dorothy J., ed. (2019). *Polarized Cities: Portraits of Rich and Poor in Urban China*. Lanham, MD: Rowman and Littlefield.
39. Sun, W. and L. Yang, eds. (2020). *Love Stories in China: The Politics of Intimacy in the Twenty-First Century*. Abingdon, Oxon: Routledge.
40. Wang Feng, Zuo Xuejing and Danching Ruan, (2002), "Rural Migrants in Shanghai: Living under the Shadows of Socialism." *International Migration Review* 36 (2): 520-545.
41. Wang, Ya Ping. *Urban Poverty, Housing and Social Change in China*, Routledge, 2004.
42. Wasserstrom, Jeffery and Perry, Elizabeth (1994) *Popular Protest and Political Culture in Modern China*. Boulder, Colo.: Westview Press, 1994.
43. Wen-hsin Yeh. *Becoming Chinese Passages to Modernity and Beyond*. Berkeley: University of California Press, 2000.
44. W. John Morgan, Bin Wu (ed.) *Education Reform in China: Beyond the Expansion*, Routledge, 2011.
45. Wu, Xiaogang. 2002. "Work Units and Income Inequality: The Effect of Market Transition in Urban China." *SF* 80(3): 1069 –99.
46. Wu, Xiaogang and Donald Treiman. 2004. "The Household Registration System and Social Stratification in China, 1955-1996." *DM* 41(2):363-84.
47. Xiaowei, Zang (2019), (2<sup>nd</sup> ed.), *Understanding Chinese Society*, Routledge.
48. Xie, Yu and Xiaogang Wu, (2008), "Danwei Profitability and Earnings Inequality in Urban China." *CQ* 195: 558-81.
49. Xizhe, Peng and Zhigang Guo (2000), "The Changing Population of China", Selected Chapters, Blackwell Publishers Ltd., Great Britain.
50. Yan, Yunxiang, (2021), *Chinese Families Upside Down: Intergenerational Dynamics and Neo- Familism in the Early 21st Century*, The Netherlands, Brill.
51. Yang, Guobin, and Craig Calhoun, (2007), "Media, Civil Society, and the Rise of a Green Public Sphere in China." *China Information* 21: 211-236.
52. Zhang, Li, (2001), "The Floating Population as Subjects" and "Commercial Culture, Social Networks, and Migration Passages" in *Strangers in the City: Reconfigurations of Space, Power, and Social Networks within China's Floating Population*. Stanford, CA: Stanford University Press, (Chapters 1-2), pp. 23-68.
53. Zhang, Mei, (2003), *China's poor regions: Rural-urban migration, poverty, economic reform and urbanization*. London, UK, New York, NY: Routledge Curzon.

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

## **DSE-JP -101 Pre-Modern Japan**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course

		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
Pre Modern Japan	<b>04</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description

This optional paper is designed to offer a detailed study of the political, economic and social processes of change during the period of three hundred years from the middle of 16<sup>th</sup> century to the middle of nineteenth century, which, in the case of Japanese history, is classified as Pre-modern Japan or Early Modern Japan, to enable the students to understand and appreciate the dynamics of change within the framework of feudal or pre-capitalist or pre-modern stage of society of Japan. This understanding would help the students to understand the roots of modern Japan, too, in all its aspects, such as modernisation, industrialisation, westernisation, capitalism, nationalism, imperialism, militarism, etc.

### Course Objectives

The purpose of this course is to acquaint the students with the dynamics of social, political and economic changes that took place in Japan during this period to enable them to understand the antecedent developments which contributed to the process of successful modernisation, industrialisation and westernisation in Japan during the late nineteenth and early twentieth century.

### Course Outcome

After this course, the students will be able to understand and analyse, in a much better way, the dynamics of social, political, cultural, and economic changes in Japan in the modern and contemporary period.

### Course Outline

#### Unit I

**12 Hours**

1. Political Transition: Political unification and emergence of a centralised feudal system
2. Political Institutions: Nature and characteristics of the Baku-han system
3. Mechanisms of Feudal Control: Class system (Shi-No-Kō-Shō) and Alternate attendance System (SankinKōtai) and its political, economic and socio-cultural dynamics on Japan

#### Unit II

**11 Hours**

1. Growth of a nationwide market network and a bourgeois class in Japan
2. Urbanisation in Pre-modern Japan
3. Transformation of the Rural society and economy

### **Unit III**

**11 Hours**

1. Diplomatic relations of Japan during the pre-modern period (Seclusion policy or Sakoku)
2. Intellectual Currents
3. Educational developments in pre-modern Japan

### **Unit IV**

**11 Hours**

1. Economic Crisis and Economic Reforms
2. Anti-Bakufu Movement, Collapse of the Baku-han State and Meiji Restoration

### **Reading List**

1. Marius Jansen, Making of Modern Japan, Harvard University Press, 2002, pp. 93
2. Jeroen P. Lamers, Japonius Tyrannus: The Japanese Warlord Oda Nobunaga Reconsidered, Hotei Publishing, Netherlands, 2000, pp. 292
3. Mary Elizabeth Berry, Hideyoshi, Harvard University Press, 1989, pp. 312
4. John W. Hall, Keiji Nagahara and Kozo Yamamura (eds.), Japan Before Tokugawa: Political Consolidation and Economic Growth 1500-1650, Princeton University Press, 1981, pp. 416- 5.
5. Conrad Totman, Politics in the Tokugawa Bakufu 1600-1843, University of California Press, 1988, pp 374
6. George Tsukahira, Feudal Control in Tokugawa Japan: SankinKotai System, Harvard University Press, 1970, pp. 228
7. Charles David Sheldon, Rise of the Merchant Class in Tokugawa Japan 1600-1868: An Introductory Survey, Russell and Russell, 1973, pp. 220
8. T.C. Smith, Agrarian Origins of Modern Japan, Stanford University Press, 1959, pp. 260
9. Stephen Vlastos, Peasant Protests and Uprisings in the Tokugawa Period, University of California Press, 1990
10. Ronald P. Dore, Tokugawa Education, University of California, 1965, pp. 346
11. Maruyama Masao, Studies in the Intellectual History of Tokugawa Japan, Princeton University Press, 1974, pp. 422
12. Ronald Toby, State and Diplomacy in Early Modern Japan: Asia in the Development in the Making of Tokugawa Bakufu, Stanford University Press, 1991, pp. 312
13. Grant K. Goodman, Japan: The Dutch Experience, Athlone Press, 1986
14. W. G. Beasley, Meiji Restoration, Stanford University Press, 1972, pp. 528
15. Harry D. Harootunian, Toward Restoration, University of California Press, 1970

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching / tutorials and assignments for internal assessment.

## **DSE-JP-102 Japanese Society and Culture**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Japanese Society and Culture	<b>04</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### **Course Description**

This paper is a study of Japanese society and its various social institutions from a sociological perspective. The paper will cover various social institutions and social phenomena such as family, class, education, employment, religion, civil society, popular culture, etc. and the transformation of Japanese society under the impact of modernisation, industrialisation and now globalisation. The paper will also focus on contemporary social issues/problems of Japanese society.

### **Course Objectives**

To understand the salient aspects of Japanese society  
 To study various social institutions and social phenomena of Japanese society  
 To understand the ethics, beliefs and value system of Japanese people  
 To analyse Japanese society from the perspective of sociological theories.

### **Course Outcomes**

Gain knowledge of the characteristic features of Japanese society, culture, religions, etc.  
 Analyse the applicability of sociological theories to Japanese society.  
 Study of modern and postmodern transformations of Japanese society.  
 Comparative study of Japan and other East Asian societies.

### **Course Outline**

#### **Unit I**

**11 Hours**

1. Introduction to Japanese society
2. Sociological theories and Japanese society
3. Modernity, Postmodernity and Social Changes in Japanese Society

**Unit II**

**11 Hours**

1. Social Structure, Group and Individual in Japanese Society
2. Social Values and Ethics: Self and Identity in Japan
3. Japanese Family: Changes and Continuity
4. Women in Japanese Society: Gender, Status and Identity

**Unit III**

**13 Hours**

1. Economic Development, Work Ethic, Employment Pattern: Modernisation and Tradition
2. Class Formation, Rise of the Middle class and changes in class structure
3. Education and Society: Ideology, school structure and its problems
4. Social Discrimination in Japan: Burakumi, Ainu, Suicides, Ijime, Minorities
5. Social Problems in Contemporary Japanese Society: Declining population, Ageing Society, etc.

**Unit IV**

**10 Hours**

1. Social Movements and Civil Society in Japan
2. Religions in Japan: Buddhism, Shinto and New Religious Movements; Religion and Modernisation
3. Popular Culture in Japan: Japanese Pop Culture, Manga, Anime

**Reading List:**

1. John Clammer, Differences and Modernity: Social Theory and Contemporary Japanese Society. Kegan Paul International, London, 1995.
2. Chie Nakane, Japanese Society. University of California Press, Berkeley, 1970.
3. Jon Hendry, Understanding Japanese Society. Croom Helm, London, 1987.
4. Chie Nakane, Kinship and Economic Organisation in Rural Japan. University of London, New York, 1967.
5. Nancy R. Rosenberg ed., ed. Japanese Sense of Self. Cambridge University Press, Cambridge, 1992.
6. Emiko Ochiai, Japanese family in transition: A sociological analysis of Family change in postwar Japan. LTCB International Library Foundation, 1997.
7. John W Traphagan, John Wright, ed., Demographic Change and the Family in Japan's Ageing Society. State University New York Press, Albany, 2003
8. Donald Denoon et.al, Multicultural Japan: Palaeolithic to Postmodern. Cambridge University Press, Cambridge, 1996.
9. Joanna Liddle and Sachiko Nakajima, Rising Suns, Rising Daughters: Gender, Class and Power in Japan. Zed Books, London, 2000.
10. Kaori Okano and Motori Tsuchiya ed., Education in contemporary Japan: Inequality and Diversity. Cambridge University Press, 1999.

12. H. Byron Earhart, Religion in Japan: Unity and Diversity. Wadsworth Publishing, 5th edition, 2013.
13. Robert N. Bellah, Tokugawa religion: The values of pre-industrial Japan (The cultural roots of modern Japan), Free Press, Glencoe, 1957.
14. Kenji Hashimoto, Class Structure in Contemporary Japan. Trans Pacific Press, Melbourne, 2003.
15. Schwartz, Frank J; Pharr, Susan J Pharr, State of Civil Society in Japan. Cambridge University Press, New York, 2003.
16. Kinsella, Sharon. Adult manga: Culture and power in contemporary Japanese society. Routledge, London, 2000.

### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching / tutorials and assignments for internal assessment.

## DSE-KR-101 Modern Korea

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Modern Korea	04	3	1	NA	Graduation	Graduation

### Course Description

This course will focus on Japanese annexation of Korea, law, administration and political repression, education, mass media, censorship and mass indoctrination, land reform, agrarian relations, industrialisation and mobilisation of economic resources and labour, cultural colonisation and attempted assimilation, economic transition during the colonial period, March First Movement, Korean National Movement (Moderates and Extremists) and politics of decolonisation in Korea (1940-45).

### Course Objectives

The course aims to teach students about the impact of Japanese colonial rule on Korean politics, economy and society.

## **Course Outcome**

The student will be able to understand the changes brought about by the Japanese colonial regime in Korea and its impact on Korean politics, economy, and society during the colonial and post-colonial periods.

## **Course Outline**

### **Unit I**

**12 Hours**

1. Japanese annexation of Korea
2. Law, administration and political repression
3. Education, mass media, censorship and mass indoctrination

### **Unit II**

**11 Hours**

1. Land Reforms, Agrarian Crisis, Industrialisation and Mobilisation of economic resources and labour
2. Economic transition during the colonial period

### **Unit III**

**11 Hours**

1. March First Movement – Emergence of Korean nationalism, and cultural renaissance
2. Korean National Movement (Moderates) – Programs of social, cultural and economic regeneration

### **Unit IV**

**11 Hours**

1. Korean National Movement (Extremists)– Programs to overthrow the colonial government, Korea's Communist Movement
2. Politics of decolonisation in Korea (1940-45)

## **Reading List**

1. Cheong, Sung-hwa. The Politics of Anti-Japanese Sentiment in Korea: Japanese-South Korea Relations Under American Occupation, 1945-1952, New York, Greenwood Press, 1991.
2. Eckert, Carter J. Offspring of Empire: The Kochang Kims and the Colonial Capitalism 1876- 1945, Seattle University Press, 1991.
3. Ku, D-Y. Korea Under Colonialism, Royal Asiatic Society, Korea Branch, Seoul, 1985.
4. Lee, Yur-Bok. West Goes East—Paul Goerg Von Mollendorff and Great Power Imperialism in Late Yi Korea, Honolulu, University of Hawaii Press, 1988.
5. Lee, Chong-sik. Japan and Korea: The Political Dimension, Stanford, CA: Hoover Institution Press, 1985.
6. McNamara, Dennis L. The Colonial Origins of Korean Enterprise, 1910-1945, New York, Cambridge University Press, 1990.
7. McNamara, D.L “Entrepreneurship in Colonial Korea: Kin Yon-su”, Modern Asian Studies, Vol. 22, No. 1, pp. 165-78, 1988.

8. Robinson, Michael E. Cultural Nationalism in Colonial Korea, 1920-1925, Seattle, University of Washington Press, 1988.
9. Shin G-W. Peasant Protest and Social Change in Colonial Korea, University of Washington Press, Seattle, 1996.
10. Wells, Kenneth M. New God, New Nations: Protestants and Self-Reconstruction Nationalism in Korea, 1896-1937, Honolulu, University of Hawaii Press, 1991.

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops

## **DSE-KR-102 Korean Society and Culture**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Korean Society and Culture	04	3	1	NA	Graduation	Graduation

### **Course Description**

This course will provide a foundational understanding of the sociological perspectives on Korean society and culture. The course offers some of the basic underpinnings of sociological concepts, theories, and frameworks necessary for analysing Korean society. Students will be encouraged to think critically about the ways in which Korea's contemporary developments are seen in pre- and post-modern Korea, and to give them the perspectives to pursue further engagement with Korea. The course will introduce many aspects of Korean lived experiences, including urban and rural Korea, interpersonal relationships, ethnicity, culture, customs, marriage, family, kinship, social structures & stratifications, and some of the social issues.

### **Course Objectives**

This course aims to gain a deeper and broader understanding of the structures and processes that constitute the Korean society and culture be familiar with sociological holistic perspectives. Learn to analyse issues in Korean society & culture and integrate the theoretical knowledge with available empirical evidence.

### **Course Learning Outcomes**

Upon completing this course, students will be able to;

- To acquire a good understanding of Korean culture and society.
- Be acquainted with a wide range of classical and contemporary topics, themes, and theoretical frameworks in the study of Korean society.
- Reflect on the challenges of social issues based on the analysis and strengthen to establish their own critical perspectives on Korea.
- To be able to engage in academic writings and improve communication skills through constant class presentations and dialogue.

## Course Outline

### Unit I: Introduction 10 Hours

1. Emergence of Sociology in Korea
2. Sociological Approaches to the Study of Korean Society
3. Basic Concepts: Community, Institution and Association, Status & Role

### Unit II: Family, Marriage and Kinship 11 Hours

1. Concept of Family & Household: Approaches to Fertility, Demographic Transition, Reproductive Technologies & Infertility and Ageing
2. Marriage: Types & Changing Trends
3. Concept of Kinship and Lineage

### Unit III: Social Structure and Stratification: Approaches and Framework 11 Hours

1. Natural Differences and Social Inequality
2. Class, Ethnicity, Gender, *Chaebols*, and their Intersections
3. Social Mobility

### Unit IV: Social Issues and Deviants: Sociological Approaches 13 Hours

1. Westernization, Modernisation, Industrialization, and Globalization: The Korean Path
2. Urbanisation and Migration
3. Conceptualising Culture: Food - *Kimchi*, *Tteokguk*, Clothing - *Hanbok*, Etiquettes & Customs, Festivals - *Seollal*, *Chuseok*, *Danoje*, Korean Folk Art and Crafts such as *hanji*, embroidery, Popular Culture like K-pop, K-drama, *Hallyu* Korean Culture
4. Managing Anxiety, Bullying, Stress & Depression, Suicide, Drugs and Alcoholism among Youths; Corruption and Domestic Unrest

## Reading List

1. Armstrong, K. Charles. *Korean Society: Civil Society, Demography and the State*, Routledge, 2002.
2. Bai, Moo Ki & Woo Hyun Cho. *Women's Wages Employment in Korea*, Korea, Seoul National University Press, 1995.

3. Brandt, V.S.R. *A Korean Village Between Farm and Sea*, Cambridge, Mass., Harvard University Press, 1971.
4. Cho, Hyoung & Chang Pil-wha. *Gender Division of Labour in Korea*, Korea, Ewha Womans University Press, 1994.
5. Deuchler, Martina. *The Confucian Transformation of Korea: A Study of the Society and Ideology*, Cambridge, Harvard University Press, 1993.
6. Hee Yeon Cho, Lawrence Surendra, Hyo-je Cho (eds.) *Contemporary South Korean Society: A Critical Perspective*. Routledge, 2013.
7. Hugh A. W. Kang, ed. *The Traditional Culture and Society of Korea: Thoughts and Institutions*, Honolulu: Center for Korean Studies, University of Hawaii, 1975.
8. Hwang, Moon Kyung. *Beyond Birth: Social Status in the Emergence of Modern Korea*, USA, Harvard, 2004.
9. Janelli, R.J., and Janelli. D.Y. *Ancestor Worship and Korean Society*, Stanford University Press, 1982.
10. Jones, Anne Nicola. *Gender and the Political Opportunities of Democratization in South Korea*, Palgrave Macmillan, 2006.
11. Kathleen McHugh and Nancy Abelmann. *South Korean Golden Age Melodrama: Gender, Genre and National Cinema*, Wayne State University Press, 2005.
12. Kendall, Laurel. *Getting Married in Korea: Of Gender, Morality and Modernity*, USA, University of California, 1996.
13. Kim, Seung-Kyung. *Class Struggle or Family Struggle?*, Cambridge University Press, 1997.
14. Kim, Bae, Won. et.al. *Culture and the City in East Asia*, Oxford University Press, 1997.
15. Kim, Dong-One & Johngseok Bae. *Employment Relations and HRM in South Korea*, Great Britain, Ashgate Publishing Limited, 2004.
16. Kim, Samuel. *Korea's Globalisation*, Cambridge University Press, 2000.
17. Kim, Youna. *Routledge Handbook of Korean Culture and Society*, Routledge 2017.
18. Kim, Youna. *Women, Television and Everyday Life in Korea*, Great Britain, Routledge, 2005.
19. Korean National Commission for UNESCO. *Korean Anthropology: Contemporary Korean Culture in Flux*, Vol. III, Korea, Hollym Corp. 2010.

20. Koo, Hagen. *State and Society in Contemporary Korea*, Ithaca, Cornell University Press, 1993.
21. Lee, Chong Jae et. al. *Sixty Years of Korean Education*, Korea, Seoul University Press, 2010.
22. Lee, Jeong-kyu. *Historic Factors Influencing Korean Higher education*, Jimoondang International, Korea, Jimoondang Publishing Company, 2000.
23. Lee, Kwang-kyu. *A Historical Study of the Korean Family*, Seoul, Iljisa, 1977.
24. Lee, Kwang-kyu. *Korean Family and Kinship*, Korea, Jipmoondang Publishing Company, 1997.
25. Lee, Man-gap. *A Study of Korean Rural Society*. Seoul, Tarakwon, 1981.
26. Oh, Myung and James F. Larson. *Digital Development in Korea*, Routledge, 2011.
27. Park, Hyunjoon & Hyeyoung Woo. *Korean Families Yesterday and Today*, USA, University of Michigan Press, 2020.
28. Roger Janelli, Dawnhee, Janelli, *Ancestor Worship and Korean Society*. Stanford University Press, 1982.
29. Seth, J. Michael. *A Concise History of Modern Korea: From the Late Nineteenth Century to the Present*, Vol. 2, USA, Rowman & Littlefield, 2016.
30. Shim, Doobo, Ariel Heryanta & Ubonrat Siriyuvasak. *Pop Culture Formations Across East Asia*, Korea, Jimoondang, 2010.
31. Shin, Gi-Wook, *Ethnic Nationalism in Korea*, USA, Stanford University Press, 2006.
32. Soh, C. Sarah. *The Comfort Women*, USA, University of Chicago Press, 2008.
33. Song, Jiyeoun. *Inequality in the Workplace: Labour Market Reform in Japan & Korea*, USA, Cornell University Press, 2014.
34. Sung, Kyu-taik. *Care and Respect for the Elderly in Korea*, Korea, Cataloguing in Publication (CIP), 2005.
35. Weidman, John & Namgi Park. *Higher Education in China: Tradition and Adaptation*, Routledge, 2013.
36. Yoo, Yun Theodore. *The Politics of Gender in Colonial Korea Education, Labour and Health, 1910-1945*, USA, University of California Press, 2008.

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

**EAS-SBC-101 Language (Chinese/ Japanese/ Korean)**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language: Chinese/Japanese/Korean	02	2		NA	Graduation	Graduation

**Course Description**

Students will choose any of the three languages offered by the Department, namely Chinese, Japanese, or Korean. She/he will pursue the same language in all four semesters.

**Objectives of the Course**

This course will introduce basic grammar, sentence patterns, and greetings in Chinese, Japanese, and Korean. Students will be taught basic knowledge through which they will have a feel for the language and culture of the country they are studying.

**Course Outcome**

Gain knowledge of scripts, basic grammar, and students should be able to recognise and read the language at an elementary level.

**Course Outline**

**A. CHINESE**

**Unit I**

**15 hours**

**Spoken skills:**

Introduction to the Modern Standard Chinese (Mandarin), centering:

- Lectures on the phonetics that basically comprise of initial, final, coherence, intonation, light tone, modified tone, tone as well as retroflex final, etc.
- Explanations for the sentence patterns used in oral and written Chinese
- Reading and understanding of the texts, and practice of the common sentence patterns and dialogues learnt from the text

**Writing:**

Introduction to Chinese script and about 200 Chinese characters, focusing on:

- Basic features of non-alphabetic writing systems, and the Chinese script
- Basic unit of writing Chinese character (stroke), types of strokes and stroke order
- Concept of radical and its importance in a character

**Unit II**

**15 hours**

**Grammar:**

Knowledge of foundational grammar structures, including:

- Four types of subject-predication construction
- Four types of simple interrogative sentence
- Types of particles and their usage in attributive and adverbial adjunct

**Listening exercises:**

Practicing Chinese pronunciation including:

- Phonetics, focusing on minute pronunciation differences in vowels and consonants;
- The four tones, both on a single syllable and on a word;
- Tone pairs, including disyllabic, trisyllabic and tetrasyllabic words and expressions

**B. JAPANESE**

**Unit I**

**15 hours**

**Spoken skills:**

Able to engage in basic everyday conversations, including self-introduction, simple requests, and routine social interactions. Comfortable using polite forms and some casual expressions.

