UNIVERSITY OF DELHI

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
Continuing Education & Extension	M.A. Lifelong Learning & Extension – **Annexure-1**
Economics	M.A. Economics – **Annexure-2**
Political Science	M.A. Political Science- **Annexure-3**
History	M.A. History- **Annexure-4**

REGISTRAR

UNIVERSITY OF DELHI

DEPARTMENT OF CONTINUING EDUCATION AND EXTENSION

FACULTY OF SOCIAL SCIENCES

MASTER OF ARTS LIFELONG LEARNING AND EXTENSION
Academic Year 2025-2026

SYLLABUS

Semester1		
Paper Code	**Title**	**Nature**
DSC 1.1	Lifelong Learning and Adult Education in India	Discipline-Specific Core
DSC1.2	Sustainable Social Development	Discipline-Specific Core
DSC1.3	Extension and Development	Discipline-Specific Core
DSE 1.1	Environment and Energy	Discipline-Specific Elective
DSE 1.2	Understanding Organisational Behaviour	Discipline-Specific Elective
OR		
GE 1.1	Vocational Education and Lifelong learning	Generic Elective
GE 1.2	Dynamics of Urban Systems	Generic Elective
SBC 1.1	Digital Marketing in Tourism for social good	Skill Based Course
Semester 2		
DSC 2.1	Curriculum Development	Discipline-Specific Core
DSC 2.2	Research and Evaluation	Discipline-Specific Core
DSC 2.3	Gender and Development	Discipline-Specific Core
DSE 2.1	Fieldwork and Practices	Discipline-Specific Elective
DSE 2.2	Sustainable Agriculture and Organic Farming	Discipline-Specific Elective
OR		
GE 2.1	Population and Development Education	Generic Elective
GE 2.2	Indian Knowledge System in Lifelong Learning & Community Development	Generic Elective
SBC 2.1	Technology-Mediated Communication and Learning	Skill Based Course

Paper: DSC 1.1: Lifelong Learning and Adult Education in India

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Lifelong Learning and Adult Education in India DSC 1.1	**4**	**3**	**1**	**0**	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the Conceptual Framework of Adult and Lifelong Learning.
- Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- Understand the Role of Lifelong Learning in the context of globalization.

Learning Outcome:
- Understand different concepts of Lifelong Learning and the opinions of eminent thinkers on Adult Education from National and international perspectives.
- Understanding Role of various governmental, non-governmental, and community-based organizations in promoting adult education and lifelong learning.
- Design or evaluate a model program or intervention for adult education that reflects the principles of lifelong learning, equity, and inclusion.

Unit: - I (12 Hours)
1. Concepts and terms of Lifelong Learning and Extension, Introduction to Adult Learning, Learning Span, Factors Facilitating Adult Learning and experiential Learning
2. Adult and Lifelong Learning in India –Pre and Post Independence
3. Principles governing the Philosophy of Education, Lifelong Learning and Extension.

Unit: II (11 Hours)
1. Imminent Indian thinkers of Adult Education – Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore
2. Imminent International Thinkers- Frank Charles Laubach, Julius Nyerere, Ivan Illich, Paulo Friere
3. Indian Values and Education, Emerging needs and future perspectives of Lifelong Learning

Unit: III (11 Hours)
1. Lifelong Learning and Development - Social, Economic, Political and Cultural.
2. Extension Education, Field Outreach and Community Engagement in Adult Education and Lifelong Learning.
3. Approaches to Continuing Education / Lifelong Learning in the Five-Year Plans

Unit: IV (11 Hours)
1. State intervention in Social & Economic development, Legislation linked to social development
2. Major Educational Theories – Liberal, Behaviourist, Progressive, Humanistic, Radical and Analytical.
3. Lifelong Learning and Adult Education Needs of Industries

Reading List

- Shah, S. Y. (1993). Indian adult education: A historical perspective (pp. 10–38). New Delhi: Indian Adult Education Association.
- Bhatia, S. (2014). Literacy and adult education in independent India (pp. 23–52). Delhi: Sonali Publications.