**Writing:**

Proficient in writing using *hiragana* and *katakana*. Familiar with approximately 80 commonly used *kanji*-characters. Can compose short texts such as day-to-day schedule notes, greetings, and simple narratives.

**Unit II**

**15 hours**

**Grammar:**

Knowledge of foundational grammar structures, including:

- Verb conjugations (polite form, plain form, negative, past, ～て form)
- Particles such as は、が、を、に、で、へ、と
- Adjective forms (い and な type adjectives)
- Basic grammar patterns such as: ～たい、～ている、～ながら、～から、～ので、～けど

**Listening exercises:**

Can understand slow, clear Japanese in everyday situations. Able to follow short listening passages such as announcements, instructions, and basic dialogues.

**C. KOREAN**

## Unit I

15 Hours

### Spoken skills:

Learn to speak various forms of combinations of vowels and consonants, double vowels and consonants. Making sentences with verbs (action & descriptive), time words, places, and things with counting units.

### Writing:

To know a variety of words listed as nouns, verbs, adjectives and interrogative structures in Korean sentences.

## Unit II

15 hours

### Grammar:

Learning the required basic grammar for initial conversation. Able to communicate his/her point of view, making simple sentences. Making formal and informal ways of writing and speaking.

### Listening exercises:

It will cover the phonetic sounds of consonants and vowels, along with pronunciation rules. After getting a list of vocabulary, the student has to comprehend the listening clips, situation-based dialogue and short video clips.

### Readings

#### A) CHINESE

1. *Jichu Hanyu Keben*, di yi ce (Elementary Chinese Readers, Book 1), Beijing: Sinolingua, 2008 (Revised ed.)
2. *Zhongwen Ting Shuo Du Xie* (Integrated Chinese, Textbook 1, Simplified Character), Boston: Cheng and Tsui, 2016 (4th ed.)
3. *Fazhan Hanyu: Chuji Duxie*, I (Developing Chinese: Elementary Reading and Writing Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
4. *Fazhan Hanyu: Chuji Tingli*, I (Developing Chinese: Elementary Listening Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
5. *Fazhan Hanyu: Chuji Kouyu*, I (Developing Chinese: Elementary Speaking Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

#### B) JAPANESE

1. *Shokyuu nihongo I*. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. I*. The Japan Times. 1993
3. *Minna no nihongo shokyu I*. 3A Corporation. 2012-13
4. *Genki: An Integrated Course in Elementary Japanese I*. The Japan Times. 2020
5. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

#### C) KOREAN

1. Textbook: Bharti Korean Basic, Delhi, University of Delhi Press, 2003, Lessons: 1-15

2. Bharti Korean Workbook, Indo-American Publications, 2007
3. Bharti Korean Reading Comprehension 1, ManakPublications, 2008
4. Korean through English 1, Seoul National University, Seoul, Korea, 2001
5. Pathfinder in Korea 1, Ehwa Women University, Seoul, 2003
6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

### Facilitating the Achievement of Course Learning Outcomes

The teaching-learning-evaluation process is done through the following means:

- Teaching through classroom lecture, audio-visual training in language laboratory and through performing arts.
- Skill enhancement through assignment of homework, participation in quiz and seminar, and presentations on given topics.
- Evaluation through internal assessment assignment, mid-semester and end-semester examinations.

## DSC-EAS-201 Political Economy of East Asia

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Political Economy of East Asia	04	3	1	NA	Graduation	Graduation

### Course description

This course looks at several aspects of the economic changes in Japan, South Korea and China. The factors contributing to the economic rise of East Asia and the implications for development theory are probed.

### Course Objectives

The objective of the course is to familiarise the student with the theories of modern economic development and how they relate to the actual historical experience of the East Asian region. Pertinent pointers for the developing world will be addressed.

### Course Outcome

The student will be able to understand the process of modern economic development in the East Asian context and critically assess current development issues.

### **Course Outline**

#### **Unit I** **12 Hours**

1. Pre-modern economic growth
2. Modern economic growth and institutional developments
3. Agriculture and economic growth.

#### **Unit II** **11 Hours**

1. Industrial development
2. Trade and development
3. Role of Technology in Economic Development

#### **Unit III** **11 Hours**

1. Education and economic development
2. Different economic systems and development
3. State versus market in development

#### **Unit IV** **11 Hours**

1. Globalisation and East Asia
2. The East Asian Financial Crisis
3. East Asian Economies: Contributions to Development Theory

### **Reading List**

1. Amsden, Alice H. 2001. *The Rise of The Rest*: Challenges to the West from Late-Industrializing Economies New York: Oxford University Press.
2. Arrighi, Giovanni, Takeshi Hamashita and Mark Selden (eds.) *The Resurgence of East Asia: 500, 150 and 50 Year Perspectives* New York: Routledge. P. 78 – 123.
3. Amsden, Alice H. 1991. "Diffusion of Development: The Late-Industrializing Model and Greater East Asia" *The American Economic Review*, Vol. 81, No. 2, May, pp. 282-286
4. Hsiao, Frank S.T. and Mei-Chu W. Hsiao 2003. "Miracle Growth" in the Twentieth Century- International Comparisons of East Asian Development", *World Development* vol.31, no.2, pp. 227-257.
5. Oshima, Harry T 1986. "The Transition from an Agricultural to an Industrial Economy in East Asia" *Economic Development and Cultural Change* 34 (4): 783-809.
6. Tilak, Jandhyala B. G. 2004. "Building Human Capital in East Asia: What Others Can Learn" in Narsimhan, Sushila and G. Balatchandirane eds. 2004. *India and East Asia: Learning from Each Other* New Delhi: Manak Publishers Pvt Ltd.
7. World Bank 1993. *The East Asian Miracle: Economic Growth and Public Policy* New York: Oxford University Press.
8. Alice Amsden "Why Isn't the Whole World Experimenting with the East Asian Model to Develop? Review of *The East Asian Miracle*" *World Development* Vol. 22, No.4 pp. 627-633.

9. Wade, Robert 1998. "The Asian Debt-and-development Crisis of 1997-?: Causes and Consequences" World Development Vol. 26, No. 8, pp. 1535-1553
10. Nayyar, Deepak 2006. 'Globalisation, History and Development: A Tale of Two Centuries', Cambridge Journal of Economics 30(1): 137-59.
11. Chang, Ha-Joon 2002. Kicking Away the Ladder: Development Strategy in Historical Perspective, London: Anthem Press.
12. Wade, Robert 1990. Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization, Princeton: Princeton University Press.
13. Gill, Indermit and HomiKharas 2007, An East Asian Renaissance: Ideas for Economic Growth, World Bank.
14. Oxfam 2002. Rigged Rules and Double Standards: Trade Globalisation and the fight against Poverty

### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching and assignments for internal assessment, participating in seminars and presentations on given topics.

## DSC-EAS-202 East Asia and the World

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
East Asia and the World	04	3	1	NA	Graduation	Graduation

### Course Description

The course is designed to understand East Asian international relations from historical to current periods. The objective of the course is to enable students to understand the trends and forces that have shaped and transformed the East Asian order from the 19<sup>th</sup> to the 21<sup>st</sup> centuries, under the multifarious and variegated influences of imperialism, colonialism, nationalism, Cold War bipolarism and post-Cold War regionalism. The course will equip the students to gain a comprehensive insight into the nature of the East Asian order.

### Course Objective

1. To understand East Asian international relations from historical times to the current period.
2. To enable students to understand the trends and forces that have shaped and transformed the East Asian order from the 19<sup>th</sup> to the 21<sup>st</sup> centuries under the multifarious and variegated influences of imperialism, colonialism, nationalism, Cold War bipolarism and post-Cold War regionalism.

### **Course Outcome**

1. Develop a comprehensive insight on the nature of East Asian order.
2. Develop an understanding of International Relations Theory

### **Course Outline**

#### **Unit I**

**11 Hours**

1. Historical East Asian order
2. The Treaty order

#### **Unit II**

**10 Hours**

1. Japan and the restructuring of the East Asian order
2. Korea's place in the East Asian order

#### **Unit III**

**14 Hours**

1. East Asia and the Cold War order
2. East Asia and the post-Cold War order
3. East Asia and the global economy
4. East Asia and regionalism

#### **Unit IV**

**10 Hours**

1. India and East Asia
2. Current East Asian order

### **Reading List**

1. Cohen, Warren I. East Asia at the Centre (New York: Columbia University Press, 2000).
2. Arrighi, Giovanni, Takeshi Hamashita and Mark Selden (eds.) The Resurgence of East Asia, 500, 150 and 50-year Perspectives (London: Routledge, 2003).
3. Linda Grove and Mark Selden (eds.) China, East Asia and the Global Economy: Regional and Historical Perspectives (London: Routledge, 2008).
4. Fairbank, John King (ed.). The Chinese World Order (Cambridge: Harvard University Press, 1968).
5. Pyle, Kenneth P. Japan Rising: The Resurgence of Japanese Power and Purpose (New York: The Century Foundation, 2007).

6. Cumings, Bruce. Korea's Place in the Sun: A Modern History (New York: W. W. Norton, 1997).
7. Chung Chai-sik. A Korean Confucian Encounter with the Modern World: Yi Hang-no and the West (Berkeley, Institute of East Asian Studies, University of California, Center for Korean Studies, 1995).
8. W. G. Beasley, Japanese Imperialism 1894- 1945, Oxford: Clarendon Press, 1987.
9. Luthi, Lorenz M. The Sino-Soviet Split: Cold War in the Communist World (Princeton: Princeton University Press, 2008).
10. Chen Jian, Mao's China and the Cold War (Chapel Hill: North Carolina Press, 2001).
11. Ross, Robert. China, the United States and the Soviet Union: Tripolarity and Policy Making in the Cold War (New York and London: M.E. Sharpe, 1993).
12. Peter J. Katzenstein and Takashi Shiraishi, Network Power: Japan and Asia (New York: Cornell University Press, 1997).
13. Beeson, Mark. Regionalism and Globalisation in East Asia: Politics, Security and Economic Development, (Basingstoke: Palgrave, 2007).
14. Pempel, T.J., ed. Remapping East Asia: The Construction of a Region (Ithaca: Cornell University Press, 2005).
15. Isabelle Saint Hezard, Eastward Bound: India's New Positioning in Asia (New Delhi: Manohar and Centre De Sciences Humaines Publications, 2006)

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching / tutorials and assignments for internal assessment.

### **DSC-EAS-203 Indian Knowledge Systems in East Asia**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Indian Knowledge Systems in East Asia	<b>04</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description**

The Indian Knowledge System refers to the diverse and rich traditions of knowledge, encompassing a wide range of disciplines, philosophies, sciences, and practices that have developed over the centuries in India. These systems, while being deeply rooted in the culture, spirituality, and historical context of India, have had a significant influence outside the Indian

subcontinent, especially through the spread of Indian philosophy, religion, science, and culture across Asia, the Middle East, and the Western world. This cross-cultural exchange has contributed to a rich global legacy, and today, there is increasing interest in reviving and engaging with Indian knowledge systems in international contexts. This course will explore the transmission, transformation, and impact of Indian knowledge across East Asian cultures (primarily China, Japan, and Korea), focusing on philosophy, religion, science, medicine, language, and literature.

**Course Objectives:** This research aims to explore how the Indian knowledge systems have shaped the intellectual, cultural, and spiritual landscapes of East Asia.

The purpose of this course is:

- To trace the historical transmission of Indian thought and practices into East Asia.
- To examine the adaptation and transformation of these systems in a new cultural context.
- To understand the contributions of Indian Knowledge systems in the philosophical, spiritual, socio-cultural and scientific development of East Asia.
- To foster comparative analysis of Indian and East Asian intellectual traditions.
- To understand the contemporary relevance of Indian Knowledge systems in East Asia.

**Course outcomes:**

- This course will enhance the understanding of the Indian Knowledge systems through the study of its spread, assimilation and adaptation in East Asia.
- The course will also introduce students to scholarships by East Asian scholars in the fields of Indian philosophy, Buddhism, and religious traditions.
- It will also promote intercultural dialogue based on an understanding of shared philosophical, cultural and spiritual traditions between India and East Asia.

**Course Outlines:**

**Unit I**

**11 Hours**

**1. Introduction to Indian Knowledge Systems (IKS)**

- Definition and scope: Vedas, Upanishads, Shastras, Yoga etc.
- Overview of philosophy, science, arts, and medicine in IKS

- Channels of knowledge transmission (trade, religion, diplomacy)

## **2. Historical and Cultural transmissions to East Asia**

- Silk Road and maritime routes
- Role of monks, pilgrims (e.g., Faxian, Xuanzang), and scholars
- Political and cultural contexts of cultural exchanges between India and East Asia

### **Unit II**

**12 Hours**

#### **1. Buddhism as a Knowledge System**

- Transmission of Indian Buddhism in East Asia
- Development of various schools of Buddhism: Mahayana, Theravāda and Vajrayana traditions
- Translation movements (e.g., at Nalanda, Dunhuang, Chang'an)
- Role of Indian and East Asian monks and scholars (e.g., Kumārajīva, Bodhidharma, Bodhisena)

#### **2. Indian Tantric Traditions and Esoteric Buddhism in East Asia**

- Vajrayāna Buddhism and its transmission in East Asia
- Shingon Buddhism in Japan and Esoteric Buddhism in China
- Tantric rituals in East Asian Buddhism: Fire rituals, Dharini, Mandala
- Development of Esoteric Buddhist texts: Mahāvairocana Sūtra, *Sādhanaṃālā*,

#### **3. Sanskrit and Linguistic Influence**

- Introduction of Sanskrit in East Asian texts
- Development of Chinese Buddhist vocabulary
- Siddham Script and the scriptural traditions of East Asia.
- Sanskrit in the development of Chinese, Japanese, and Korean Grammar.

### **Unit III**

**12 hours**

### **1. Indian Philosophy in East Asia**

- Concepts like karma, dharma, śūnyatā, and bodhisattva ideals
- Influence of Yogācāra and Madhyamaka in Chinese and Japanese Buddhism
- Indian Logic and Epistemology (Nyāya and Buddhist logic) in East Asian schools of logic (e.g., Sanron, Hossō)

### **2. Indian Medicine and Ayurveda in East Asia**

- Transmission of medical texts, knowledge of the human body and health practices
- Integration with Traditional Chinese Medicine (TCM)
- Shared concepts of health, elements, and body-mind balance

### **3. Indian Scientific Knowledge in East Asia**

- Indian astronomy and calendrical sciences of East Asia.
- Chinese adoption of Indian mathematical systems (e.g., *Navagraha*, zero)
- Transmission of Indian Scientific texts in East Asia

## **Unit IV**

**10 Hours**

### **1. Art, Architecture, and Iconography**

- Buddhist art : Gandhara, Ajanta style of Buddhist art and its East Asian depictions
- Stupas, pagodas, and temple designs
- Hindu Iconography in Buddhist Deities of East Asia

### **2. Modern Revivals and Contemporary Relevance**

- Neo-Buddhist and Vedantic movements in East Asia
- Influence of Rabindranath Tagore, Swami Vivekananda
- Yoga and Ayurveda in contemporary Wellness movements of East Asian
- Contemporary academic collaborations and cultural diplomacy

**Readings:**

1. De Bary, William Theodore, *The Buddhist Tradition in India, China and Japan*. New York: Vintage Books, 1972.
2. Svoboda, Robert and Arnie Lade, *Chinese Medicine and Ayurveda*. New Delhi: Motilal Banarsidass Publishers, 2000.
3. Nakamura, Hajime, *Ways of Thinking of Eastern Peoples: India-China-Tibet-Japan* (translated and edited by Philip P. Wiener). Honolulu: East West Center Press, 1964.
4. Nakamura, Hajime, *Japan and Indian Asia, their cultural relations in the past and present*. Calcutta: K.L. Mukhopadhyay, 1961.
5. Ranjana Mukhopadhyaya and Togawa Masahiko (eds.), *Buddhist Exchanges between India and Japan: Japanese Buddhist Encountering India and Modern Buddhist Studies*. London and New York: Routledge, 2025.
6. Tan Chung and Geng Yinzeng, “*India and China: Twenty Centuries of Civilizational Interaction and Vibrations*”, in D.P. Chattopadhyaya (Ed.), *History of Science, Philosophy and Culture in Indian Civilization*, Vol. III. New Delhi: Centre for Studies in Civilizations, 2005.
7. Xinru Liu, *Ancient India and Ancient China: Trade and Religious Exchanges, A.D. 1–600*. New Delhi: Oxford University Press, 1995.
8. Makeham, John (ed.), *Transforming Consciousness: Yogācāra Thought in Modern China*. UK: Oxford University Press, 2014.
9. Chaudhuri, Saroj Kumar, *Sanskrit in China and Japan*. New Delhi: Aditya Prakashan, 2011.
10. Chaudhuri, Saroj Kumar, *Hindu Gods and Goddesses in Japan*. New Delhi: Vedams eBook (P) Ltd, 2003.
11. Lancaster, Lewis R., Chai-Shin Yu (ed.) *Assimilation of Buddhism in Korea: Religious Maturity and Innovation in the Silla Dynasty* (Studies in Korean Religions & Culture). India: Asian Humanities Press. 1989
12. Lee, Kwangsu, *Buddhist Ideas and Rituals in Early India and Korea*. UK: Manohar Publishers and Distributors, 1998.

13. Orzech, Charles D., Henrik H. Sørensen, Richard K. Payne (eds.), *Esoteric Buddhism and the Tantras in East Asia*. Leiden, Boston: Brill, 2011.
14. Teeuwen, Mark, and Fabio Rambelli eds. *Buddhas and Kami in Japan: Honji Suijaku as a Combinatory Paradigm*. London and New York: Routledge Curzon, 2003.
15. Matsunaga, Alicia, *The Buddhist Philosophy of Assimilation: The Historical Development of the Honji-Suijaku Theory*. Tokyo and Rutland, Vt.: Sophia University and Charles E. Tuttle Company. 1969.
16. Mandal, Mantosh, *Indian Paṇḍits Engaged in Tibetan Translations of Buddhist Logic*. India: Lulu.com, 2014.
17. Jaffe, Richard M., *Seeking Sakyamuni: South Asia in the Formation of Modern Japanese Buddhism*. Chicago: The University of Chicago Press, 2019.

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching/tutorials and assignments for internal assessment.

### **DSE-CH-201 Intellectual Debates in Modern China**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Intellectual Debates in Modern China	04	3	1	NA	Graduation	Graduation

#### **Course Description**

This course provides a broad framework of analysis of some of the major themes, issues and events in the history of modern China. The course examines China in detail during one of its most turbulent, revolutionary, and contemporary periods. It also delineates the unfolding of various historical events and their impact on Chinese society. Apart from examining major events and trends such as nationalism and the communist movement, it will familiarise students with patterns of intellectual debates concerning ideology, identity, culture and nationalism in contemporary China. The response to the events emanated from leaders, peasants, workers, intellectuals & women, and the developments emanated in a unique way and shaped the social, political, economic, and cultural components of their society will be introduced.

### **Course Objectives**

1. To understand the relationship between nationalism & communism,
2. To conceptualise war and revolution.
3. The course aims to teach students about various aspects of nationalism and contemporary intellectual debates in changing China.

### **Course Learning Outcome**

1. The students will be able to understand the patterns of intellectual debates around social change and cultural dimensions in China.
2. Students who have successfully completed this course will be well-positioned to understand some of the most important events in modern China.
3. Enhanced knowledge on the political, economic, social and cultural disruptions caused by the breakdown of the centuries-old Chinese institutions and values, and the transformation of tradition to meet modernist challenges.

### **Course Outline**

#### **Unit I**

**12 Hours**

1. Who are intellectuals?
2. The last decade of Qing's Rule and Reforms, Events led to the emergence of the 1911 Revolution and Post-1911 Political Transitions
3. The May Fourth Movement & its legacy and the Warlords Era

#### **Unit II**

**11 Hours**

1. Social change: The peasantry, Industrial labour and the Bourgeoisie
2. The emergence of political parties: The Chinese Communist Party and the Guomindang
3. External influences: The Comintern and the United States

#### **Unit III**

**11 Hours**

1. Domestic political fragmentation
2. The period of long strife: the Japanese Aggression, the Second World War and the Civil War

#### **Unit IV**

**11 Hours**

1. The political strategies of the Guomindang and the Chinese Communist Party
2. The nature of Chinese Communism

### **Reading List**

1. Ash, Robert. (1976). Land tenure in pre-revolutionary China: Kiangsu province in the 1920s and 1930s, London: Contemporary China Institute, School of Oriental and African Studies, University of London.
2. Barlow, E. Tani (1993). Gender Politics in Modern China: Writing and Feminism. United States of America. Duke University Press.
3. Cheek, Timothy. (2015). The Intellectual in Modern Chinese History. United Kingdom. University of British Columbia.