- Aggarwal, J. C., & Gupta, S. (2010). Great philosophers and thinkers on education (pp. 60–91). Delhi: Shipra Publications.
- Palmer, J. A. (2001). Fifty modern thinkers on education: From Piaget to the present (pp. 105–130). London: RoutledgeFalmer.
- Freire, P. (1970). Pedagogy of the oppressed (pp. 48–77). New York: Continuum.
- Patzold, H. (2011). Learning and teaching in adult education: Contemporary theories (pp. 95–122). Opladen: Barbara Budrich Publishers.
- Roger, H. (Ed.). (2002). Supporting lifelong education (pp. 113–140). London: Routledge.
- Dhar, S. K., & Singh, P. (2021). Digital literacy as a tool for social inclusion in rural India. Indian Journal of Social Work, 82(3), pp 85-104.
- सिंह, बी. (2018). *भारत में वयस्क शिक्षा: स्थिति और संभावनाएँ* (पृ. 29–56). नई दिल्ली: शिक्षा भारती प्रकाशन।
- मिश्र, आर. (2020). *दीर्घकालिक अधिगम और सामाजिक विकास* (पृ. 33–67). वाराणसी: भारतीय शिक्षण प्रकाशन।

Paper: DSC 1.2: Sustainable Social Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Sustainable Social Development DSC 1.2	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce key theories and thinkers of social development.
- To analyse social movements, intersectionality, and civil society's role.
- To explore strategies, ethics, and alternative models for sustainable development.

Learning Outcome:
- Define key concepts of sustainable and social development.
- Identify challenges and strategies for achieving equity and sustainability.
- Interpret relevant policies, programs, and development indicators.
- Propose inclusive and sustainable development solutions.

Unit: - I   (12 Hours)
1. Concept, Meaning, and Evolution of Sustainable Development
2. Principles and Features of Sustainability
3. Sustainable Development Goals (SDGs) - Overview and Relevance, Challenges to Sustainable Development

Unit: II   (11 Hours)
1. Understanding Social Development: Definition, evolution
2. Social Inclusion and Equity
3. Human Development and Well-being, Gender, Culture, and Identity

Unit: III   (11 Hours)
1. Interlinkages between environmental sustainability and social justice
2. Community-based Development and Participation: Collective action and cooperation
3. Natural resource management with social equity, Environmental education and value-based learning

Unit: IV   (11 Hours)
1. Key development schemes: MGNREGA, PMAY, Ayushman Bharat, Jal Jeevan Mission, NRLM, Digital India
2. Role of CSR in social and environmental sustainability
3. Various Strategies for Sustainable Development: -Community Knowledge, Harness Technology, Innovative Practices, Co-Operation and Partnership

Reading List

- Alexgender, K.C. (1994), The Process of Development of Society, pp153-187. New Delhi: Sage Publications.
- Anand, S. & Sen, A.K. (1994), Sustainable Human Development: Concepts and priorities, Office of Development Studies, Discussion paper, no. 1. New York: UNDP
- Dempsey, N., Bramley, G., Power, S., & Brown, C. (2009). The social dimension of sustainable

development: Defining urban social sustainability. Sustainable Development, 19(5), 289–300. https://doi.org/10.1002/sd.417