4. Cheek, Timothy. (2006). "Xu Jilin and the Thought Work of China's Public Intellectuals," in *The China Quarterly*, Vol. 186. pp. 401-420.
5. Chesneaux, Jean. (1964). "The Chinese Labour Force in the First Part of the Twentieth Century", in Cowan, C. D., *The Economic Development of China and Japan: Studies in Economic History and Political Economy*. Delhi: Khosla Publishing House.
6. Chow, Tse-tung. (1960). *The May Fourth Movement*. Stanford: Stanford University Press, (Chapter I, Chapter XIV).
7. Chung, Tan. (1978). *China and the Brave New World: A Study of the Origins of the Opium War*. New Delhi: Allied Publishers, (Chapter 2, 6 & 7).
8. Croizier, Ralph and C. Koxinga. (1977). *Chinese nationalism: History, myth, and the hero*. Harvard East Asian Monographs, No. 67. Cambridge, Mass.: Harvard University Press.
9. Esheric, Joseph W. (1976). *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei*, Berkeley, University of California Press.
10. Fairbank, J. K. and Merle Goldman. (1992). (eds). *China: A New History*. Cambridge, Mass.: Harvard University Press.
11. Howe, C. (1981). (ed.) *Shanghai: Revolution and development in an Asian Metropolis*. Camb. Cambridge University Press.
12. Hsu, Immanuel C. Y., (1975). *The Rise of Modern China*, London: Oxford University Press.
13. Hu Shih, (1967), 'The Chinese Renaissance', in Franz Schurmann and Orville Schell (eds), *Republican China: Nationalism, War, and the Rise of Communism, 1911-1949*, New York, pp. 52-62.
14. Mark Seldon, (1995), 'Yan'an Communism Reconsidered', *Modern China*, Vol. 21, No. 1, pp.8-44.
15. Mitter, Rana. (2004), *A Bitter Revolution: China's Struggle with the Modern World*, Oxford.
16. Mitter, Rana. (2014). *China's War with Japan: 1937-1945: The Struggle for Survival*. London: Penguin, pp. 1-69.
17. Pan Yihong. (2024). "Not Just a Man's War: Chinese Women's Memories of the War of Resistance Against Japan, 1931- 45," Vancouver: The University of British Columbia Press
18. Schwarcz, Vera. (2020). *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*. Berkeley: University of California Press.
19. Selected Stories of Lu Hsun (Xun). (1978). Peking: Foreign Languages Press, *A Madman's Diary, Storm in A Tea Cup and Village, Opera*.
20. Snow, Edgar, (1971). *Red Star Over China*, New York: Grove.
21. Spence, Jonathan D. (1981). *The gate of Heavenly Peace: the Chinese and their revolution, 1895-1980*, New York: Viking Press.
22. Spence, Jonathan D. (1990). *The Search for Modern China*. London: Century Hutchinson.
23. Sun Yat-sen, (1967), 'The Revolution is the Path to the Regeneration of China', in Franz Schurmann and Orville Schell (eds), *Republican China: Nationalism, War, and the Rise of Communism, 1911-1949* New York, pp. 6-19.
24. Tan Chung, (1986). *Triton and Dragon: Studies on 19<sup>th</sup> century China and imperialism*. Delhi: Gian Publications.
25. Veg, Sebastian. (2019). *Minjian: The Rise of China's Grassroots Intellectuals*. Columbia University Press.
26. Wakeman, Frederic and Wang Xi. (1997). *China's Quest for Modernisation: A Historical Perspective*, Berkeley, Institute of East Asian Studies.
27. Wright, Mary C., (1968). (ed.). *China in Revolution: the first phase 1900-1913*, 229-95. New Haven: Yale University Press.

28. Zarrow, Peter. (2007). China in War and Revolution, 1895-1949. London: Routledge, Taylor & Francis Group.

### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

## **DSE-CH-202 Government and Politics of China**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Government and Politics of China	04	3	1	NA	Graduation	Graduation

### Course Description

The “Chinese Government and Politics” course will help students understand political history, ideology, political reforms, contemporary institutions and structure and processes. The course is designed to equip the participants to analyse the Party-State, elite politics, political participation, local elections, emerging civil society, and its relations with the state.

The course aims to provide a foundation that will enable the students to grasp the nuances of Chinese politics and prepare them to pursue a more rigorous and in-depth study of China.

### Course Objectives

1. Familiarise students with the evolution, nature, distinct characteristics, and problems of the Chinese political system and its political processes.
2. Deconstruct major events and issues involved in its dynamics
3. Examine the role of various stakeholders and Institutions in shaping Chinese politics

### Course Learning Outcomes

1. Develop students’ understanding of the dynamics of Chinese politics
2. Enhance skills to analyse major issues, events and problems through the discipline of political science
3. Acquired the ability to use different social science approaches in understanding politics and the political processes of China

## Course Outline

### Unit I : Philosophy and Ideology

8 hours

1. Confucianism, Marxism and Mao Zedong Thought

### Unit II: Politics in Post-Revolutionary Era

12 Hours

1. The Planned Economy and the Great Leap Forward
2. The Great Proletarian Cultural Revolution
3. Reform Era

### Unit III: Structure, Institutions and Policymaking

13 Hours

1. Party, Legislature and Policy Making
2. Elite Politics or Political Meritocracy?
3. Local Elections and Representation

### Unit IV: Minority, Civil Society and Social Issues

12 Hours

2. Being 'Other': Identity, Politics and Governance
3. *Civil Society and Public Participation*
4. Social Issues (Hukou, Environmental, Inequality and Labour Conditions)

## Reading List

1. Fewsmith, Joseph. *Rethinking Chinese Politics*. Cambridge University Press, 2021.
2. Wang, Fei-Ling. *The China Record: An Assessment of the People's Republic*. State University of New York Press, 2023.
3. MacFarquhar, Roderick, ed. *The politics of China: sixty years of the People's Republic of China*. Cambridge University Press, 2011.
4. Dickson, Bruce J. "The party and the people: Chinese politics in the 21st century." (2021): 1-328.
5. Meisner, Maurice. *Mao's China and after: A history of the People's Republic*. Simon and Schuster, 1999.
6. Wong, Chun Han. *Party of One: The Rise of Xi Jinping and China's Superpower Future*. Simon and Schuster, 2023.
7. Huang, Yasheng. *The rise and fall of the EAST: How exams, autocracy, stability, and technology brought China success, and why they might lead to its decline*. Yale University Press, 2023.
8. Fravel, M. Taylor. *Active defense: China's military strategy since 1949*. Princeton University Press, 2019.
9. Dreyer, June Teufel. *China's political system: Modernisation and tradition*. Routledge, 2018.
10. Chuang, Julia. *Beneath the China boom: Labour, citizenship, and the making of a rural land market*. University of California Press, 2020.
11. Grasso, June, Jay Corrin, and Michael Kort. *Modernisation and revolution in China*. Routledge, 2017

12. Guo, Sujian. *Chinese politics and government: Power, ideology and organisation*. Routledge, 2012.
13. Saich, Tony. *Governance and politics of China*. Bloomsbury Publishing, 2017.
14. Macfarquhar Roderick. (ed.) *The politics of China: Sixty Years of the PRC*, Cambridge, Cambridge University Press, 2011
15. Unger Jonathan. (ed.), *The Nature of Chinese Politics from Mao to Jiang*, New York, M.E Sharpe, 2002
16. Cheng Li. *China's Political Landscape: Prospects for Democracy*. Brookings, Brookings Institution Press. 2008
17. Baum, Richard. *Burying Mao, Chinese Politics in the Age of Deng Xiaoping*. Princeton, NJ: Princeton University, 1994
18. Dickson, Bruce J., *Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change*, Cambridge: Cambridge University Press, 2003
19. Hui, Wang. *China's New Order: Society, Politics, and Economy in Transition*. Edited by Theodore Hutters. Cambridge, MA, Harvard University Press, 2003
20. Dreyer, JT. *China's Political System: Modernisation and Tradition*. London, Miami, 2015
21. Zhao Suisheng. *Reconsidering the Prospects for a Democratic China*, New York: Routledge, 2000
22. Guo, Xiaoqin. *State and Society in China's Democratic Tradition: Confucianism, Leninism, and Economic Development*, New York: Routledge, 2003

**Facilitating the Achievement of Course Learning Outcomes:** Through classroom teaching/seminar, class participation, assignments, and presentations for internal assessment.

### **DSE-CH-202 Chinese Literature**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Chinese Literature	04	3	1	NA	Graduation	Graduation

#### **Course Description**

This course will cover the literary turn and early poetry: the compilation of the Book of Songs, prose traditions, philosophical writings and neo-classical prose, new forms in Chinese poetry, miscellany as literary form, classical and popular language and differing traditions, drama and

China's literary tradition, the May Fourth Movement and the birth of modern Chinese literature, socialist literature and political parameters, post-Mao literature, women writers and feminism in Chinese literature and contemporary literature.

### **Course Objectives**

To understand the salient aspects of Chinese Literature  
To study various genres and schools of Chinese Literature  
To understand the various forms, content and critique in Chinese literature  
To analyse various forms and contents of literature in comparative perspective.

### **Course Outcomes**

- Gain knowledge of the characteristic features of Chinese literature.
- Analyse the various forms and content of Chinese literature.
- Study of modern, pre-modern and gender discourse in Chinese literature.
- Study of Chinese literature in comparative perspective.

### **Course Outline**

#### **Unit I**

**12 Hours**

1. The literary turn and early poetry: the compilation of the Book of Songs
2. Prose traditions: The Historical Records, Philosophical writings and Neo-classical prose
3. New forms in Chinese poetry: Chuci, Fu, Shi, Ci, and Sanchu.
4. Miscellany as literary form: Dictionaries and Encyclopedias, Guwen Essays

#### **Unit II**

**11 Hours**

1. Classical and popular language and differing traditions: folk tales, stories and novels
2. Drama and China's literary tradition: Ballads, Jingju Opera & theatre, Songzaju, Yuanben, Nanxi, Zaju, and Kunchu,

#### **Unit III**

**11 Hours**

1. The May Fourth Movement and the birth of modern Chinese literature
2. Socialist literature and political parameters

#### **Unit IV**

**11 Hours**

1. Post-Mao literature: critical writing and literary alternatives 10. Women writers and feminism in Chinese literature
2. Contemporary literature: new directions

### **Reading List**

1. Denton, Kirk A. China section, ed. Columbia Companion to Modern East Asian Literatures. NY: Columbia UP, 2003.

2. Goldman, Merle, ed. Modern Chinese Literature in the May Fourth Era. Cambridge: Harvard UP, 1977.
3. Feng, Jin. The New Woman in Early Twentieth-Century Chinese Fiction. Lafayette, IN: Purdue UP, 2004.
4. Hanan, Patrick. Chinese Fiction of the Nineteenth and Early Twentieth Centuries. NY: Columbia UP, 2004.
5. Rickett, ed., Chinese Approaches to Literature from Confucius to Liang Ch'i-ch'ao. Princeton: PUP, 1978.
6. Owen, Stephen (ed and tr.). An Anthology of Chinese Literature: Beginnings to 1911, W.W. Norton and Company, New York, 1996.
7. Jeffrey C. Kinkley (ed). After Mao: Chinese Literature and Society 1978-1981. Camb., Mass: Harvard University, Cambridge, 1985.
8. Lu Xun. A History of Chinese Fiction. Beijing: Foreign Languages Press, 1976.
9. Wu Cheng'en. Journey to the West. Foreign Languages Press. Beijing. second edition revised
10. Bai Hua. The Remote Country of Women. University of Hawai'i Press. Honolulu. Reprint. 1997. Lo Kuan-chung. Romance of the Three Kingdoms. Vols. I and II. Tuttle. Boston. Reprint. 2002. and enlarged. 1990.
11. Ye, Yang. Vignettes from the Late Ming: A Hsiao-p'in Anthology. Seattle; University of Washington Press, 1999.

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching / tutorials and assignments for internal assessment, and through participating in seminars and workshops, quizzes and drama.

### **DSE-JP -201      Modern Japan**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Modern Japan	04	3	1	NA	Graduation	Graduation

#### **Course Description**

This paper is designed to offer a detailed study of the political, economic and social processes of change during roughly 70 years from the middle of 19<sup>th</sup> century to the middle of 20<sup>th</sup> century, which, in the case of Japanese history, which has been classified as Modern Japan, to

enable the students to understand and appreciate the dynamics of change within the framework of development of Japan within the larger framework of industrialisation, capitalism, imperialism, democracy, nationalism and ultranationalism. This understanding would help the students understand the roots of Japan's evolution and growth as one of the most powerful military powers and economic powerhouses in the contemporary world.

### **Course Objectives**

The objective of the course is to enable the students to understand and appreciate the dynamics of change within the framework of the development of Japan within the larger framework of industrialisation, capitalism, imperialism, democracy, nationalism and ultranationalism.

### **Course Outcome**

This understanding would help the students appreciate the roots of Japan's evolution and growth as one of the most significant military powers and an important economic powerhouse in the contemporary world.

### **Course Outline**

#### **Unit I**

**11 Hours**

1. Legacy of the Pre-modern period
2. Political Transition: Establishment of the new Meiji Government
3. Political Institutions: People's Rights Movement and the adoption of a new constitution

#### **Unit II**

**11 Hours**

1. Social Transformation: Reorganisation of Japanese society on the European civilisation
2. Economic Transformation of Japan: Rural economy
3. Economic Transformation of Japan: Industrialisation

#### **Unit III**

**11 Hours**

1. Political Transformation: Growth of Liberal Democracy in Japan
2. Political Transformation: Growth of Militarism and Ultra-nationalism

#### **Unit IV**

**12 Hours**

1. Intellectual Currents of Modern Japan
2. Educational Developments in Modern Japan
3. Urbanisation, Mass Communication and the Emergence of a Middle-class Society

### **Readings:**

1. Marius Jansen, Making of Modern Japan, Harvard University Press, 2002, pp. 936
2. Joseph Pittau, Political Thought in Early Meiji Japan 1868-1889, Harvard University Press, 1967, pp. 250

3. Robert Scalapino, Democracy and Party Movement in Prewar Japan, University of California Press, 1953, pp 471
4. W.G. Beasley, The Rise of Modern Japan: Political, Economic and Social Change in Japan Since 1850, Palgrave Macmillan, 2000, pp. 344
5. W.W. Lockwood, State and Economic Enterprise in Japan: Essays in the Political Economy of Growth, Princeton University Press, 1965, pp. 764
6. Johannes Hirschemeir, The Development of Japanese Business 1600-1973, Routledge, 2006, pp. 344
7. Andrew Gordon, Labour and Democracy in Prewar Japan, University of California Press, 1992, pp. 384
8. JunjiBanno, The Establishment of the Japanese Constitutional System, Nissan Institute/ Routledge, 1995, pp. 272
9. Sheldon Garon, The State and Labour in Modern Japan, University of California Press, 1990, pp. 236
10. P.A.N. Murthy, Rise of Nationalism in Modern Japan: A Historical Study of the Role of Education in the Making of Modern Japan, Ashajanak Publications, 1973, pp. 518
11. Peter Duus, Party Rivalry and Political Change in Taishō Japan, Harvard University Press, 1968, pp. 317
12. Richard J. Smethurst, A Social Basis for Prewar Japanese Militarism, University of California Press, 1974, pp. 202
13. Kozo Yamamura, The Economic Emergence of Modern Japan, Cambridge University Press, 1997, pp. 387
14. Byron Marshall, Capitalism and Nationalism in Modern Japan, The Ideology of the Business Elite 1868-1941, Stanford University Press, 1967, pp. 176
15. Johannes Hirschmeier, Origins of Entrepreneurship in Meiji Japan, Harvard University Press, 1964, pp. 367

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching / tutorials and assignments for internal assessment, and through class participation and presentation.

## **DSE-JP-202 Politics and Governance of Japan**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Politics and Governance of Japan	04	3	1	NA	Graduation	Graduation

## **Course Description**

This course will introduce students to the political development in Japan focusing on occupation and Japan's new political environment, political Reforms, political economy post II World War, growth of constitutionalism in Japan, local self-government and grassroots politics, political corruption, constitutional debates, bureaucracy and decision-making, civil society movements, and the politics of educational reforms.

## **Course Objectives**

1. Familiarise the Students' with knowledge on the evolution and nature of the Political system and the political processes of Japan
2. Examine various facets of its society, like culture, economy, ethnicity and religion and its impact on its evolving political system.
3. Explore the evolution of the democratisation process in Japan's polity and its comparison in the East Asian context and the world in general.

## **Course Outcomes**

1. Students develop and deepen their knowledge of the political process and political system of Japan.
2. Equipped with the Skill to participate and engage in presentations and discussions on Japan's politics and system.
3. Acquired the ability to critically and empirically analyse and compare issues on Japan's Polity using various political science theories with Japan's political process

## **Course Outline**

### **Unit I**

**12 Hours**

1. Occupation and Japan's new political environment
2. Political Reforms: the Constitution of 1946
3. Japan's political economy post-World War

### **Unit II**

**11 Hours**

1. Growth of constitutionalism in Japan: the rise and decline of the Liberal Democratic Party
2. Opposition Politics in Japan
3. Local self-government and grassroots politics 7. Political corruption

### **Unit III**

**11 Hours**

1. Constitutional debates
2. Bureaucracy and decision-making
3. Civil Society movements

## Unit IV

11 Hours

1. The politics of educational reforms
2. Political dynamics in Japan
3. Contemporary Challenges (Revision of Constitution, Ageing Population, etc.)

## Reading List

1. Broadbent, J. Environmental Politics in Japan: Networks of Power and Protest, London: Cambridge Univ. Press, 1999.
2. Curtis, G.L. The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change. New York: Col. UP, 1999.
3. Jansen, M.B. The Making of Modern Japan. Camb. Mass.: Harvard Univ. Press, 2002.
4. Dower, John. Embracing Defeat. New York: W. W. Norton . 1999.
5. Ikuta, T. Kanryo: Japan's hidden government. New York: NHK Publ., 1995.
6. Leblanc, R.M. Bicycle Citizens: The Political World of Japanese Housewives, Berkeley: Univ. of Calif., 1999.
7. McCormack, G. The Emptiness of Japanese Affluence. Armonk: M.E. Sharpe – 2001.
8. Mulgan, G. The Politics of Agriculture in Japan. New York: Routledge, 1999.
9. Najita, T. The Intellectual Foundations of Modern Japanese Politics. Chicago: University of Chicago Press, 1980.
10. Pharr, S.J. and E.S. Krauss. Media and Politics in Japan. Honolulu: U of Hawaii, 1996.
11. Ramseyer, J.M. and F.M.C. Rosenbluth. The Politics of Oligarchy: Institutional Choice in Imperial Japan. New York: Camb. Univ. Press, 1998.
12. Ramseyer, J.M. Japan's Political Marketplace. Camb. Mass.: Harvard University Press, 1993.
13. Schlesinger, J.M. Shadow shoguns: the rise and fall of Japan's postwar political machine. New York: Simon & Schuster, 1997.

## Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching / tutorials, and assignments for internal assessment, and through participating in seminars and workshops.

## DSE-JP-203 Japanese Literature

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		

Japanese Literature	04	3	1	NA	Graduation	Graduation
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This course will cover oral and written traditions in Japanese poetry, Monogatari: the Japanese tale a literary genre, Nikki: diary writing as a literary genre, Zuihitsu: miscellany as literary form, forms of drama in Japan, literary shifts from aristocratic to popular literature, Western influences, enlightenment ideas and the reinvention of literary forms, literature as social critique in the 20<sup>th</sup> century and feminist literature in modern Japan.

### Course Objectives

To understand the salient aspects of Japanese Literature  
 To study various genres and schools of Japanese Literature  
 To understand the various forms, content and critique in Japanese literature  
 To analyse various forms and contents of literature in comparative perspective.

### Course Outcomes

- Gain knowledge of the characteristic features of Japanese literature.
- Analyse the various forms and contents in Japanese literature.
- Study of modern, pre-modern and gender discourse in Japanese literature.
- Study of Japanese literature in comparative perspective.

### Course Outline

#### Unit I 11 Hours

1. Early literary traditions: the first written chronicles in the eighth century
2. Oral and written traditions in Japanese poetry

#### Unit II 12 Hours

1. Monogatari: the Japanese tale as a literary genre
2. Nikki: Diary writing as a literary genre
3. Zuihitsu: miscellany as literary form

#### Unit III 11 Hours

1. Forms of drama in Japan
2. Literary shifts: from aristocratic to popular literature

## Unit IV

11 Hours

1. Western influences, enlightenment ideas and the reinvention of literary forms
2. Literature as social critique: the 20<sup>th</sup> century
3. Feminist literature in modern Japan

### Reading List

1. Miner, Earl. Introduction to Japanese Court Poetry. Stanford, Calif.: Stanford University Press, 1968.
2. Araki, James T. The Ballad-Drama of Medieval Japan. Berkeley and Los Angeles: University of California Press, 1964.
3. Bowring, Richard. Murasaki Shikibu: Her Diary and Poetic Memoirs. Princeton, N. J.: Princeton University Press, 1982.
4. Haruo Shirane. Early Modern Japanese Literature: An Anthology, 1600-1900. New York: Columbia Univ. Press, 2004.
5. Kamens, Edward. The Three Jewels: A Study and Translation of Minamoto Tamenori's Sanboe.
6. Ann Arbor: Center for Japanese Studies, University of Michigan, 1988.
7. Sachidanand, Unita, 2010, The Pen and The Sword: War Literature in Asia, Indo-Japan Association for Literature & Culture, New Delhi, (ISBN:81-906158-8-4) (edited with Fumiko Mizukawa)
8. Sachidanand, Unita, 2010, Japanese Literature: The Indian Mirror, Indo-Japan Association for Literature & Culture, New Delhi (ISBN:81-906158-9-1) (edited)
9. Sachidanand, Unita, 2002 Japani sahitya darshan: Meiji se Showa tak (An Introduction to Japanese Literature: From Meiji to Showa) (Text book in Hindi), Rajkamal Prakashan, Delhi
10. Keene, Donald, ed. Twenty Plays of the No Theatre. New York: Columbia University Press, 1970.
11. Keene, Donald. Dawn to the West: Japanese Literature of the Modern Era: Fiction. New York: Rinehart and Winston, 1984.
12. Kokichi Katsu. Musui's Story: The Autobiography of a Tokugawa Samurai. Transl. and ed. Teruko Craig. Phoenix: Univ. of Arizona, 1988.
13. Lippit, Noriko, et. al. Japanese Women Writers: Twentieth Century Short Fiction. New York: East Gate, 1991.
14. Ryan, Marleigh G. Japan's First Modern Novel: Ukigumo of Futabatei Shimei. New York: Columbia University Press, 1967.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching / tutorials and assignments for internal assessment, and through participating in seminars and workshops, quizzes and drama.

## **DSE-KR-201 Korean Government and Politics**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Korean Government and Politics	04	3	1	NA	Graduation	Graduation

### Course Description

This course will cover the genesis of Korean War and division of Korea, USAMGIK and establishment of democratic system, military in politics (1961-87)– authoritarianism, suppression, and subversion of democracy, political processes – Anti-authoritarianism and pro-democracy movement (1960-1988), political processes – Opposition politics, reforms and democratisation in the post-1987 period, political processes – patrimonial politics of the three Kims and shaping of Korean politics, bureaucracy and governance of S. Korea, Chaebol in politics and imperatives and politics of reunification.

### Course Objectives

The objective of the course is to teach students about the dynamics of the South Korean political system, the ideological divisions in the country and the role of the political institutions in the economic transformation of South Korea.

### Course Outcome

The student will be able to understand the political dynamics in South Korea and the current issues in South Korean politics.

### Course Outline

#### Unit I

**10 hours**

1. Genesis of the Korean War and Division of Korea
2. USAMGIK and the establishment of the democratic system

#### Unit II

**14 hours**

1. Military in politics (1961-87) – Authoritarianism, suppression, and subversion of democracy

2. Political Processes – Anti-authoritarianism and pro-democracy movement (1960-1988)
3. Political processes – Opposition politics, reforms and democratisation in the post-1987 period
4. Political processes – Patrimonial politics of the three Kims and shaping of Korean politics

### **Unit III**

**11 Hours**

1. Bureaucracy and governance of S. Korea
2. Chaebol in politics

### **Unit IV**

**10 Hours**

1. Role of conservative and progressive parties in the South Korean politics
2. Imperatives and politics of reunification - Sunshine Policy

### **Reading List**

1. Cumings, Bruce. The Korea War: A History. Modern Library/Random House, 2010.
2. Bruzo, Adrian. The Making of Modern Korea. London: Routledge, 2002.
3. Cotton, J., ed. Korea Under Roh Tae-woo, Allen and Unwin, Sydney, 1993.
4. Cotton, J. ed., Politics and Policy in the New Korean State: From Roh Tae-woo to Kim Young- Sam, St Martin's Press, NY, 1995.
5. Kang Man-gil. "Contemporary Nationalist Movements and the Minjung", In Kenneth M. Wells, ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
6. Gibney Frank. Korean Achievement: Asia's New Hi-tech Democracy, New York, Walker and Co., 1992
7. Mosher, Steven W., ed. Korea in the 1990s- Prospects for Reunification, New Brunswick, Transaction Publishers, 1992.
8. Shin, Doh C. Mass Politics and Culture in Democratizing Korea. Cambridge University Press, Cambridge. 1999
9. Wells, Kenneth M. ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
10. Hahm, Chaibong. "The Two South Koreas: A House Divided." The Washington Quarterly. 28 (3), pp. 57-72, 2005.

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching / tutorials, and assignments for internal assessment, and through class participation and presentations.

## **DSE-KR-203 Korean Literature**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Korean Literature	04	3	1	NA	Graduation	Graduation

### Course Description

This course attempts to provide an introduction to Korean literature, classical traditions, new genres and forms of the Korean literary tradition, classical Korean drama, the impact of the West and the new literary movement, nationalistic literature in the 20<sup>th</sup> century, Korean War literature, contemporary literature, women writers and feminist writing, and literature in North Korea.

### Course Objectives

To understand the salient aspects of Korean Literature  
 To study genre and various schools of Korean Literature  
 To understand the various forms, content and critique in Korean literature  
 To be able analyze various forms and contents of literature in comparative perspective.

### Course Outcomes

- Gain knowledge of the characteristic features of Korean literature.
- Analyze the various forms and content of the Korean literature.
- Study of modern, pre-modern and gender discourse in Korean literature.
- Study of Korean literature in comparative perspective.

### Course Outline

#### Unit I

**12 Hours**

1. Introduction to Korean literature
2. Classical traditions: Epics, poetry, prose and criticism
3. The Korean literary tradition: new genres and forms
3. Classical Korean drama: Pansori

**Unit II**

**11 Hours**

1. Modern literature: the impact of the West and the new literary movement
2. Nationalistic literature in the 20<sup>th</sup> century

**Unit III**

**11 Hours**

1. Korean War literature
2. Contemporary literature: challenges to state and society

**Unit IV**

**11 Hours**

1. Women writers and feminist writing
2. Literature in North Korea: the North Korean Federation of Literature and Arts, socialist realism and Han Sorya

**Reading List**

1. Cho, Dong-il. Korean Literature in Cultural Context and Comparative Perspective, Seoul: Jipmoondang Publishing Company, 1997.
2. Chung Chong-wha. Modern Korean Literature (An Anthology 1908-1965), UK: Kegan Paul International Limited, 1995.
3. Kim, Jaihiun Joyce. Selected and translated, Classical Korean Poetry – More than 600 Verses Since the 12<sup>th</sup> Century. Seoul: Hanshin Publishing Company, 1986
4. Kim, J-J. Master Poems from Modern Korea since 1920: An Anthology of Modern Korean Poetr. Seoul: Sisayongo-sa Publishing Co., 1980.
5. Kim, Yoon-shik. Understanding Modern Korean Literature, Seoul: Jipmoondang Publishing Company, 1998.
6. Lee, Peter H. Anthology of Korean Literature from Early Times to the Nineteenth Century. Honolulu: The University Press of Hawaii, 1981.
7. Myers, B. Han Soya and North Korean Literature: The Failure of Socialist Realism in DPRK. Ithaca, NY: Cornell East Asia Series, 1994.
8. Rutt, Richard, ed. and trans. The Bamboo Grove : An Introduction to Sijo, Berkeley: University of California Press
9. Woo, Han-young. Discourse in Korean Modern Novel, Seoul: Samjiwon,, 1996.
10. Zong In-sob. A Guide to Korean Literature, New Jersey: Hollym International Corp., 19

Facilitating the Achievement of Course Learning Outcomes: Thorough class room teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops, quiz and drama.

**EAS-SBC-201: Language (Chinese/ Japanese/ Korean)**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language : Chinese/Japanese/Korean	02	2		NA	Graduation	Graduation

**Course Description**

Students will choose any of the three languages offered by the Department, namely Chinese, Japanese, or Korean. She/he will pursue the same language in all four semesters.

**Objectives of the Course**

This course will introduce basic grammar, sentence patterns, and greetings in Chinese, Japanese, and Korean. Students will be taught basic knowledge through which they will have a feel for the language and culture of the country they are studying.

**Course Outcome**

Gain knowledge of scripts, basic grammar, and students should be able to recognise and read the language at an elementary level.

**Course Outline**

**A. CHINESE**

**Unit I**

**15 hours**

**Spoken skills:**

- Improve spoken skills for basic conversation through various methods, including:
- Expanding vocabulary and practice using them in sentences
- Learning common phrases and expressions used in everyday conversations
- Reading and understanding of the texts and practice of the common sentence patterns and dialogues learnt from the text

**Writing:**

Learning about 200 Chinese characters, focusing on:

- Categories of Chinese characters, and difference between them
- Background of a character's structure and its role in understanding its meaning
- Original and simplified characters, their similarity and difference

**Unit II**

**15 Hours**

**Grammar:**

- Complements and their relations to verb/adjective
- Types of rhetorical questions
- Types of comparative sentences

**Listening exercises:**

- Listening to recordings of textbook lessons to better comprehend the pronunciation, rhythm, and flow of the language
- Listening to long conversations and short monologues in slow to normal speed
- Practice tone pairs and tone sandhi, learn how change in tone affects the meaning of a word

**B. JAPANESE**

**Unit I**

**15 hours**

**Spoken skills:**

Improved fluency in basic conversation. Can express opinions, describe daily routines, give directions, and make polite requests. Increased confidence in using both polite and plain speech in appropriate contexts.

**Writing:**

Fluent in using *hiragana* and *katakana*. Able to write using approximately 160 *kanji*. Can compose structured paragraphs (e.g., personal letters, event descriptions, short opinion pieces).

**Unit II**

**15 hours**

**Grammar:**

Expanded grammar proficiency, including:

- Verb forms: Potential (～られる), Volitional (～ましよう／～よう), Imperative, Conditional (～たら), and ～たり～たりする
- Advanced particles: しか, だけ, でも, までに, によって
- Sentence structures: ～ことができる, ～ないでください, ～てもいい, ～なければならぬ, ～ながら

**Listening skills:**

Comprehends longer dialogues and short monologues in slow to normal speed. Understands context, speaker intentions, and can catch details in classroom or daily-life conversations.

**C. KOREAN**

**Unit I**

**15 hours**

**Spoken skills:**

It covers self-introduction, explaining the surrounding environment, description of family and friends, interaction with seniors, teachers, and unknown persons

**Writing:**

The writing part focuses on, with the help of a set of vocabulary, the student writes a paragraph, essays on given topics, makes sentences with jumbled words, translation from Korean to English and vice versa.

**Unit II****15 Hours****Grammar:**

uses of Korean grammar, making sentences in imperative, interrogative, active and passive forms. Knowledge of grammar enhances critical analysis on any topic and makes conversations on given free topics.

**Listening exercises:**

It helps to comprehend situation-based listening contents using the language lab or verbal communication given by the teacher. Students should summarise listening through a short video or reading content on common topics.

**Readings****A) CHINESE**

1. *Jichu Hanyu Keben*, di yi ce (Elementary Chinese Readers, Book 1), Beijing: Sinolingua, 2008 (Revised ed.)
2. *Zhongwen Ting Shuo Du Xie* (Integrated Chinese, Textbook 1, Simplified Character), Boston: Cheng and Tsui, 2016 (4th ed.)
3. *Fazhan Hanyu: Chuji Duxie*, I (Developing Chinese: Elementary Reading and Writing Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
4. *Fazhan Hanyu: Chuji Tingli*, I (Developing Chinese: Elementary Listening Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
5. *Fazhan Hanyu: Chuji Kouyu*, I (Developing Chinese: Elementary Speaking Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**B) JAPANESE**

1. *Nihongo shokyuu* 1. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. 1*. The Japan Times. 1995
3. *Minna no nihongo shokyu* 1. 3A Corporation. 2012-13
4. *Genki: An Integrated Course in Elementary Japanese I*. The Japan Times. 2020
5. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**C) KOREAN**

1. Textbook: Bharti Korean Basic, Delhi, University of Delhi Press, 2003, Lessons: 1-15
2. Bharti Korean Workbook, Indo-American Publications, 2007
3. Bharti Korean Reading Comprehension 1, Manak Publications, 2008
4. Korean through English 1, Seoul National University, Seoul, Korea, 2001
5. Pathfinder in Korea 1, Ehwa Women University, Seoul, 2003

6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**Facilitating the Achievement of Course Learning Outcomes**

The teaching-learning-evaluation process is done through the following means:

- Teaching through classroom lecture, audio-visual training in language laboratory and through performing arts
- Skill enhancement through assignment of homework, participation in quiz and seminar, and presentations on given topics
- Evaluation through internal assessment assignment, mid-semester and end-semester examinations

**General Electives courses offered by DEAS**

The Department of East Asian Studies also offers Generic Electives, which are open to students of other Departments of the University under NEP. Such students may apply through the Head of the Department where they are enrolled for the M.A. Programme. The intake will be restricted by the availability of seats. The maximum numbers and eligibility criteria for the Generic Elective courses for students from outside the department will be decided by the department at the beginning of each semester. Students of other departments, opting for the Generic Elective courses, will have to abide by the various rules and regulations of the Department of East Asian Studies. Any request for readjustment of time-tables, and rescheduling of submission of assignments or conduct of mid-semester and end-semester examinations will not be entertained.

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**M. A. JAPANESE****1<sup>st</sup> Year of PG curricular structure for 2-year PG Programmes (3+2): Semester I & II**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic project	Total credits
<b>I</b>	<b>DSC-1</b> Advanced Japanese Language (4 Credits)  <b>DSC-2</b> Theory and Practice of Translation (4 Credits)  <b>DSC-3</b> India-Japan Cultural Relations (4 Credits)	<b>DSE-1</b> Cultural History of Japan (till Meiji Period) (4 Credits)  <b>DSE-2</b> Introduction to Japanese Linguistic (4 Credits)  <b>OR</b>	<b>SBC</b> Japanese Communication Skill  Daily Life Japanese communication & Social Language etiquettes  <b>Focus:</b> Keigo and passive semantics for Daily Communication.  <b>Skills:</b> Daily communication, cross-cultural etiquette, Informal Conversation,  <b>(2 credits)</b>	N/A	<b>22</b>
<b>II</b>	<b>DSC-4</b> Guided Speaking and Interpretation (Part I) (4 Credits)  <b>DSC-5</b> Literary Translation  <b>(4 Credits)</b>	<b>DSE-3</b> Contemporary Japan (4 Credits)  <b>DSE-4</b> Survey of Japanese Literature (4 Credits)	<b>SBC</b> Advanced Japanese Communication Skill  <b>Focus:</b> Keigo and passive semantics for Advance Communication. Situation Based Learning of	N/A	<b>22</b>

	<b>DSC-6</b> Popular and Folk culture of Japan <b>(4 Credits)</b>		Corporate language culture, professional language.  <b>(2 credits)</b>		
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### Course Objectives, Outline & Reading list

#### Semester I

#### DSC-1: Advanced Japanese Language

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Advanced Japanese Language</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

#### Learning objectives:

The Advanced Japanese Language course will focus on bridging the intermediate level to the advanced level by introducing the advanced level grammar and sentence patterns. Further, it will focus on understanding cultural nuances or social aspects reflected in the language.

**Learning outcomes:** Gain enough language skills to be able to read novels and newspapers. Also, they will be able to converse fluently in the language.

#### Detailed Syllabus

##### Unit: I

Hours:11

Introduction Language Expressions of Advanced Japanese

##### Unit: II

Hours:11

Comprehension of Advanced language level texts

**Unit: III**

Hours:11

Study of advanced Japanese language patterns and its situation-based usages.

**Unit: IV**

Hours:12

Application of Advance Japanese language in writing.

**Reading list:**

1. New Approach Japanese Pre-Advanced course.
2. *Advanced Japanese Language*, Japanese Language Center for International Students, Tokyo University of Foreign Studies.
3. *Jokyu Nihongo kyokasho; Bunka e no manazashi*, Tokyo University Press, 2005.
4. Excerpts from other books on Advanced Japanese Language published by various universities in Japan.
5. Relevant materials from contemporary reading materials, compiled by the teachers.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

**DSC-2: Theory and Practice of Translation****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Theory and Practice of Translation</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Learning objectives:** Theory Practice Translation course will teach students the basic techniques of translation while translating Japanese texts to English or Hindi and vice versa.

**Learning outcomes:** Gain enough skills of translations to be able to do technical translations with ease. Students will acquire enough knowledge to become professional translators.

**Detailed Syllabus**

**Unit: I** Hours:11

Theoretical problems of translation

**Unit: II** Hours:11

Translation from Japanese to English/Hindi

**Unit: III** Hours:11

Translation from English/Hindi to Japanese

**Unit: IV** Hours:12

Translation Practice

**Reading list:**

- 1.Yoko Hasegawa, The Routledge Course in Japanese Translation, Taylor & Francis,2013.
2. Kirsten Refsing, Lita Lundquist, Translating Japanese Texts,2009.
3. Judy Wakabayashi, Japanese English Translation, An Advanced Guide,2020.
- 4.Anthony Pym, Exploring translation Theories, Taylor & Francis,2017.
5. アンソニー・ピム、翻訳理論の探求、みすず書房。
- 6.Newspapers articles, Asahi Newspaper, Mainichi Newspaper, Japan Times and others.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

**DSC-3: India-Japan Cultural Relations**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>India-Japan Cultural Relations</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Learning objectives:**

India- Japan Cultural Relations course will focus on the Buddhist link, discovery of sea routes, changing Japanese perceptions of India in the 18<sup>th</sup> and 19<sup>th</sup> centuries, Indological

studies in Japan and Imperial strategies (1885-1921), early trade links: the 19<sup>th</sup> and 20<sup>th</sup> centuries, Japan in Indian nationalist discourse, Japan and the Indian National Movement, Japan and independent India, contemporary cultural relations and mutual policy concerns in Japan-India relations.

### **Learning Outcome**

1. Equip the students with skill and knowledge to understand the various aspects of India-Japan Relations
2. Acquire the ability to critically analyze by using various International Relations theories on the issues and problems of India- Japan relations.
3. Deepening the overall knowledge to engage in discussions and participate in the presentations pertaining to India-Japan relations

### **Detailed Syllabus**

**Unit: I** Hours:11

Early Connection through Buddhism and Trade

**Unit: II** Hours:11

Indo-Japan relation during Indian Independence Struggle

**Unit: III** Hours:11

Japan and independent India

**Unit: IV** Hours:12

Present India-Japan Relation

### **Reading list**

1. Barnett, Yukiko Sumi. "India in Asia: Ōkawa Shūmei's Pan-Asian Thought and his Idea of India in Early Twentieth-Century Japan" in *Journal of the Oxford University History Society*, no.1 (2004)
2. Chaudhari, Saroj Kumar. *Hindu Gods and Goddesses in Japan*. New Delhi: Vedam Books, 2003.
3. Kesavan, K. V. (ed) *Building a Global Partnership: Fifty years of Indo-Japanese Relations*. New Delhi: Lancers Books, 2004.
4. Lebra, Joyce C. *Jungle Alliance: Japan and the Indian National Army*. Singapore: Asia Pacific Press, 1971.
5. Li, Narangoa and Robert Cribb (eds). *Imperial Japan and National Identities in Asia, 1895-194*, .London and New York: Routledge, 2003.

6. Murthy, P.A. Narasimha. *India and Japan: Dimensions of their Relations: Historical and Political*. New Delhi: ABC pub House, 1986.
7. Murthy, P.A. Narasimha. *India and Japan: Dimensions of Their Relations: Economic and Cultural*. New Delhi: ABC Pub. House, 1993.
8. Nakane, Chie and Masao Naito (eds). *Towards Understanding Each Other: Fifty Years' History of India-Japan Mutual Studies*, Tokyo: Kyodo Printing Co., 2000.
9. Panda, Rajaram and Yoo Fukazawa (eds). *India and Japan: Blossoming of a New Understanding*. New Delhi: Lancers' Books, 2004
10. Sachidanand, Unita & Teiji Sakata(eds.), *Imaging India Imaging Japan: A Chronicle of Reflections on Mutual Literature*, Manak Publications, New Delhi, 2004
11. Thakur, Upendra. *India and Japan: A Study in Interactions During 5th and 14th centuries*. . Delhi: Abhinav Publications, 1992.
12. Yamaguchi, Hiroichi and Haruka Yanagisawa (eds). *Tradition and Modernity: India and Japan: Towards the Twenty-First Century*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1997.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

### **DSE-1 Cultural History of Japan (till Meiji Period)**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Cultural History of Japan</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Learning objectives:** Cultural History of Japan course aims to acquaint the students with the major cultural trends, events, dynasties, historical phenomena and social philosophies in the course of the evolution and shaping of Japanese culture.

#### **Learning Outcome**

1. Equip the students with skill and knowledge to understand the various aspects of Cultural History of Japan
2. Deepening the overall knowledge to engage in discussions and participate in the presentations pertaining to Cultural History of Japan

### **Detailed Syllabus**

<b>Unit: I</b>	Hours:11
Early Japanese Culture: Jomon, Yayoi, Kofun, Nara and Heian Periods	
<b>Unit: II</b>	Hours:11
Medieval Japan: Kamakura Period and Muromachi Period	
<b>Unit: III</b>	Hours:11
Premodern Japan: Edo Period, Impact of Western Traditions	
<b>Unit: IV</b>	Hours:12
Rise of Modern Japan	

### **Reading list:**

1. Brett L. Walker. *A Concise History of Japan*. Cambridge University Press. 2015
2. Andrew Gordon. *A Modern History of Japan: From Tokugawa Times to the Present*. Oxford University Press. 2008
3. Sasayama Haruo, Sato Makoto, Gomi Fumihiko. *Shosetsu nihonshi*. Yamakawa Shuppan. 2017
4. Gomi Fumihiko, Toriumi Yasushi. *Moichido yomu nihonshi*. Yamakawa Shuppan. 2009
5. George Sansom. *History of Japan* (3 volumes). The Crescent Press. 1961.
6. Tokyo University of Foreign Languages ed., *Ryugakuseinotameno Nihonshi*. Tokyo, Yamakawa Shoten, 1990.
7. Ryusaku Tsunoda. *Sources of Japanese Tradition*. Columbia University Press, 1960
8. Relevant materials from contemporary sources compiled by the teachers

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

### **DSE-2: Introduction to Japanese Linguistic**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Japanese Linguistic	04	3	1	0	Graduation	Graduation

**Learning objectives:** The objective of Introduction to Japanese Linguistic paper is to acquaint the students with the basic concept of linguistics in order to serve as a backdrop for the study of linguistics with respect to Japanese language.

**Course Outcome:** This course would create a foundation for the students of M.A. Japanese to further pursue the various aspects of Japanese language.

### Detailed Syllabus

**Unit: I** Hours:11

A short history of Japanese Linguistics and its objectives

**Unit: II** Hours:11

Japanese Language and Communication Theories

**Unit: III** Hours:11

Role of Linguistics in the study and analysis of a language

**Unit: IV** Hours:12

Analysis of Japanese language

### Reading List:

1. Tanaka, Harumi et al. *Gengogaku no Susume*. Tokyo, Taishukan Shoten. 1978.
2. Kindaichi Haruhiko. *Shinnihongoron*. Tokyo, Chikumashobo. 1971.
3. Miyaji, Yutaka et.al. *Koza Nihongo* (vol. 5 & 10) Tokyo, Iwanami Shoten, 1987.
4. Koizumi, Tatsuo, *Nihongo Kyoshino tameno Gengogaku Nyumon*, Tokyo, Taishukan Shoten, 1993.
5. *Gengogaku Koza*. Tokyo, Meijishoin, 1981.
6. Tsujimura, Natuko. *Introduction to Japanese Linguistics*. Oxford: Blackwell Press, 1996.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

**Skill Based Course (2 Credit)**

**Japanese Communication Skill**

**Skill Based Course: Japanese Communication Skill**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Japanese Communication Skill	2	2		2	Graduation	Graduation

**Learning objectives:**

The objective of the Japanese Communication Skill course is to equip students with daily life Japanese language communication skills. It will equip them to express their ideas, thoughts in various topic of daily life situations. The course will focus Situation based Language Communication skill and Japanese Situation Based Conversation etiquette.

**Learning outcomes:** Gain enough language skills to be able to speak day-to-day life Japanese language. Also, they will be able to converse fluently in the language.

**Detailed Syllabus**

**Unit: I**

Hours:15

Situation based Language Communication

**Unit: II**

Hours:15

Practical of Situation based Language Communication

**Reading list**

1. Florian Grosser, Patrick Heinrich, Saana Santalahti (Editors), Ideologies of Communication in Japan Speakers, Interaction and the Creation of Difference, Channel View Publications, 2025.
2. Noriko Ishihara, Magara Maeda, Advanced Japanese: Communication in context, Taylor and Francis, 2017.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

## Semester II

### **DSC-4: Guided Speaking and Interpretation-Part I**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Guided Speaking and Interpretation-Part I	04	3	0	1	Graduation	Graduation

**Learning objectives:** Guided Speaking and Interpretation-Part I course aims to improve spoken Japanese and simple language interpretation skills. Teach the various expressions in Japanese language, both colloquial and formal. Also, to teach how those expressions are appropriate to various occasions.

**Learning outcomes:** Gain the basic skills of interpreting in slightly informal situations, and also to be able to speak on any given topic with relative ease.

## **Detailed Syllabus**

**Unit: I** Hours:12

Development of Listening and Comprehension Ability

**Unit: II** Hours:11

Development of communicative Language

**Unit: III** Hours:11

Japanese to English Interpretation practical

**Unit: IV** Hours:11

Listening to simple news audios and practicing interpretation  
practical

### **Reading list:**

1. Masako Isa, 伊佐雅子, 多文化社会と異文化コミュニケーション, Sanseido, 2007.
2. D. Gerver, H. Wallace Sinaiko, Language Interpretation and Communication, Plenum Press 2013.
3. Selected texts compiled by the teachers
4. NHK News Web Easy (online)

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/  
University of Delhi from time to time**

## **DSC-5: Literary Translation**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Literary Translation	4	2	0	2	Graduation	Graduation

**Learning objectives:** Literary Translation course will focus on basic methods of translating literature and its difference with technical translations.

**Learning outcomes:** Gain enough skills of translations to be able to do literary translation with ease. Students will acquire enough knowledge to become professional literary translators.

### Detailed Syllabus

**Unit: I** Hours:12

Introduction of techniques of literary translation.

**Unit: II** Hours:11

Theoretical problems of literary translation

**Unit: III** Hours:11

Translation of selected texts from various Literature

**Unit: IV** Hours:11

Translation of selected texts from various Literature

### Reading List:

1. Selected Texts on various texts from Novels and other genres.
2. Sachidanand, Unita. *Sanshodayu*: Hindi translation of three historical novellas – *Sanshodayu, Takasebune, Saigo no Ikku* of Mori Ogai, Rajkamal Prakashan, Delhi, 1997.
3. Bholanath Tiwari & Mahendra Chaturvedi. *Kawyanuwad ki samsyayen: sahitya ka anuwad Shabdakar*, 1980.

**Examinations Scheme and Mode:** Subject to directions from the Examinations Branch/ University of Delhi from time to time

### DSC-6: Popular and Folk culture of Japan

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Popular and Folk culture of Japan	4	3	1	0	Graduation	Graduation

**Learning objectives:** The course is an introduction to various aspects of Japanese popular and folk cultures. The focus will be on the trending cultures like Digital media, social networking culture, Japanese *manga*, anime, J-pop songs, TV, cinema, theatre, festivals, Japanese seasons, Japanese food, sports and other variegated dimensions of popular culture. This course will also deal with Japanese rituals and traditions such as ancestor worship, nature worship, local deities and their importance in folk culture, folk songs and folklore. Understanding and reading of folk tales and its analysis will be addressed. Aspects of various oral traditions and folk art will also be included.

**Learning Outcome:** This course would create a foundation for the students of MA Japanese to be able to understand Popular and Folk culture of Japan better.

#### Detailed Syllabus

**Unit: I** Hours:12

An introduction to Japanese popular and folk cultures.

**Unit: II** Hours:11

Japanese festivals, Songs and Music, food Culture

**Unit: III** Hours:11

Japanese Theatre, Television shows, cinema, dance, songs, *manga* and anime

**Unit: IV** Hours:11

Reading and analysing folktales and folklores

**Reading list:**

1. J. Craig Timothy, *Japan Pop: Inside the World of Japanese Popular Culture*. Routledge, New York, 2015.
2. Various folk Tales and Folk songs of Japan like 柳田 国男、日本の昔話 新潮文庫 – 1983/6/1 or 稲田 浩二、稲田 和子 (編集) 日本昔話百選 改訂新版 単行本 三省堂– 2003/6/1.
3. Brinkley, R. A. *History of Japanese People*. London Encyclopedia Britannica Co., 1912.
4. Hane, Mikiso. *Japan*. New York, Scribners' Sons, 1972
5. John K. Fairbank, Edwin O. Reischauer and Albert M. Craig, *East Asia: The Great Tradition*. Tokyo, Charles E. Tuttle Company, 1964.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

**DSE-3: Contemporary Japan**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Contemporary Japan	04	3	1	0	Graduation	Graduation

**Learning objectives:** This course looks at several aspects of current affairs of Japan. It will throw light on current socio-political and economic issues of Japan. The objective of the course is to familiarize the student with contemporary Japan.

**Learning Outcome:** The student will be able to understand contemporary Japan and critically assess Japan and its development.

**Detailed Syllabus**

**Unit: I**

Hours:12

Family in Contemporary Japan, Gender and Women Japan

**Unit: II** Hours:11

Education, Company and Work Culture in Japan

**Unit: III** Hours:11

Social problems: Declining Population and Aging Society problems, etc.

**Unit: IV** Hours:11

Current issues related to globalisation and digitalisation

**Reading List:**

1. William Theodore de Bary, et al. *Sources of Japanese Tradition*, vol. 1&2. Columbia University Press, 2006
2. William E. Deal and Brian Ruppert. *A Cultural History of Japanese Buddhism*. Wiley Blackwell, 2015.
3. Helen Hardacre. *Shinto: A History*. Oxford University Press, 2016
4. Inoue Jun, Ito Kimio (ed.). *Nihon Shakai to Bunka*. Sekai Shiso-sha, Tokyo, 2010.
5. Tsukaha Yasuhiro, *Nihonjin to Nihon Shakai*. Bunshin-do, Tokyo, 2022.
5. Relevant articles from contemporary Japanese newspapers, journals and books

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

**DSE-4: Survey of Japanese Literature**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Survey of Japanese Literature	04	3	1	0	Graduation	Graduation

**Learning objectives:** Survey of Japanese Literature course will cover oral and written traditions in Japanese literature, Periodization of the Japanese literature, ancient, medieval, premodern and modern literary history. Representative writings and writers of various periods, important literary groups and various concepts will be addressed.

**Learning Outcomes:** Gain knowledge of the characteristic features of Japanese literature, knowledge of modern, pre-modern and gender discourse in Japanese literature; and, understanding of Japanese literature in comparative perspective.

### Detailed Syllabus

**Unit: I** Hours:12

Introduction to Periodization, ancient and medieval period Japanese literature

**Unit: II** Hours:11

Japanese literature in Premodern Japan

**Unit: III** Hours:11

Japanese literature in Modern Period Japan

**Unit: IV** Hours:11

Important literary groups, Literary shifts & Western influences, enlightenment ideas and the reinvention of literary forms

### Reading List:

1. Miner, Earl. *Introduction to Japanese Court Poetry*. Stanford, Calif.: Stanford University Press, 1968.
2. Araki, James T. *The Ballad-Drama of Medieval Japan*. Berkeley and Los Angeles: University of California Press, 1964.
3. Bowring, Richard. *Murasaki Shikibu: Her Diary and Poetic Memoirs*. Princeton, N. J.: Princeton University Press, 1982.
4. Haruo Shirane. *Early Modern Japanese Literature: An Anthology, 1600-1900*. New York: Columbia Univ. Press, 2004.
1. Kamens, Edward. *The Three Jewels: A Study and Translation of Minamoto Tamenori's Sanboe*. 6. Ann Arbor: Center for Japanese Studies, University of Michigan, 1988.
2. Keene, Donald. *Dawn to the West: Japanese Literature of the Modern Era: Fiction*. New York: Rinehart and Winston, 1984.
3. Kokichi Katsu. *Musui's Story: The Autobiography of a Tokugawa Samurai*. Transl. and ed. Teruko Craig. Phoenix: Univ. of Arizona, 1988.
4. Lippit, Noriko, et. al. *Japanese Women Writers: Twentieth Century Short Fiction*. New

York: East Gate, 1991.

5. Ryan, Marleigh G. *Japan's First Modern Novel: Ukigumo* of Futabatei Shimei. New York: Columbia University Press, 1967.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

**Skill Based Course (2 Credit)**

**Advanced Japanese Communication Skill**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Japanese Communication Skill	2	1		1	Graduation	Graduation

**Learning objectives:**

The objective of this paper is to develop Advance Language Communication skills of students.

**Learning outcomes:** Gain enough language skills to be able to speak day-to-day life Japanese language. Also, they will be able to converse fluently in the language.

**Detailed Syllabus**

**Unit: I**

Hours:15

Advance Situation based Language Communication skill

**Unit: II**

Hours:15

Practical of Advance Situation based Language Communication

**Reading list**

1. Florian Grosser, Patrick Heinrich, Saana Santalahti (Editors), Ideologies of Communication in Japan Speakers, Interaction and the Creation of Difference, Channel View Publications, 2025.
2. Noriko Ishihara, Magara Maeda, Advanced Japanese: Communication in context, Taylor and Francis, 2017.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time**

UNIVERSITY OF DELHI

**MASTER OF ARTS IN CHINESE**

NEP-2020 based PGCF (First-Year)

(Effective from Academic Year 2025-26)

PROGRAMME BROCHURE (DRAFT)



Revised Syllabus as approved by Academic Council on XXXX, 2025 and the Executive Council on XXXX, 2025

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## **I. About the Department**

The Department of East Asian Studies began as the *Centre for Chinese Studies* in 1964. Japanese Studies was introduced in 1969 and the department was renamed the *Department of Chinese and Japanese Studies*. After introducing Korean Studies in 2001, the department was rechristened as the Department of East Asian Studies. The department is part of the Faculty of Social Sciences, University of Delhi.

The department offers four postgraduate courses: M.A. in East Asian Studies, Japanese, Chinese and Korean Language. It provides an interdisciplinary PhD in East Asian Studies, offering opportunities in diverse areas such as history, culture, language, literature, society, economics, politics, security studies, and international relations.

In M.A. and Ph.D. in East Asian Studies, language is a compulsory component, and students must learn one of the three East Asian languages: Chinese, Japanese and Korean. The department also offers full-time postgraduate diplomas in Chinese, Japanese, and Korean languages, besides part-time certificate, diploma, and advanced diploma courses in Chinese, Japanese and Korean languages in various colleges of the University of Delhi.

## **II. Introduction to NEP 2020 PG Curriculum Framework (PGCF)**

The National Education Policy (NEP) 2020's PG Curriculum Framework (PGCF) promotes student flexibility by allowing them to choose courses from various categories, including core, discipline-specific, generic, and skill-based. The PGCF also implements a grading system for course evaluation, which is considered more uniform than the traditional marks system, facilitating the calculation of CGPA and enabling seamless academic mobility among institutions. This uniformity also benefits potential employers in assessing candidate performance.

### **2.1 Definition**

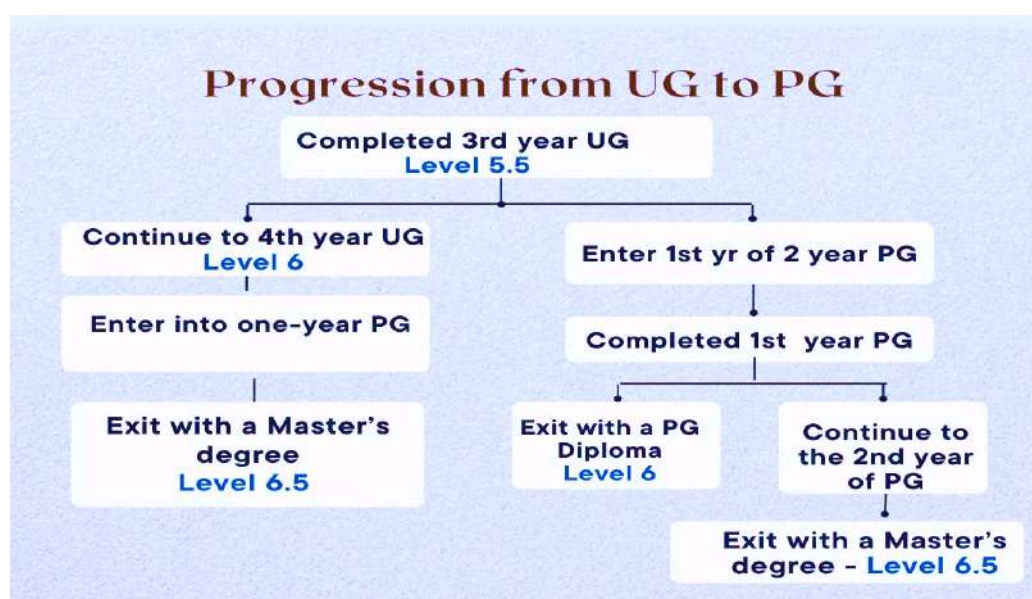
- A. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes, etc., designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- B. 'Course' means a segment of a subject that is part of an Academic Programme.
- C. 'Programme Structure' means a list of courses (Core, Elective, General Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- D. 'Department Specific Core' (DSC) means a course that a student admitted to a particular programme must complete to receive the degree, which cannot be substituted by any other course.
- E. 'Department Specific Elective Course' (DSE) is an optional course to be selected by a student from courses offered in the same Department/Centre.

- F. 'Generic Elective'(GE) is an elective course available for students of the MA programmes in other departments. Students of other departments will opt for these courses, subject to fulfilling the eligibility criteria as laid down by the Department offering the course.
- G. 'Skill-Based Course' (SBC) refers to courses that include a strong component of imparting skills to students. These skills may consist of understanding based on hands-on exercises, language training, methodological skills, policy analysis, and relevant areas of study.
- H. 'Credit' means the value assigned to a course, which indicates the level of instruction.

One hour lecture per week equals 1 Credit, and 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.

- I. 'SGPA' means Semester Grade Point Average calculated for the individual semester.

## 2.2 Progression from UG to PG:

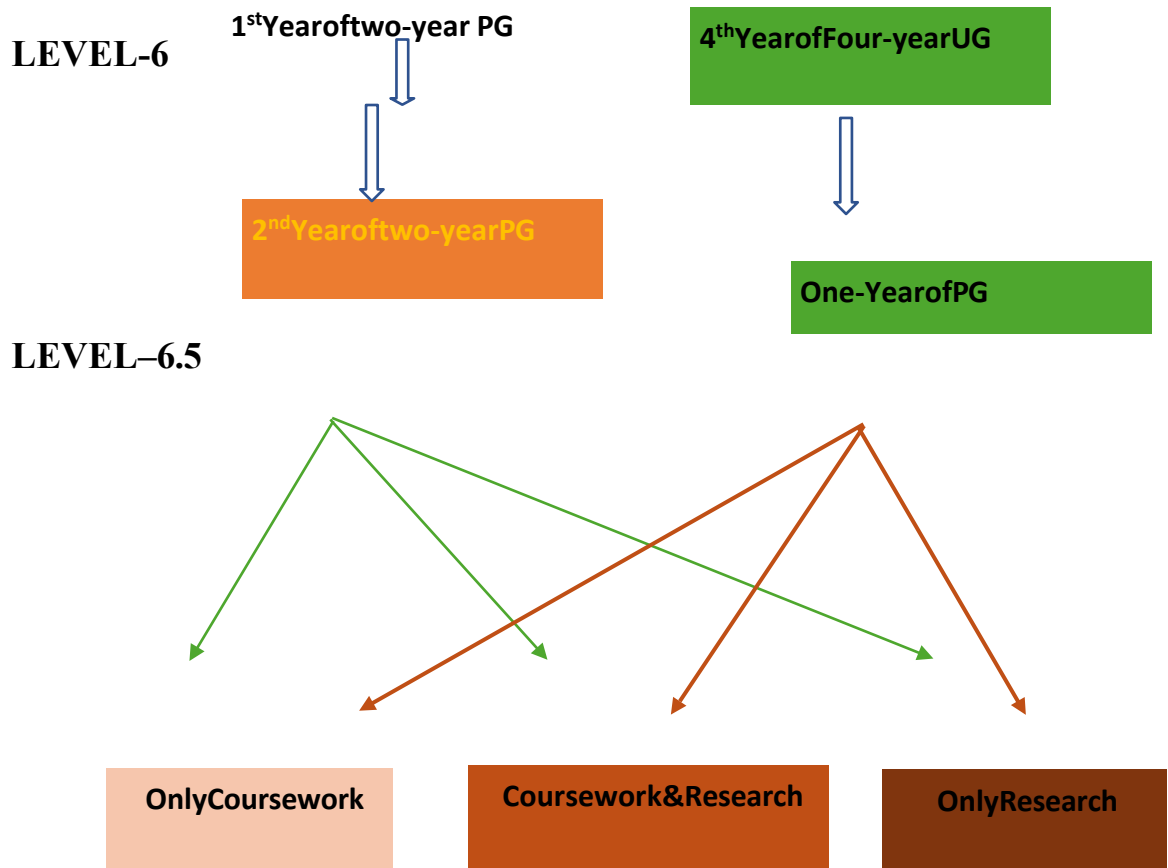


## 2.3 Programme of Study and the corresponding qualification levels

First	year	UG	Programme	–	Level	4.5
Second	Year	UG	Programme	–	Level	5
Third	Year	UG	Programme	–	Level	5.5
Fourth	Year	UG	Programme	–	Level	6
First	year of	Two-Year	PG Programme	–	Level	6
Second	Year of	Two-Year	PG Programme	–	Level	6.5

One year of PG Programme after 4-year UG – Level 6.5  
First year of Two Year PG Programme after 4 Year UG – Level 6.5  
Second year of Two-Year PG Programme after 4-Year UG – Level 7

**a. Postgraduate Curricular Framework 2024 (based on NEP 2020)**



## 1st Year of PG curricular structure for 2 year PG Programmes ( 3+2)

Semester	DSC	DSE	2Creditcourse	Dissertation/ AcademicProject/ Entrepreneurship	Total Credits
Semester-I	<b>DSC-1</b>  <b>DSC-2</b>  <b>DSC-3</b>  <b>(12 credits)</b>	<b>TwoDSEs</b>  OR  <b>OneDSE&amp;One GE</b>  <b>(8credits)</b>	Skill-based course/ workshop/Specialised laboratory/ Hands on Learning  <b>(2credits)</b>	Nil	<b>22</b>
Semester-II	<b>DSC-4</b>  <b>DSC-5</b>  <b>DSC-6</b>  <b>(12 credits)</b>	<b>TwoDSEs</b>  OR  <b>OneDSE&amp; One GE</b>  <b>(8credits)</b>	Skill-based course/ workshop/Specialised laboratory/ Hands on Learning  <b>(2credits)</b>	Nil	<b>22</b>

**Curricular Structures of 2<sup>nd</sup> Year of PG for Two-year PG Programme (3+2)**

**Or**

**One-year PG Programme after completion of Four-Year UG Programme (4+1)**

**Structure 1 (Level 6.5): PG Curricular Structure with only coursework**

Semester	DSC	DSE	2Creditcourse	Dissertation/ AcademicProject/ Entrepreneurship	To tal Cre dits
Semester- III	DSC-7  DSC-8  (8 credits)	Three DSEs  OR  TwoDSEs  &  One GE (12credits)	Skill-based course/ workshop/ Specialised laboratory/Internship/ Apprenticeship/Hands on Learning  (2 credits)	Nil	22
Semester- IV	DSC-9  DSC-10  (8 credits)	Three DSEs  OR  TwoDSEs  &  One GE (12credits)	Skill-based course/ workshop/Specialised laboratory/Internship/ Apprenticeship/Hands on Learning  (2 credits)	Nil	22

**Structure 2 (Level 6.5): PG Curricular Structure with Coursework +  
Research**

Semester	DSC	DSE	2Credit course	Dissertation/ AcademicProject/ Entrepreneurship	Total Credits
Semester-III	DSC-7  DSC-8  (8 credits)	TwoDSEs  OR  OneDSE& One GE* (8 credits)	Nil	Seedetailedoutcomes below  (6 credits)	22
Semester-IV	DSC-9  DSC-10  (8 credits)	TwoDSEs  OR  OneDSE& One GE* (8 credits)	Nil	Seedetailedoutcomes below  (6 credits)	22

\* For those opting for the ‘Entrepreneurship’ track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing a Dissertation or Academic Projects, they may opt for any GE of their choice or study only the DSEs.

**NOTE:** *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **nota repetition of work done in the 4<sup>th</sup> Year of the UG programme**. It may be an extension though of the work done in the 4<sup>th</sup> Year of UG programme.*

## A. Outcomes expected of the Dissertation writing track in the 2<sup>nd</sup> Year of PG Programmes

### Semester III

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

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork or similar tasks

### Semester IV

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

- i. Completion of experimentation/fieldwork
- ii. Submission of dissertation
- iii. 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 reputed journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher

## B. Expected outcomes of Academic Projects in the 2<sup>nd</sup> Year of PG Programmes

### Semester III

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

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork or similar tasks

### Semester IV

The following three outcomes must be achieved by the end of

IV Semester:

- i. Completion of the experimentation, fieldwork or similar task
- ii. Submission of project report
- iii. 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 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

### Structure 3 (Level 6.5): 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) <b>Advanced Research Methodology</b> of the core discipline + (b) <b>Tools for Research</b>  (2x2=4 credits)	Outcomes are listed below the table  (10 credits)	22

Semester IV	-	<b>1 DSE</b>  oraDSEofan allied subject  relatedtothearea identified for research  <b>(4 Credits)</b>	<b>Techniques of researchwriting</b>  <b>(2 credits)</b>	<b>(16 credits)</b>	<b>22</b>
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### Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”

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

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

### Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”

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

- 1) **Phase II** of research-Final phase of experimentation/fieldwork
- 2) Dissertation/project report submission
- 3) Attain **at least one** of the following outcomes:
  - a. Publication in Scopus indexed journals #
  - b. Patent
  - c. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - d. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the

Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

## **2.5 Programme Objectives (POs)**

M.A. in Chinese

- To create experts in the field of area studies
- To obtain a holistic perspective of the area through emphasis on linguistic training of the area, as well as a multidisciplinary social science approach.

## **2.6 Programme Specific Outcomes (PSOs)**

At the end of the programme, students will have comprehensive knowledge about China.

- Focus on aspects of history, culture, society, politics, economy, international relations, etc. of China region
- Option to join Ph.D. Programme in East Asian Studies after the successful completion of this course.
- Aimed to create experts in Chinese language for research projects in think tanks, NGOs, government agencies, international organisations, newspaper agencies, etc.

## **III. Master's Programme Details**

Teaching: The faculty of the Department is primarily responsible for organising lecture work for the M.A. Chinese. The instructions related to tutorials are provided by the Department of East Asian Studies.

### **Eligibility for Admissions**

Refer to the Bulletin of Information as published by the University of Delhi.

### **Assessment of Students' Performance and Scheme of Examination**

- Chinese shall be the medium of instruction and examination for the Core courses and English/Hindi/or any other language as specified by the course instructor for the elective courses.
- Assessment of students' performance shall consist of the following components
  - Internal Assessment-30 (Attendance-5, Mid Semester-25)
  - End-Semester Examinations-70 marks

### **Pass Percentage & Promotion Criteria**

A student has to score a minimum of 40% in each course, separately in the end-semester examination (28 out of 70 marks), and in the total (40 to 100 marks) to pass the course. No separate pass is required in the internal assessment component. Students failing in an individual course are allowed to repeat only the end-semester examinations in the next appropriate session,

but within the span period of four years. There is no provision for repeating, resubmitting, or resubmitting any of the components of internal assessments (assignment and mid-semester examination).

Students of the department selecting generic elective courses from other departments will be governed by their rules, while students of other departments selecting generic elective courses from this department will be governed by this department's rules.

**Semester to Semester Progression**

As per the University Examination rule.

**Conversion of Marks into Grades**

Conversion of Marks into Grades as per the University rule.

**Grade Points**

Grade point table as per the University Examination rule

**CGPA Calculation**

As per the University Examination rule.

**Grand SGPA Calculation**

As per the University Examination rule.

**Conversion of Grand CGPA into Marks**

As per the University Examination rule.

**Division of Degree into Classes**

As per the University Examination rule.

**Attendance Requirement**

As per the University Examination rule.

**Guidelines for the Award of Internal Assessment Marks**

As per the University Examination rule.

### **1st Year of PG curricular structure for 2-year PG Programmes ( 3+2)**

#### **Semester I (22 Credits)**

3(DSC) x 4 (credit) =12 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL101	Advanced Chinese Language
DSC	CL102	China Past and Present- I (up to 1840)
DSC	CL103	Modern Chinese Literature (1919-1949)
DSE	CH101	Modern China
DSE	CH102	Chinese Society and Culture
GE	GE	From any other department

#### **Semester II (22 Credits)**

3(DSC) x 4 (credit) =12 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL201	Chinese Linguistics
DSC	CL202	China Past and Present- II (1840-1949)
DSC	CL203	Brief Introduction to India-China Relations
DSE	CH 201	Intellectual Debates in Modern China
DSE	CH 202	Government and Politics of China
GE	GE	From any other department

**DSC courses:-****DSC1- CL101 ADVANCED CHINESE LANGUAGE****Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Advanced Chinese Language</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description:**

This course aims at strengthening the student's overall language skills (listening, speaking, reading and writing), especially more specialized vocabulary, and complex sentence structures. The course content is designed to combine advanced language learning with exploration of various facets of contemporary China. This combination will not only sharpen the student's language skills and increase general knowledge of China, but will also provide the background knowledge needed to develop translation and interpretation skills.

**Course Objective:**

The course will primarily develop the student's fluency and accuracy for practical communication in Chinese language. The emphasis is on the transformation of linguistic knowledge into active skills through oral and written activities. Thus, the course is aimed towards absorbing and also analytically looking at the dynamic socio-cultural aspect of life in China which constantly shapes the interaction among people.

**Course Outcome:**

The students will be able to benefit from both classroom lectures and audio- visual lessons which will be conducted in the language laboratory and classrooms simultaneously. Appealing modes of learning such as quiz, debate, performing small skits on related themes, etc. will be encouraged in the class. Different assignment methods (written, oral, project, etc.) will be used to maximize learning experience.

## Detailed Syllabus:

Unit I: Hours:11

Introduction Language Expressions of Advanced Chinese

Unit II : Hours: 12

Comprehension of Advanced language level texts

Unit: III Hours: 11

Study of advanced Chinese language patterns and its situation-based usages.

Unit: IV Hours:11

Application of Advanced Chinese language in writing.

## Reading list:

1. 岑玉珍（编著），《发展汉语·高级综合（I）（第二版）》北京：北京语言大学出版社，2011. [Cen, Yuzhen (compiled by), Developing Chinese: Advanced Comprehensive Course, Vol. 1 (2<sup>nd</sup> ed.). Beijing: Beijing Language and Culture University Press.]

2. 高增霞、游舒（编著），《发展汉语高级综合（II）（第二版）》·北京：北京语言大学出版社，2011. [Gao, Zengxia and You Shu (compiled by), Developing Chinese: Advanced Comprehensive Course, Vol. 2 (2<sup>nd</sup> ed.). Beijing: Beijing Language and Culture University Press.]

3. 刘元满、任雪梅、金舒年（编著），《高级汉语口语（第三版）》（上）、（下）。北京：北京大学出版社，2014 & 2015 [Liu, Yuan man, Ren Xue mei and Jin Shu nian (eds.) Advanced Spoken Chinese Vol. 1 & 2 (3<sup>rd</sup> ed.). Beijing: Peking University Press.]

4. 邱军（主编），《成功之路·成功篇》（1、2）。北京：北京语言大学出版社，2008. Qiu, Jun (chief ed.), Road to Success (Advanced) Vol. 1 & 2. Beijing: Beijing Language and Culture University Press.]

5. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

DSC2- CL 102 CHINA PAST AND PRESENT-I (UP TO 1840)

**Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>China Past and Present-I (up to 1840)</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

Course Description:

The history of China spans several millennia, and the pattern of past events, customs, and traditions have shaped contemporary Chinese culture, language, and politics. Therefore, knowledge about the history and civilization of China is imperative to understand China's contemporary situation. This course introduces a general history of China from prehistory up to 1840. The course also touches upon the major events through various dynastic regimes that shaped the political, economic, social, political, and intellectual and folk culture of the country.

Course Objective:

This course will help students understand the current socio-political-cultural-economic issues of China through its history. The course will also serve as a backdrop for the study of continuity and change of these issues in detail.

Course Outcome:

On completion of this course, the student will be able to obtain a general idea of the dynastic and imperial history of China, learn characteristic features of the imperial state and society of pre-1840 China, know about the evolution and shaping of the civilizational identity and appreciate the traditions and legacies of the history and culture of China.

Detailed Syllabus:

Unit 1. Pre-Qin Period

Hours: 7.5

China: the land and people: Geography, creation myths, culture heroes

The early dynasties (Xia and Shang: political institution and cultural features)

The Zhou Dynasty (early Zhou political institutions and social innovation)

The Warring States (intellectual and philosophical heritage)

Unit II. Cycles of Unification and Division of China

Hours:15

The foundation of the empire and its consolidation

The Qin Dynasty

The Han Dynasty

The three Kingdoms

The two Jin Dynasties

The Northern Dynasties

The Southern Dynasties

Unit III. Heyday of Feudal Society

Hours:15

The Sui Dynasty

The Tang Dynasty

The Song Monarchy

The Five Dynasties

The Liao, Song, Xia, Jin dynasties

Nomad invaders (the Yuan/Mongol Period)

Unit IV. Decline of Feudal Society

Hours:7.5

The return of a Chinese house (the Ming State)

Merchants and missionaries from the West

The formation of the Manchu/Qing Empire

China in the mid-Qing: tottering at the heights

Sino-Western relations and the Opium War

Reading List:

In Chinese:

1. 翦伯赞, 《中国史纲要》(上). 北京: 北京大学出版社, 2007. [Jian, Bozan, The Outline History Chinese (Vol.1). Beijing: Peking University Press.]
2. 吕思勉, 《中国简史》, 西安: 三秦出版社, 2020. [Li, Simian, A Brief History of China. Xian: Sanqin Publishing House.]
3. 钱穆, 《国史大纲》(上、下). 上海: 商务印书馆出版, 1996. [Qian, Mu, Outline of National History (Vol. 1 & 2). Shanghai: The Commercial Press.]
4. 张帆, 《中国古代简史》. 北京: 北京大学出版社, 2001. [Zhang, Fan, A Brief History of Ancient China. Beijing: Peking University Press.]
5. 张帆、李帆(主编), 《中外历史纲要》(上). 北京: 人民教育出版社: 1990. [Zhang, Fan and Li Fan (chief eds.), Compendium of Chinese and Foreign History (Vol. 1). Beijing: People's Education Press.]

6. 张岂之（主编），《中国历史十五讲（典藏版）》•北京：北京大学出版社，2003。  
 3. [Zhang, Qizhi (ed.), Fifteen Lectures on Chinese History. Beijing: Peking University Press.]

In English:

7. Bozan, Jian, Shao Xunzheng and Hu Hua, A Concise History of China. Beijing: Foreign Languages Press, 1986.

8. Fairbank, John K. and Merle Goldman, China: A New History. Cambridge: Harvard University Press, 1998.

9. Goodrich, Luther C., A Short History of the Chinese People. New York: Harper, 1951.

10. Ropp, Paul S. (ed.), Heritage of China: Contemporary Perspectives on Chinese Civilization. California: University of California Press, 1990.

11. Shouyi, Bai (ed.), An Outline History of China. Beijing: Foreign Languages Press, 1982.

12. Tanner, Harold M., China: A History (Vol. 1): From Neolithic Cultures through the Great Qing Empire. Indianapolis: Hackett Publishing Company, 2010.

13. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

### DSC3- CL 103 MODERN CHINESE LITERATURE (1919-1949)

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Modern Chinese Literature (1919-1949)</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description:

The literature from the early twentieth century to the establishment of the People's Republic of China mirrored the fast changing dynamics of Chinese society when it moved from being an imperial dynasty to a Republican state, further changing to a socialist country. Such a tumultuous period proved to be a fertile ground for fostering various kinds of ideas and sentiments and brought forth the underlying social-political dimensions through various genres of literature.

This course exposes the student to the major literary movements and trends, and major litterateurs and their representative works of this period. It pays special attention to enhancing the student's awareness of, and interest in the development of modern Chinese literature in their relevant literary, socio-political and cultural contexts, as well as Western Influence on Chinese literature.

### Course Objective:

This course aims at broadening the knowledge base and humanistic horizon of the student, with special focus on how Chinese writers reconstructed modern literature in relation to the nation-building process, which contributed significantly to shaping Chinese culture.

### Course Outcome:

On completion of this course, the student will be able to gain an understanding of Chinese literary and political history from the early twentieth century until 1949. Contextualise major literary works within their historical, social and political backgrounds. Critically engage with representative literary texts and movements of the period and demonstrate the ability to formulate and present independent arguments with analytical depth and clarity.

### Detailed Syllabus:

#### Unit I

Hours:10

Literary movements and rise of modern Chinese literature:

Brief background on Chinese literary reforms in the early 1900s. Rise of modern Chinese literature in response to national crisis and intellectual transformation. Impact of Literary revolutions such as the New Culture Movement and May Fourth Movement.

#### Unit II

Hours:10

Factors shaping a new literature:

Western influence on language and literature and vernacularization. Emergence of literary societies, journals and revolutionary literature.

### Unit III

Hours:12

Study of major literary genres :

Exploration of major May Fourth literary genres such as essay, short story, novella, drama, poetry

### Unit IV

Hours:13

Study of prominent litterateurs and their representative works such as Lu Xun, Mao Dun, Ba Jin, Ding Ling

### Reading List:

1. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
2. Denton, Kirk A. (ed.), *The Columbia Companion to Modern Chinese Literature*. New York: Columbia University Press, 2016.
3. Feng, Jin, *The New Woman in Early Twentieth-Century Chinese Fiction*. West Lafayette, Indiana: Purdue University Press, 2004.
4. Goldman, Merle (ed.), *Modern Chinese Literature in the May Fourth Era*. Cambridge: Harvard University Press, 1977.
5. Idema, Wilt L. and Lloyd Haft, *A Guide to Chinese Literature*. Ann Arbor: University of Michigan Press, 1997.
6. Larson, Wendy, *Women and Writing in Modern China*. Stanford: Stanford University Press, 1998.
7. Leung, Laifong, *Contemporary Chinese Fiction Writers: Biography, Bibliography and Critical Assessment*. London and New York: Routledge, 2017.
8. Lu, Jie, (ed.), *China's Literary and Cultural Scenes at the Turn of the 21<sup>st</sup> Century*. London: Routledge, 2008.
9. Lu, Tonglin, (ed.), *Gender and Sexuality in Twentieth-Century Chinese Literature and Society*. Albany: State University of New York Press, 1993.
10. McDougall, Bonnie S. (ed.), *Popular Chinese Literature and Performing Arts in the People's Republic of China, 1949-1979*. Berkeley: University of California Press, 1984.
11. McDougall, Bonnie S., *Fictional Authors, Imaginary Audiences: Modern Chinese Literature in the Twentieth Century*. Hong Kong: The Chinese University Press, 2003.
12. McDougall, Bonnie S., *Mao Zedong's "Talks at the Yan'an Conference on Literature and Art": A Translation of the 1943 Text with Commentary*. Ann Arbor: University of Michigan Press, 2020.

13. Palandri, Angela J. (ed.), *Women Writers of 20<sup>th</sup>-Century China*. Eugene: Asian Studies Publications, University of Oregon, 1982.
14. Rojas, Carlos, and Andrea Bachner (eds.), *The Oxford Handbook of Modern Chinese Literatures*. New York: Oxford University Press, 2016.
15. Wagner, Rudolph G., *The Contemporary Chinese Historical Drama: Four Studies*. Berkeley: University of California Press, 1990.
16. Wang, David Der-wei, *Fictional Realism in Twentieth-Century China: Mao Dun, Lao She, Shen Congwen*. New York: Columbia University Press, 1992.
17. Wang, David Der-wei, *Why Fiction Matters in Contemporary China*. Waltham, Massachusetts: Brandeis University Press, 2020.
18. Wong, Wang-chi, *Politics and Literature in Shanghai: The Chinese League of Left-Wing Writers, 1930-1936*. Manchester and New York: Manchester University Press, 1991.
19. Yan, Haiping, *Chinese Women Writers and the Feminist Imagination, 1905-1948*. London: Routledge, 2006.
20. Zhang, Longxi, *A History of Chinese Literature*. London and New York: Routledge, 2023.
21. Zhang, Yingjin (ed.), *A Companion to Modern Chinese Literature*. West Sussex: Wiley Blackwell, 2016.
22. Teaching material prepared by the Department

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

### **Skill Based Two Credit Course:**

### **Internship/Workshop**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Internship/ Workshop</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		

<b>Internship/ Workshop</b>	<b>02</b>	<b>15</b>		<b>15</b>	<b>Graduation</b>	<b>Graduation</b>
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#### Course Description:

This course introduces the students to practical applications of knowledge gained in the classrooms. They will be expected to work in association with an academic/research/corporate organisation and utilise the language based skills learnt during the course. They will also learn to participate and organise language skill based workshops and work as interns/volunteers in available online/offline opportunities related to demonstration of their acquired language skills.

#### Course Objective:

This course will enable the students to develop hands-on learning skills and learn to utilize the Chinese language in a practical working environment, thus verifying the validity and applicability of various theoretical paradigms through implementation in real situations.

#### Course Learning Outcome:

On completion of this course, the student will be able develop key skills in practical aspects of the working environment. Recognize challenges of language learnt and evaluate alternatives to deal with it, build up area-specific vocabulary and expression and be aware of the role of socio-political-cultural components in translation and interpretation.

#### Detailed Syllabus:

##### Unit: I

Hours:15

##### Internship/Workshop I:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

##### Unit: II

Hours:15

##### Internship/Workshop II:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

## DSC4- CL201 CHINESE LINGUISTICS

**Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Chinese Linguistics</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description:

Chinese being a non-alphabetic language having more than four thousand years of civilization, it is imperative to study the Chinese language structure and language issues in China from a linguistic perspective to understand important historical and sociolinguistic issues. This course provides a survey of social and historical development of the Chinese language, the writing systems, sound system, and grammar system. As a foundation for exploring these topics, students will be introduced to the core concepts and basic terminology of modern linguistics.

### Course Objective:

This course aims at training students to observe and analyze Chinese language in the light of modern linguistics concepts, and help them acquire a deep understanding of Chinese language beyond simple practical applications. The course will also prepare students for future research and teaching of Chinese language.

### Course Learning Outcome:

On completion of this course, the student will be able to comprehend the core concepts of linguistics and general properties of Chinese language, be familiar with the historical development of Chinese language and script, learn fine points of Chinese grammar and attain the skills necessary to prepare written and oral presentations on linguistic topics.

## Detailed Syllabus:

### Unit I:

**Hours:08**

Definition of language and linguistics, and their relationship  
Definition and features of language and language families  
A general survey of linguistics and its branches  
Relations between language and linguistics  
Introduction to the language system (phonetics, phonology, morphology, syntax, semantics and pragmatics, etc.)

### Unit II:

**Hours:15**

Development and evolutionary phases of Chinese language and script  
Evolution and historical development of Chinese language  
Origin and evolutionary phases of Chinese script  
Classification of Chinese characters  
Modern Standard Chinese  
Major dialects  
Language reform and simplification of Chinese characters

### Unit III:

**Hours:12**

Nature and structure of Mandarin Chinese  
Speech organs and production  
Syllable structure and rules  
Tone, tone stress and intonation  
Structural properties of sentences and different sentence types  
Foreign loan words and figure of speech

### Unit IV:

**Hours:10**

Important functions of language  
Sociology of language, and Mandarin in China  
Language and communication: Role of Mandarin Chinese  
Psychology of language and Chinese cultural cognition  
Role of language in reflecting and constructing social identities in China

## Reading List:

### In Chinese:

1. 胡范铸、甘莅豪（编），《中国修辞（2017）》。上海：学林出版社，2018。  
[Hu, Fanzhuang Gan Lihao (eds.), Chinese Figure of Speech 2017. Shanghai: Academia Press.]
2. 李乐毅，《汉字演变五百例》。北京：北京语言学院出版社，1992。[Li, Le yi, Tracing the Roots of Chinese Characters: 500 Cases. Beijing: Beijing Language Institute Press.]
3. 邵敬敏，《汉语语法趣说》。广州：暨南大学出版社，2011。[Shao, Jingmin, Interesting Stories about Chinese Grammar. Guangzhou: Jinan University Press.]

4. 郑懿德 [等] , 《汉语语法难点释疑》 . 北京: 华语教学出版社, 1992. [ Zheng , Yideet'al . , Difficult Points in Chinese Grammar Explained. Beijing: Sinolingua.]

In English:

5. Arcodia, Giorgio Francesco and Bianca Basciano, Chinese Linguistics: An introduction. Oxford: Oxford University Press, 2021.

6. Benyi, Ge, Modern Chinese Lexicology. London: Routledge, 2018.

7. Chaofen, Sun, Chinese: A Linguistic Introduction. Cambridge: Cambridge University Press, 2006.

8. Huang, C.-T. James, Y.-H Audrey Li and Andrew Simpson (eds.), The Handbook of Chinese Linguistics. West Sussex: Wiley Blackwell: 2018.

9. Huang, Chu-Ren, Yen-Hwei Lin, I-Hsuan Chen and Yu-Yin Hsu (eds.), The Cambridge Handbook of Chinese Linguistics. Cambridge: Cambridge University Press, 2022.

10. Jiao, Liwei, Cornelius C. Kubler and Weiguo Zhang, 500 Common Chinese Idioms: An Annotated Frequency Dictionary. London: Routledge, 2011.

11. McGregor, William B., Linguistics: An Introduction. London: Bloomsbury, 2015.

12. Norman, Jerry, Chinese. Cambridge: Cambridge University Press, 1988.

13. Peverelli, Peter J., The History of Modern Chinese Grammar Studies. Berlin: Springer, 2015.

14. Shei, Chris, Understanding the Chinese Language: A comprehensive Linguistics Introduction. London and New York: Routledge, 2014.

15. Youwei, Shi, Loanwords in the Chinese Language. London and New York: Routledge, 2021.

16. Yule, George, The Study of Language (4'h ed.). Cambridge and New York: Cambridge University Press, 2010.

17. Zhang, Hang, and Lan Zhang, Introducing Chinese Linguistics: A Handbook for Chinese Language Teachers and Learners. Amsterdam: John Benjamins, 2022.

18. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

DSC5- CL202 CHINA PAST AND PRESENT-II (1840-1949)

**Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>China Past and Present II</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description:**

This course acquaints the student with the major events in the course of the shaping of modern Chinese state in a chronological order, and engages the student to investigate key issues including international relations, political and government structures, an intellectual programs, and explores the social, political, and economic changes and transformations in China following the Opium War of 1840 up to the establishment of the People's Republic of China in 1949.

**Course Objective:**

The objective of this course is to present an overview of how China faced the internal and external challenges of the nineteenth century, and how the revolutions of the twentieth century led to the establishment of the People's Republic of China, covering approximately one hundred years from the mid-nineteenth century to the mid twentieth century.

**Course Learning Outcome:**

On completion of this course, the student will be able to understand the key struggles and structural transformations of China since 1840, identify fundamental challenges faced by the imperial state in the 18th and 19th centuries, comprehend various responses to those challenges and understand the conditions that led to the establishment of the modern Chinese state.

**Detailed Syllabus:**

**Unit I:**

**Hours:10**

Brief background of China before 1840: fundamental socio political and economic conditions.  
External intervention: The Opium War and the changing Chinese society.

Unit II:  
Internal crisis and domestic revolts: Taiping Rebellion.  
The First Sino Japanese War

Hours:10

Unit III:  
Reforms & Revolutions: 1898 Hundred Days' Reform, Boxer Rebellion, Revolution of 1911  
May Fourth movement and intellectual programs

Hours:13

Unit IV:  
Communist Movement in China & the Founding of Communist Party.  
The Nanjing Decade and the War of Resistance against Japan  
Civil Wars and the establishment of the People's Republic of China.

Hours:12

### Reading List:

#### In Chinese:

1. 翦伯赞, 《中国史纲要》(上). 北京: 北京大学出版社, 2007. [Jian Bozan, The Outline History Chinese (Vol.1). Beijing: Peking University Press.]
2. 钱穆, 《国史大纲》(上、下). 上海: 商务印书馆出版, 1996. [Qian Mu, Outline of National History (Vol. 1 & 2). Shanghai: The Commercial Press.]
3. 张帆, 《中国古代简史》. 北京: 北京大学出版社, 2001. [Fan Zhang, A Brief History of Ancient China. Beijing: Peking University Press.]
4. 张帆、李帆(主编), 《中外历史纲要》(上). 北京: 人民教育出版社, 1990. Zhang Fan and Li Fan (chief eds.), Compendium of Chinese and Foreign History (Vol.1). Beijing: People's Education Press.]
5. 张岂之(主编), 《中国历史十五讲(典藏版)》. 北京: 北京大学出版社, 2003. [Zhang Qizhi (chief ed.), Fifteen Lectures on Chinese History. Beijing: Peking University Press.]

#### In English:

6. Atwill, David G. and Yurong Y. Atwill, Sources in Chinese History: Diverse Perspectives from 1644 to the Present. New York: Routledge (2<sup>nd</sup> ed.), 2021.
7. Bianco, L., Origins of the Chinese Revolution 1915-1949. Stanford, California: Stanford University Press, 1967.
8. Bozan, Jian, Shao Xunzheng and Hu Hua, A Concise History of China. Beijing: Foreign Languages Press, 1986.
9. Chesneaux, Jean, Francoise Le Barbier and Marie-Claire Bergere, China from the 1911 Revolution to Liberation. New York: Pantheon Books, 1977.

10. Chesneaux, Jean, Marianne Bastid, and Bergere, Marie-Claire, China from the Opium Wars to the 1911 Revolution. New York: Pantheon, 1976.
11. Fairbank, John K. and Merle Goldman, China: A New History. Cambridge: Harvard University Press, 1998.
12. Goodrich, Luther Carrington, A Short History of the Chinese People. New York: Harper, 1951.
13. Mitter, Rana, Modern China: A Very Short Introduction. Oxford: Oxford University Press, 2008.
14. Peter Zarrow, China in War and Revolution, 1895-1949. London and New York: Routledge, 2005.
15. Ropp, Paul S. (ed.), Heritage of China: Contemporary Perspectives on Chinese Civilization. California: University of California Press, 1990.
16. Shouyi, Bai (ed.), An Outline History of China. Beijing: Foreign Languages Press, 1982.
17. Studwell, Joe, The China Dream: The Quest for the Last Great Untapped Market in Earth. New York: Grove Press, 2002.
18. Tanner, Harold M., China: A History (Vol. 2): From the Great Qing Empire through the People's Republic of China. Indianapolis: Hackett Publishing Company, 2010.
19. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

#### DSC 6- CL203 Brief Introduction to India-China Relations

##### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
Brief Introduction to India-China Relations	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description:

This course acquaints the student with the major events in the course of India-China relations from ancient times to the modern. This course will discuss the trajectory of these two nations in terms of civilisational contact through political, economic, cultural and military bilateral engagements with each other. The main idea of this course is to make students understand the symmetry of India-China relations from an Indian perspective based on factual information and accuracy of events.

### Course Objective:

The aim of the course is to stimulate discussions on various facets of India-China relations from ancient till the contemporary times. The students will be exposed to political relations, trade interactions, foreign policy approaches, responses to each others security and strategic priorities as well as build up images in each other's media.

### Course Learning Outcome:

On completion of this course, the student will be able to understand ancient contacts between India and China, civilizational contacts in modern times, political bilateral relations of the two countries, economic contemporary relations of the two countries and security and military issues of the two countries.

### Detailed Syllabus:

Unit I	Hours: 12
Cross-Communication between India and China in the ancient period	
Unit II.	Hours: 11
Pre-independent India-China relations	
Establishment of diplomatic relations between India and China.	
India-China early political relations	
Unit III	Hours: 11
India-China military conflict	
Economic Reforms and trade between both the countries	
Unit IV	Hours: 11
Emerging Trends in India-China relations in twenty-first century	
Chinese images in media	

## Reading List:

1. India's New Diplomacy Theory of the 21st century, Wu Yongnian, Zhao Gancheng, Ma Ying, Shanghai: Shanghai Translation Publishing House, 2004
2. His Pure White Heart – Rereading Sakyamuni, Chen Bingfang, Sichuan People's Publishing House, August 1998.
3. The Changing Chinese and Indian Societies, edited by Chen Guangjin, Beijing: Chronicles Press, 2010.
4. Contemporary India, Gao Hailin, Zhao Yongfa, Zhang Xishun compiled, Zhengzhou: Henan University Press, 2002.
5. Review of Contemporary Sino-Indian Relations, Wang Hongwei, Beijing: China Tibetology Publishing House, 2009
6. The Oriental Awakening: Chinese and Indian National Movements in Modern Times, Zhang Kaiyuan and Tang Wenquan (ed.), Hunan Publishing House, January 1991
7. India: An Incredible Country, Jiang Yaping, Shenzhen: Shenzhen Press Group Publishing House, 2009
8. A Decision-making of India's Foreign Policy- Process and Pattern, Song Haixiao, Beijing: World Affairs Press, 2011.
9. B.R. Deepak, India and China 1904-2004: A Century of Peace and Conflict, Manak Publications, 2005.
10. C.V. Ranganathan and Vinod C. Khanna, India and China: The Way ahead after "Mao's India War", Har-Anand Publications, 2000.
11. K.P.S. Menon, China: Past and Present, 1968.
12. Kavalam Madhava Panikkar, India and China: A Study of the Cultural Relation, Asia Publishing House, 1957.
13. Tan Chung, In the footsteps of Xuanzang: Tan Yun Shan and India, Gyan Publishing House, 1998.
14. Kanti Bajpai (ed.), Peacock and the Dragon: India China in the 21st Century, Har-Anand Publications, 2000. 46.

15. G.P .Deshpande and Alka Acharya(ed.), Crossing a Bridge of Dreams: 50 years of India – China, TulikaBooks, 2001

16. Teaching Material prepared by the Department

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

### **Skill Based Two Credit Course:**

#### **Internship/Workshop**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Internship/ Workshop</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Internship/ Workshop</b>	<b>02</b>	<b>15</b>		<b>15</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description:**

This course introduces the students to practical applications of knowledge gained in the classrooms. They will be expected to work in association with an academic/research/corporate organisation and utilise the language based skills learnt during the course. They will also learn to participate and organise language skill based workshops and work as interns/volunteers in available online/offline opportunities related to demonstration of their acquired language skills.

#### **Course Objective:**

This course will enable the students to develop hands-on learning skills and learn to utilize the Chinese language in a practical working environment, thus verifying the validity and applicability of various theoretical paradigms through implementation in real situations.

## Course Learning Outcome:

On completion of this course, the student will be able develop key skills in practical aspects of the working environment. Recognize challenges of language learnt and evaluate alternatives to deal with it, build up area-specific vocabulary and expression and be aware of the role of socio-political-cultural components in translation and interpretation.

## Detailed Syllabus:

### **Unit: I**

Hours:15

#### Internship/Workshop III:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

### **Unit: II**

Hours:15

#### Internship/ Workshop IV:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

# **UNIVERSITY OF DELHI**

**MASTER OF ARTS (KOREAN)**

## **PROGRAM SYLLABUS**



**DEPARTMENT OF EAST ASIAN STUDIES**

**UNIVERSITY OF DELHI**

**DELHI - 110007**

**2025**

**(1<sup>st</sup> Year of PG curricular structure for 2-year PG Programmes-(3+2) Level 6)**

<b>Semester</b>	<b>DSC</b>	<b>DSE</b>	<b>2 Credit course</b>	<b>Dissertation/ Academic project</b>	<b>Total credits</b>
<b>Semester I</b>	<b>DSC-1:KL-101</b> Advanced Korean Language-I <b>(4 credits)</b>  <b>DSC-2:KL-102</b> Korean Linguistics <b>(4 credits)</b>  <b>DSC-3:KL-103</b> Modern Korean Literature <b>(4 credits)</b>  (Total <b>12</b> credits)	<b>DSE-1:EL-101</b> Popular and Folk Culture of Korea <b>(4 credits)</b>  <b>DSE-2:KR-102</b> Contemporary Korean Society <b>(4 credits)</b>  <b>OR</b>  <b>DSE-1:</b> <b>(4 credits)</b>  <b>GE1:</b> from any other department/  (Total <b>8</b> credits)	<b>SBC-101:</b> Korean Translation and Interpretation Skills  (2 credits)	N/A	<b>22</b>
<b>Semester II</b>	<b>DSC-4:KL-201</b> Advanced Korean Language-II <b>(4 credits)</b>  <b>DSC-5:KL-202</b> India and Korea Relations <b>(4 credits)</b>  <b>DSC-6:KL-203</b> Contemporary Korean Literature <b>(4 credits)</b>  (Total <b>12</b> credits)	<b>DSE-3:KR-201</b> Korean Government & Politics <b>(4 credits)</b>  <b>DSE-4:EL-202</b> Teaching Korean Grammar <b>(4 credits)</b>  <b>OR</b>  <b>DSE-2:</b> <b>(4 credits)</b>  <b>GE2:</b> from any other department/  <b>(4 credits)</b>  (Total <b>8</b> credits)	<b>SBC-201:</b> Hands-on learning on Business communication  (2 credits)	N/A	<b>22</b>

## SEMESTER I

### **DSC-1: KL-101 Advanced Korean Language-I**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Advanced Korean Language-I	04	3	1	0	Graduation	Graduation

#### **Course Description:**

The Advanced Korean Language-I course is focused on developing students' fluency and accuracy abilities and helping them reach a level of competence that will allow them to interact with various, more challenging, sophisticated current topics. Advanced Korean-I is designed for master's students in the Korean Studies program and provides a comprehensive study of reading, speaking, writing, and listening skills in Korean at an advanced level. It aims to improve Korean comprehension and expression through various texts and situations.

#### **Course Objective:**

The course will help students articulate language effectively for practical communication and interpretation or analysis, demonstrating an understanding of the audience, purpose, and social codes tied to the Korean language. It improves students' advanced Korean reading skills. Practice complex spoken Korean expressions. Cultivate logical and creative writing in Korean and strengthen advanced Korean listening skills.

#### **Course Learning Outcome:**

1. Demonstrate enhanced proficiency in written and oral Korean language skills
2. Improve and develop the ability to write grammatically correct Korean.
3. To increase confidence in participating in group discussions in Korean.
4. To understand and analyse a variety of advanced texts.
5. Fluency in Korean conversations in complex situations.
6. Can write logical and creative posts.
7. Can understand advanced-level Korean listening materials.

#### **Course Outline:**

Advanced Korean Language-I is the first step toward developing basic to advanced Korean language skills. The course evenly focuses on developing reading, speaking, writing, and

listening skills. Through a variety of texts and topics, students will develop complex Korean expressions and comprehension and strengthen their communication skills.

**Unit: I**

**Hours: 11**

Introduction and Structural Characteristics of Korean Linguistics, Korean Phonology  
(Characteristics of the Korean sound system)

**Unit: II**

**Hours: 11**

Study on the structure of Korean consonants and Vowels, syllable structure, and  
phonological rules and limitations in Korean

**Unit: III**

**Hours: 11**

Tense system in Korean, honorific structure and pronoun in Korean, causative  
Construction and passive construction in Korean

**Unit: IV**

**Hours: 12**

Korean word structure, Negation and Direct and Indirect Speech rules in Korean, test and  
discussion

**Reading List:**

Main textbook: Seoul Korean Plus 5A, 5B, *Jangjeongwon*, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

Reference:

1. Seoul Korean Plus 6A, 6B, *Jangjeongwon*, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
2. Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
3. Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
4. Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
5. Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
6. Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
7. Im Ho-bin, Korean Grammar for International Learners, Yonsei University Press, 1998.
8. Ahn Jean-myung, Seon Eun-hee, Korean Grammar in Use Advanced, Darakwon, Seoul, 2019
9. Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.

10. Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
11. Kim Jong-suk, Korean Language Grammar for foreigners, National Korean Language Institute, Communication Books Publication, Seoul, 2005
12. Choi, Eun Gyu, A Study of Grammar as a Foreign Language- Focus on the Study of The Korean Grammar for Foreigners. Seoul National University, *Kyoyuk Yeonguwon*, 2002, pp 205-239.
13. Kim Gi-Hyeok, Gukeo munbeop yeongu, *Seoul Doseochulpan Bagijeong* Korea, 1996
14. Discussing Korean for International Students, Yoon Young et al, Communication. 2015.
15. Sogang Korean Reading 6, Sogang University Korean Language Institute. 2014.
16. Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
17. Finding Korean Culture in TV and Movies for Foreigners, *Gimcheonmi Kim*, et al. 2022.
18. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**Facilitating the achievement of the course learning outcome:**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work, as it will enable them to express their knowledge and abilities through articulation.

**DSC-2: KL-102 Korean Linguistics**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Korean Linguistics</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description:**

The course encompasses core concepts of Korean linguistics. It is intended for students who want to acquire a linguistic understanding of Korean Phonetics and Phonology, Morphology, Lexicology, and Syntax and achieve advanced-level proficiency. It will develop an appreciation of the general properties of the Korean language, particularly by developing competence in analysing Korean linguistics.

### **Course Objective:**

The course objective is to understand the processes of Korean language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of the Korean language.

### **Course Learning Outcome:**

It allows students

1. To attain mastery over the specialised vocabulary essential for the description and analysis of various Korean linguistic concepts
2. Present, analyse, and evaluate linguistic concepts and phenomena of the Korean Language in oral presentations and written exercises.

### **Course Outline:**

#### **Unit: I**

**Hours: 11**

Understanding Korean Linguistics and Korean Phonology, Phonological Rules in Korean, Structure of Korean Consonants and Vowels. It also explains syllable structure, phonological rules and limitations in Korean

#### **Unit: II**

**Hours: 11**

Understanding the tense system, Honorific Structure, Causative and Passive construction of Korean and its uses in appropriate places and pronouns in Korean

#### **Unit: III**

**Hours: 11**

Understanding Negation and Quoted Speech in Korean and its way of writing and speaking

#### **Unit: IV**

**Hours: 12**

Understanding the word structure of Korean, its specific uses, with examples of sentences

### **Reading List:**

1. Jeong Gyeon-gil, Exploring and Understanding of the Korean 2007 ( *한국어의 탐구와 이해* ), Park Lee jong Publication, Seoul,.
2. Go, Young-geun, & Pon, Kwan-ku. 2008. *ulimal munpeoplon* ( *우리말 문법론* ). Jib Moon Dan Publisher. Seoul.
3. Go, Young-gun, Nam, Gi-sim. 2006. *pyojun gugo munpeoplon* (Standard Korean Grammar( *표준국어문법론* ). Seoul: Thap Publishing. Seoul. Korea.
4. Kim, Jong-suk. 2005. *Korean language grammar for foreigners* ( *외국인을 위한 한국어 문법* ). National Korean Language Institute. Communication Books Publication. Seoul. Korea.
5. Lee, Ik-sop & S Robert Ramsey. 2000. *The Korean Language*. State University of New York Press.
6. New York Press.
7. Nam Gi-sim. Lee, Sang-yeok, 1999. *Methods and reality of Korean language education for foreigners*. ( *외국인을 위한 한국어교육의 방법과 실제* ) Korea National Open University School of Continuing Education Series. Seoul. Korea.
8. Sohn, Ho-min. 1999. *The Korean language*. Cambridge: Cambridge University Press.
9. Wang, Moon-yong, Min, Hyon-sik 1993, *Understanding of Korean grammar* ( *국어문법의 이해* ), Gae Moonsa Publisher. South Korea.
10. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

### **Facilitating the achievement of the course learning outcome:**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.

### **DSC-3: KL-103 Modern Korean Literature**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Modern Korean Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description:**

This course is a comprehensive study of Korean Literature from the late 19<sup>th</sup> century to 1949. This course seeks to enhance students' awareness and appreciation of Korean Literature through discussing and analysing various literary genres and elements. Its contents encompass the historical transition of Korean literature, especially the colonisation period, through representative compositions of different genres- short stories, poetry, plays, and essays- for literary absorption, appreciation, and interpretative analysis, and to develop an interest in the value of nationality in literature. It can be compared with Indian literature to gain a better understanding of the effects of colonial rule in both countries. It also deals with the rise of Modern Korean Literature, literary movements, and changing literary patterns.

#### **Course Objective:**

This course is intended to introduce students to Korean literature and help them enhance their capability to analyse scholarly literary texts with a comparative perspective. The student must recognise the social, cultural, and political environments in the modern period of Korean history that influence the country's literature.

#### **Course Learning Outcome:**

1. Students will explore innovative ways to read Korean literary texts in transnational and trans-disciplinary contexts.
2. They will have a deeper understanding of the Korean language and the cultural implications of literary texts.
3. Demonstrate enhanced capacity to organise analysis into a sustained argument.

#### **Course Outline:**

##### **Unit: I**

**Hours: 11**

1. Literary movement and the rise of Modern Korean Literature, with its historical background and its influence.
2. Factors shaping a new literature under colonial rule in Korea. It explains the emergence

and the establishment of modern Korean Literature.

**Unit: II**

**Hours: 12**

Study of major literary genres like short story, essay, novella, poem, and drama

**Unit: III**

**Hours: 11**

Study of prominent litterateurs and their respective works, and analyse writers' observations in that context.

**Unit: IV**

**Hours: 11**

Analysis and discussion of various aspects of literary works, and get a report from the students.

**Reading List:**

1. Peter H Lee, History of Korean Literature, Cambridge University Press, United Kingdom, 2003.
2. Hyundae Munhak Yongu, Seoul, Pyeongminsa, Korea, 1993.
3. *Myeongi malhaneun. Naneun wae munhakeul haneunga: Uri sidae munhgakka ilheunhan*, 2004.
4. Kim Do-young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000.
5. Ann Jefferson & David L, Hyundai Munhak iron, Moonye chulpansa, Seoul, 1995.
6. Kwon Young-min, History of Korean Modern Literature, Mineumsa, Seoul, 1994.
7. Lee Joo-hyeong, Study of Korean Modern Literature, *Changjakgwa Bipyeongsa*, Seoul, 1995.
8. Modern Korean Poetry, Korean Centre, Seoul, 1970.
9. Kim Yoon Shik, Understanding Modern Korean Literature, Jipmoondang Publishing Press, Seoul, 2004.
10. Peter H Lee, Korean Literature, topics and themes, The University of Arizona Press, Tucson, 1965.
11. Peter H. Lee, History of Korean Literature, Cambridge University Press, United Kingdom, 2003
12. Jeong In-seop, A Guide to Korean Literature, Hollym, New Jersey, 1982,
13. Ha Tae Hung, Maxims and Proverbs of Old Korea, Seoul: Yonsei University Press. 1970
14. Kim, Yung-Hee; Lee, Jeseon, Readings in Modern Korean Literature, USA, University of Hawaii Press, 2004
15. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**Facilitating the achievement of the course learning outcome:**

The teaching-learning evaluation process in the department is done by preparing precise course plans/course schedules for faculty members, which will assist them in determining appropriate assessment strategies. Cooperative learning is encouraged for students through projects, presentations (written and oral), and group discussion, as it will enable them to maximise their learning experience.

**DSE-1: EL-101 Popular and Folk Culture of Korea**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Popular and Folk Culture of Korea	04	3	1	0	Graduation	Graduation

**Course Description:**

This course provides an in-depth exploration of Korea's popular and folk culture, offering students a comprehensive understanding of the cultural practices, traditions, and contemporary phenomena that shape Korean society. From traditional folk tales and rituals to modern K-pop and cinema, students will engage with various aspects of Korea's cultural heritage and contemporary cultural expressions.

**Course Objective:**

1. To introduce students to the fundamental aspects of Korean folk culture and its historical roots.
2. To explore the development and influence of contemporary Korean popular culture.
3. To analyse the interplay between traditional and modern cultural forms in Korea.
4. To give students a broad understanding of how culture shapes and reflects Korean society.

**Course Learning Outcome:**

1. Identify and describe key elements of Korean folk culture and traditions.
2. Analyze the development and impact of Korean popular culture globally.
3. Discuss the significance of cultural practices and their evolution over time.
4. Appreciate the relationship between traditional and modern cultural expressions in Korea.
5. Critically engage with Korean cultural artefacts, performances, and media.

### **Course Outline:**

#### **Unit: I**

**Hours: 11**

1. Introduction of Key cultural themes and review of courses for further studies
2. Discussion on major folk tales and their comparative studies with Indian folk tales

#### **Unit: II**

**Hours: 11**

Discussion on traditional Korean festivals with historical origins, and their Contemporary practices. Shamanism and Folk Religion

#### **Unit: III**

**Hours: 11**

1. Discussion on the impact of modernisation on folk culture and its transition to pop Culture
2. Influence of K-pop, K-drama, and their phenomena on Digital and social media and their analysis

#### **Unit: IV**

**Hours: 12**

1. Discussion on the exploration of Korean cutlery culture with traditional dishes and its Influence on the global platform
2. Analysis of technology's role in shaping Korean modern culture and its influence on soft power strategies

### **Reading List:**

1. Joseph Nye, "Bound to Lead: "The Changing Nature of American Power"
2. Joseph Nye, "Soft Power", Foreign Policy, 1990
3. Jesook Song and Laam Hae(edited), "Korean Wave: The Rise of Korean Culture Power"
4. Youngdae Kim "K-Pop Idol Revolution: The Korean Wave and the Next Big Thing"
5. Sangjoon Lee and Abe Markus Nornes "Hallyu 2.0: The Korean Wave in the Age of Social Media"
6. Im Bang and Yi Ryuk, "Korean Folk Tales: Imps, Ghosts and Fairies", the Korean Culture and Information Service

7. Euny Hong” The Birth of Korean Cool: How One Nation Is Conquering the World Through Pop Culture”
8. Mark James Russell “K-Pop Now: The Korean Music Revolution”
9. 춘향전: <https://m.blog.naver.com/sumalin1027/223199303518?isInf=true>
10. 흥부전: <https://m.cafe.daum.net/nanjunghouse/JQvd/503>
11. 심청전: <https://m.blog.naver.com/super1na/222937837202>
12. <https://www.youtube.com/watch?v=cWzi4V6HPAE>
13. <https://www.youtube.com/watch?v=YSJwHnPxSuE>
14. <https://www.youtube.com/watch?v=3-1Rc8jJ-ng>
15. How did Korea become a Cultural Superpower? | Case Study | BTS | Squid Games | Dhruv Rathee
16. <https://www.ynenews.kr/news/articleView.html?idxno=33530>
17. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**Facilitating the achievement of the course learning outcome:**

Lectures and Multimedia Presentations: Provide detailed explanations and visual aids for each cultural aspect.

Discussions and Debates: Engage students in discussions and debates to deepen their understanding of cultural themes.

This syllabus is designed to offer a comprehensive exploration of Korea’s popular and folk culture, providing foreign students with the knowledge and appreciation of Korea’s rich cultural heritage and contemporary cultural expressions.

**DSE-2:KR-102 Contemporary Korean Society**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Contemporary Korean Society	04	3	1	0	Graduation	Graduation

**Course Description:**

The course is intended to familiarise the students with the structure and dynamics of Korean society in the contemporary period by focusing on issues emerging from a conflict between traditional and modern values in a Westernised, industrialised, Democratic, and urbanised framework of society.

**Course Objective:**

The course aims to familiarize the students with the social issues and rising social problems in Korea.

**Course Learning Outcome:**

The students will be able to understand the continuities and changes in Korean society

**Course Outline:****Unit: I****Hours: 11**

Korean Society: Past and Present, Korean society as a Confucian Society, its origins, adaptations and present normative pattern, ancestor worship and forms of popular religions

**Unit: II****Hours: 12**

1. Buddhism and its impact on the Korean Society, Clan, Lineage and Kinship patterns
2. Discussion on the Impact of Westernisation and Influence of Christianity in the Korean Society and culture

**Unit: III****Hours: 11**

Discussion on the Family system and social relations, the impact of urbanization, and industrialization

**Unit: IV****Hours: 11**

1. Korea's Social Institutions and Japanese colonial policies, the role of Politics, and Youth, Violence
2. Political Turmoil, Social Changes, Education and the Role of Women

**Reading List:**

1. Brandt, V.S.R. A Korean Village Between Farm and Sea, Cambridge, Mass., Harvard University Press, 1971.
2. Deuchler, Martina. The Confucian Transformation of Korea: A Study of the Society and Ideology, Cambridge, Harvard University Press, 1993.
3. Hugh A. W. Kang, ed. The Traditional Culture and Society of Korea: Thoughts and Institutions. Honolulu: Centre for Korean Studies, University of Hawaii, 1975.
4. Janelli, R.J., and Janelli. D.Y. Ancestor Worship and Korean Society, Stanford University Press, 1982.
5. Koo, Hagen. State and Society in Contemporary Korea, Ithaca, Cornell University Press, 1993.
6. Lee, Kwang-kyu. A Historical Study of the Korean Family, Seoul, Iljisa, 1977

7. Lee, Man-gap. A Study of Korean Rural Society. Seoul, Tarakwon, 1981.
8. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

### **Skill-based course: 2 credits**

#### **SBC-101: Korean Translation and Interpretation Skills**

#### **Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Korean Translation and Interpretation Skills</b>	<b>02</b>	<b>15</b>	<b>0</b>	<b>15</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description:**

The translation and interpretation course is regarding the relationship between content and style—nuances of tone, voice, register—and will also be negotiating tricky territories mapped out between clarity and obscurity, domestic and foreign, fidelity and experimentation. The work for this course will include close readings and analysis of selected literary texts alongside their translations; critical readings of translators' introductions and notes; analysis of book reviews of literary translations; reading and discussion of seminal texts in translation history and theory.

#### **Course Objective:**

This course focuses on building cross-cultural communication and enables the students to become experts in translation and interpretation. It will explore challenges in changing attitudes to the translation of the Korean language.

### **Course Learning Outcome:**

1. With a translation course, students will become more accomplished readers and writers, cultivating their analytical skills and creative expression.
2. Carry out both in-depth, close translations as well as free, improvised, unseen translations of different types of text in the target language.
3. It helps students to identify cultural differences with an impact on the target language of translation and ways of dealing with such difficulties.
4. Demonstrate enhanced sensitivity to lexical and syntactical differences between Korean and English.
5. Understand the skills required to become a professional interpreter and what is meant by interpretation competence.
6. Undertake an independent research activity.
7. Evaluate personal language skills.
8. Be able to reorganise a text in order to produce stylistic and rhetorical effects in the target language equivalent to those in the source text.

### **Course Outline:**

The Study is based on the syntactic structure of Korean in comparison to English, along with techniques of translation from Korean into English and vice versa. Texts will be selected from Korean newspapers, magazines, and important speeches.

#### **Unit: I**

**Hours: 15**

Situation-based Translation and Interpretation by an individual in front of a class group.

#### **Unit: II**

**Hours: 15**

1. Practice of assignments given on the spot, and the individual will express those things in their speaking or writing topics
2. Practice of summarising text to be given on the spot.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

## SEMESTER II

### DSC-4: KL-201 Advanced Korean Language-II

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Advanced Korean Language-II	04	3	1	0	Graduation	Graduation

#### Course Description:

This course is for Advanced Korean Language-II learners studying at a relatively *high* level. It will improve fluency in spoken Korean and neutralise mother tongue influence. Advanced Korean Language II aims to develop the reading, speaking, writing, and listening skills of students who have taken Advanced Korean-I and improve their comprehension and expression of Korean through specialised texts and various exercises.

#### Course Objective:

This course aims to help students comprehend complex texts meant for a general audience—like books, newspapers, and specialised texts—in key areas of interest. The aim is to understand these texts better and the issues raised by the authors and to develop the skills to communicate this understanding clearly and focusedly. I will be expected to read and understand specialised, advanced text. It deepens learners' advanced Korean speaking skills. It cultivates academic and creative writing. It will also make understanding and analysing complex Korean listening materials easy.

#### Course Learning Outcome:

It will enable students to

1. Understand and analyse professional, advanced text.
2. Discuss and present professional topics in advanced Korean.
3. Can write academic and creative writing.
4. Accurately understand advanced-level Korean listening materials.

#### Course Outline:

Advanced Korean Language II is a continuation of Advanced Korean 1 and aims to develop more complex and professional Korean language skills. In this course, students analyze a variety of academic and professional texts and develop advanced Korean expression skills through in-depth discussion and writing. They also strengthen their listening and speaking skills to confidently handle complex Korean communication situations.

**Unit: I****Hours: 12**

A study on vocabulary and its expressions related to Economics and Business through listening, speaking, reading and writing mode

**Unit: II****Hours: 11**

Language and Communication through advanced vocabulary and its expression in listening, speaking, reading and writing

**Unit: III****Hours: 11**

Role of language in local Korean Culture and dialects, discussion on Art and Life, understanding psychology

**Unit: IV****Hours: 11**

Discussion on Advanced Topics (Humans and Society, Health and Science, Economics growth and democratisation in South Korea, Social issues and their challenges), Skills Development through practising in listening, speaking, reading and writing

**Reading List:****Main textbook:**

Seoul Korean Plus 6A, 6B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

**Reference materials:**

1. Seoul Korean Plus 5A, 5B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
2. Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
3. Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
4. Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
5. Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
6. Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
7. Discussing Korean for International Students, Yoon Young et al, Communication.
8. Sogang Korean Reading 6, Sogang University Korean Language Institute. 2015.
9. Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
10. Finding Korean Culture in TV and Movies for Foreigners, Gimcheonmi Kim, et al.

2022.

11. Lee Joo-Heng, Kim Sang-Joon, Areumda-un hanguko, Korea: Jigumun Hwasa, 2005.
12. Lee Iksop and Ramsay Robert S, The Korean Language, Albany: State University of New York Press, 2000.
13. Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.
14. Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
15. Chang hei Lee, Practical Korean Grammar, 1955.
16. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**Facilitating the achievement of the course learning outcome:**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Students are encouraged to learn cooperatively through seminars, workshops, projects, presentations, and group work, as it will enable them to express their knowledge and abilities with articulation.

**DSC-5: KL-202 India and Korea Relations**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>India and Korea Relations</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description:**

This course examines the historical, cultural, and diplomatic relations between India and Korea from the 1st century AD to now. Through a chronological study of key events, including the marriage of King Kim Suro in the Gaya Kingdom and Heo Hwang-ok, the Indian Princess, exchanges, and mutual influences, students will gain a comprehensive understanding of how these two civilisations have interacted and shaped each other's histories. The course will cover

ancient connections, medieval exchanges, colonial-era interactions, and contemporary diplomatic and economic ties.

**Course Objective:**

1. To provide an in-depth overview of the historical relations between India and Korea.
2. To analyse the cultural, economic, and political exchanges between the two countries over different periods.
3. To understand the evolution of diplomatic relations between India and Korea in modern times.
4. To evaluate the impact of historical interactions on contemporary India-Korea relations.

**Course Learning Outcomes:**

Students will be able to:

1. Identify and describe significant historical events and periods in India-Korea relations.
2. Analyse the cultural and economic exchanges between India and Korea.
3. Discuss the development of diplomatic relations between the two countries.
4. Evaluate the contemporary impact of historical interactions on bilateral ties.
5. Appreciate the shared heritage and mutual influences between India and Korea.

**Course Outline:**

**Unit: I**

**Hours: 11**

1. Introduction to India-Korea Relations: course review, key themes, and period in the introduction
2. Ancient connections between the two nations. Buddhist Cultural Exchange with analysis of its influence and spread forward

**Unit: II**

**Hours: 11**

1. Study on trade routes in the medieval period and their cultural exchanges
2. Study on the connection of Colonial and Post-Colonial Relations

**Unit: III**

**Hours: 11**

1. Analysis of Trade ties and Economic cooperation after independence for both countries
2. Study on cultural diplomacy and contemporary exchanges, discussion on strategic partnerships and technological collaboration

**Unit: IV**

**Hours: 12**

1. Contemporary Challenges and Opportunities: Analysis of current issues and future cooperation
2. Review of successful bilateral projects and partnerships, including case studies, a comprehensive review, and a final discussion

### **Reading List:**

1. "The Legend of Queen Heo Hwang-ok of Korea: A Historical Novel" by Dr. Kim Byung-mo
2. "The Ancient Kingdom of Gaya and the Legend of Queen Heo Hwang-ok" by National Museum of Korea
3. "India and Korea: Bridging the Past and the Future," edited by Skand R. Tayal and Choongjae Cho
4. "India-Korea: Bridging the Civilization" edited by K.N. Panikkar and Yoo Byung-se
5. "Princess of Ayodhya: The Korean Legacy of an Indian Princess" by Kim Nan-do
6. "India-Korea Relations: Forging a Multidimensional Partnership" by S. Samuel C. Rajiv
7. "The History of India and Korea Relations" by various authors (compilation)
8. "Asian Interconnections: India and Korea" by Kim Ji-hoon
9. "Buddhism and Its Impact on Korea" by Robert Buswell Jr.
10. "India and Korea: Bridging the Past and the Future," edited by Skand R. Tayal and Choongjae Cho
11. "India-Korea: Bridging the Civilization" edited by K.N. Panikkar and Yoo Byung-se
12. "India-Korea Relations: Past and Present" by P.S. Sahai
13. "Korea and India: A Forged Relationship" by Kim Hyung-sik
14. 최종고, “이승만과 메논 그리고 모윤숙”, 기파랑, 2012
15. 최원기, “인도-태평양 전략과 한국의 지역적 역할 확대 추진 방향”, 국립외교원 외교안보 연구소, 2022
16. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

### **Facilitating the Achievement of Course Learning Outcomes:**

Lectures and Multimedia Presentations: Provide detailed explanations and visual aids for each historical period and theme.

Discussions and Debates: Engage students in discussions and debates to deepen their understanding of India-Korea relations.

This syllabus aims to comprehensively explore the historical and contemporary relations between India and Korea, offering students valuable insights into their multifaceted interactions.

## **DSC-6: KL-203 Contemporary Korean Literature**

### **Credit Distribution, Eligibility and Pre-requisites of the Course**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Cotemporary Koren Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

### **Course Description:**

The course is designed to survey contemporary Korean literature from 1949 onwards. Contemporary issues and mature language may be encountered when reading contemporary Korean literary texts. The study is based on the rise of contemporary Korean literature, literary movements, and the changing patterns of the Korean language and literature. Moreover, the course shall explore innovations in aesthetics and historical developments in the Korean Peninsula that have influenced recent literary productions. In particular, lectures will focus on ethnicity, nationalism, religion, gender, and economics that have impacted the formation of contemporary Korean literature and its bearing on social justice. The effects of culture, environment, and mass media on Korean literature and its four significant genres (short fiction, poetry, novel, and drama) are explored in detail through critical reading and writing.

### **Course Objective:**

Students will continue to write in various modes, including reflective, descriptive, expository, analytical, narrative, persuasive, argumentative (research-based), creative, and technical writing. Emphasis is placed on research and critical analysis skills necessary for success at the university level. It will enable students to understand Korean culture through oral and written modes of communication by becoming familiar with the basic concepts of cultural studies, such as power, agency, gender, race, ethnicity, identity, and ideology that exist in a society.

### **Course Learning Outcome:**

On completion of this course, the student will be able to:

1. Gain an understanding of major literary trends and developments in Korea through literary works
2. Examine the aspects of cultural knowledge and politics through reflection in literature
3. Comprehend the relation between the socio-political situation and literary trend in that contemporary period
4. Enrich literary knowledge and linguistic expressions

### **Course Outline:**

**Unit: I**

**Hours: 11**

Study on themes and trends of Twentieth-Century Korean Literature, a discussion on Literary Works of the Period of National Division

**Unit: II**

**Hours: 11**

Study on Korean War Literature and introduction of Contemporary Korean literary genres

**Unit: III**

**Hours: 11**

Discussion of reading material on women and Korean literature, the cultural revolution and Its role in Korean literature

**Unit: IV**

**Hours: 12**

Study of major litterateurs and their representative works

**Reading List:**

1. Ha Tae Hung, Maxims and Proverbs of Old Korea, Yonsei University Press, Seoul, 1970.
2. Seol Seong Kyong, Sinsoseol Yeongu, Saernoonsa, Seoul, 2005.
3. Yoo Bong-Hak, Hanguk munhwawa yeoksa-ui sil, Singu Munhwasa, Seoul, 2005.
4. Kim Do-Young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000.
5. Kwon Young-min, History of Korean Modern Literature, Mineumsa, Seoul, 1994.
6. Yoon Hong-gil, Rainspell, Mineumsa, Seoul, 1980.
7. Yi Moon-yeol, Saeameui Adeul, Mineumsa, Seoul, 1979.
8. Jo Jeong-rae, Taebaek Mountains, hangilsa, Seoul, 1986.
9. Cho Dong-il, Interrelated Issues in Korean, East Asian and World Literature, Jimoondang, Seoul, 2006.
10. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**DSE-3:KR-201 Korean Government & Politics**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Korean Government &amp; Politics</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Graduation</b>	<b>Graduation</b>

### **Course Description:**

This course will cover the genesis of Korean War and division of Korea, USAMGIK and establishment of democratic system, military in politics (1961-87)– authoritarianism, suppression, and subversion of democracy, political processes – Anti-authoritarianism and pro-democracy movement (1960-1988), political processes – Opposition politics, reforms and democratisation in the post-1987 period, political processes – patrimonial politics of the three Kims and shaping of Korean politics, bureaucracy and governance of S. Korea, Chaebol in politics and imperatives and politics of reunification.

### **Course Objectives:**

The objective of the course is to teach students about the dynamics of the South Korean political system, the ideological divisions in the country, and the role of the political institutions in the economic transformation of South Korea.

### **Course Outcome:**

The student will be able to understand the political dynamics in South Korea and the current issues in South Korean politics.

### **Course Outline:**

#### **Unit: I**

**Hours: 11**

1. Genesis of the Korean War and Division of Korea
2. USAMGIK and the establishment of the democratic system

#### **Unit: II**

**Hours: 11**

1. Military in politics (1961-87) – Authoritarianism, suppression, and subversion of democracy
2. Political Processes – Anti-authoritarianism and pro-democracy movement (1960-1988)

#### **Unit: III**

**Hours: 11**

1. Political processes – Opposition politics, reforms and democratisation in the post-1987 period
2. Political processes – Patrimonial politics of the three Kims and shaping of Korean politics
3. Bureaucracy and governance of S. Korea

#### **Unit: IV**

**Hours: 12**

1. Chaebol in politics
2. Role of conservative and progressive parties in South Korean politics
3. Imperatives and politics of reunification – Sunshine Policy

### **Reading List:**

1. Cumings, Bruce. The Korea War: A History. Modern Library/Random House, 2010.
2. Bruzo, Adrian. The Making of Modern Korea. London: Routledge, 2002.
3. Cotton, J., ed. Korea Under Roh Tae-woo, Allen and Unwin, Sydney, 1993.

4. Cotton, J. ed., Politics and Policy in the New Korean State: From Roh Tae-woo to Kim Young-sam, St Martin's Press, NY, 1995.
5. Kang Man-gil. "Contemporary Nationalist Movements and the Minjung, " in Kenneth M. Wells, ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
6. Gibney Frank. Korean Achievement: Asia's New Hi-tech Democracy, New York, Walker and Co.,1992
7. Mosher, Steven W., ed. Korea in the 1990s- Prospects for Reunification, New Brunswick, Transaction Publishers, 1992.
8. Shin, Doh C. Mass Politics and Culture in Democratizing Korea. Cambridge University Press, Cambridge. 1999
9. Wells, Kenneth M., ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
10. Hahm, Chaibong. "The Two South Koreas: A House Divided." The Washington Quarterly.28 (3), pp. 57-72, 2005.
11. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching/tutorials, assignments for internal assessment, and through class participation and presentations.

**DSE-4: EL-202 Teaching Korean Grammar**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Teaching Korean Grammar	04	3	1	0	Graduation	Graduation

**Course Description:**

This course is designed for foreigners at an M.A. level in Korean to further their understanding of Korean grammar. Learners will study various grammatical structures and expressions,

practising their application in real-life situations. Additionally, learners will gain an understanding of common grammatical expressions used in Korean culture and daily life.

**Course Objective:**

1. Enable learners to understand and accurately use intermediate Korean grammar.
2. Equip learners to communicate in everyday situations using intermediate grammar.
3. Help learners express themselves naturally based on an understanding of Korean culture.

**Course Learning Outcomes:**

1. Understand and explain various intermediate grammatical structures.
2. Write and speak sentences using intermediate grammar.
3. Communicate in intermediate Korean in everyday and various situations.
4. Better understand Korean culture and society through grammar comprehension.

**Course Outline:**

**Unit: I**

**Hours: 11**

Introduction: Overview and review of Korean grammar, introduction to intermediate grammar and overview

**Unit: II**

**Hours: 11**

1. Discussion on Compound Verbs with example and practice, practice of passive verb form and usage practice of the causative verb form and usage
2. Study on creating Connective Endings with example sentences

**Unit: III**

**Hours: 11**

1. Practice of Direct and Indirect speech expressions, practice of using conditional and honorific expressions
2. Practice of creating sentences using hypothetical expressions and conjunctural expressions

**Unit: IV**

**Hours: 12**

1. Practice of using various sentence-ending and determiners
2. Practice of using adverbs, complex sentences, review of all content, practical exercise, and evaluation

**Reading List:**

1. “Bharati Korean Grammar” by Kim, Young-soon. Goyal Publishers 2017
2. “Bharati Korean Intermediate” by Kim, Do-young, Goyal Publishers. 2014
3. “Bharati Korean Advanced” by Kim, Do-young, Goyal Publishers. 2011
4. “Bharati Korean Basic” by Kim, Do-young, Goyal Publishers. 2017

5. "Korean Grammar for International Learners" by Ho-Min Sohn
6. "Korean Grammar in Use: Intermediate" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-young
7. "Continuing Korean" by Ross King and Jaehoon Yeon
8. "Integrated Korean: Intermediate 1" and "Integrated Korean: Intermediate 2" by Young-mee Cho, Hyo Sang Lee, Carol Schulz, Ho-min Sohn, and Sung-Ock Sohn
9. "Advanced Korean" by Ross King and Jaehoon Yeon
10. "Korean Grammar in Use: Advanced" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-young
11. "Korean Grammar for International Learners" by Ho-Min Sohn
12. "Essential Korean Grammar: Your Essential Guide to Speaking and Writing Korean Fluently" by Laura Kingdon
13. Research articles and other relevant teaching material prepared by the Department.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**

**Facilitating the Achievement of Course Learning Outcomes:**

Lectures and Explanations: Provide clear explanations and examples for each week's topic.

Practical Activities: Apply learning through various practical activities such as sentence completion, transformation, and role-playing.

This course plan aims to guide learners in effectively mastering and using Korean grammar in real-life situations.

**Skill-based course: 2 credits**

**SBC-201: Hands-on learning of Business Communication**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Hands-on learning of Business Communication</b>	<b>02</b>	<b>15</b>	<b>0</b>	<b>15</b>	<b>Graduation</b>	<b>Graduation</b>

### **Course Description:**

The hands-on learning of the business communication course is aimed at developing a relationship between the individual and the entrepreneurial system.

### **Course Objective:**

This course focuses on building cross-cultural communication and enables the students to become experts in practical communication in the workplace.

### **Course Learning Outcome:**

1. It helps students to identify cultural differences with an impact on the target language of translation and ways of dealing with such difficulties.
2. Demonstrate enhanced sensitivity to lexical and syntactical differences between Korean and English.
3. Understand the skills required to become a professional interpreter and what is meant by interpretation competence.
4. Undertake an independent research activity.
5. Evaluate personal language skills.

### **Course Outline:**

The Study is based on the syntactic structure of Korean in comparison to English, along with techniques of translation from Korean into English and vice versa. Texts will be selected from Korean newspapers, magazines, and important speeches especially business communication.

#### **Unit: I**

**Hours: 15**

Practice of Translation and Interpretation by an individual in front of the class group.

#### **Unit: II**

**Hours: 15**

1. Practice of situation-based assignments given on the spot, and individual will express those things in their speaking topics
2. Practice of interview with company personnel.

**Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time.**