- Hasselt, V. B., &Hersen, M. (1992). Handbook of Social Development, pp 3-28. In Springer eBooks. https://doi.org/10.1007/978-1-4899-0694-6
- Jennifer A. Elliot 2013. "An Introduction to Sustainable Development", 4th edition.
- Jennifer Elliott, 2013. An introduction to Sustainable Development". Routledge.
- Macionis, J. J., & Plummer, K. (1966). Sociology: A Global Introduction, pp 87-95. http://ci.nii.ac.jp/ncid/BA81759504
- Margaret Robertson, 2021. Sustainability Principles and Practice.
- Pamela Matson, William C. Clark, Krister Anderson, 2016. Pursuing Sustainability. A Guide to the Science and Practice.
- Raj Kumar Sen Kartik C. Roy.(2021), Sustainable Economic Development & Environment,pp-85-96, Atlatic Publishers & Distributors Pvt Ltd
- Snigdha Tripathi.(2019), Sustainable Development & Environment, pp-56-87,Ankit Publication
- Redclift, M. (1987). Sustainable Development: Exploring the Contradictions, pp 135-147. https://agris.fao.org/agris-search/search.do?recordID=GB8905482
- Transforming Our World: The 2030 Agenda for Sustainable Development. (2018). In Springer eBooks. https://doi.org/10.1891/9780826190123.ap02
- UNDP (1997), Governance for Sustainable Human Development, New York, A UNDP policy document.
- सिंह, बी. (2020). *समाजिक विकास के सिद्धांत और व्यवहार*. नई दिल्ली: शैक्षिक प्रकाशन संस्थान।
- जोशी, र. के. (2018). *पर्यावरणीय न्याय और सतत विकास: भारतीय परिप्रेक्ष्य*. वाराणसी: भारती प्रकाशन।
- मिश्र, ए. पी. (2019). *मानव और विकास: एक वैकल्पिक दृष्टिकोण*. लखनऊ: नवभारत प्रकाशन।
- पाण्डेय, तेजस्कर, & पाण्डेय, बालेश्वर. (2021). सामाजिक विकास एवं समाज कार्य (Social Development and Social Work). रावत पब्लिकेशन्स, जयपुर। ISBN:9788131612101
- अवस्थी, निवेदिता, & चन्द्रा, योगेश. (2023). *सतत विकास की अवधारणा: स्वास्थ्य एवं पर्यावरण के सन्दर्भ में*. ISBN: 9789391018689 / 9391018688

Paper: DSC 1.3: Extension and Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Extension and Development DSC 1.3	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the theories and principles of extension
- Gain insights into the historical perspectives of extension
- Understand the role of universities in extension in particular and various systems of extension in general.

Learning Outcome:
- Examine Extension Dimension in the University system.
- To apply community extension and outreach for the various target populations.
- Able to understand and explore Extension as a dimension of higher education.

Unit: - I   **(12 Hours)**
1. Extension – concept, meaning, philosophy and importance
2. Principles of extension
3. Understanding Extension in Relation to Development

Unit: II   **(11 Hours)**
1. Historical perspectives of extension
2. Extension programmes in Pre-Independent India
3. Extension programmes in Post-Independent India

Unit: III   **(11 Hours)**
1. Behavioural sciences for extension and development
2. Extension communication and diffusion of innovation for development
3. Planning and management of extension and development

Unit: IV   **(11 Hours)**
1. Emerging issues in Extension- Economics of Extension, ethics and extension.
2. Extension rules of Universities
3. Comparative analysis of various approaches and systems

Reading list

- Axinn, G.H. (1988), Guide on Alternative Extension Approach, Rome: FAO
- K.A. Jalihal, V. Veerbhadraiah (2007), Fundamentals of extension education and management in extension
- Dhama, O.P., & Bhatnagar, O.P. (1987). Education and Communication for Development. New Delhi: Oxford and IBH Publishing Co. Ltd,
- Chauhan J. 2006. Communication and Extension Management. Kanpur: Anjali Prakashan.
- Choubay, B. K. 1979. A Handbook of Extension Education. Allahabad: Jyoti Prakashan.
- Singh A.K., Singh Lakhan, Burman R. Roy (2019)"Frontline Extension in India: Innovations and Reforms"

- Dubey, J.P., University Extension (2010): Structural & Functional Perspective LAP Lambast Academic Publishing, Germany.
- James, G.E. (1986), Investing in Rural Extension, Strategies and Goals, New York: Applied Science Publishers.
- Logan, J.P. (1961), Extension Teaching Methods in Extension Education in Community Development, New Delhi: Directorate of Extension
- Rolling, N (1988). Extension Science. Cambridge University Press.
- सिंह, जे. पी. (वर्ष अनुपलब्ध). *प्रौढ़ शिक्षा एवं ग्रामीण सेवा.* [लेखक द्वारा प्रकाशित]।
- सिंह, बृंदा. (2020, 1 जनवरी). *प्रौढ़ शिक्षा (एक्सटेंशन एजुकेशन): पुस्तक दार्शनिका* [लेखिका द्वारा प्रकाशित]।

Paper: DSE 1.1: Environment and Energy

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Environment and Energy DSE 1.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To enable students to understand the environment and energy.
- To enable students to understand critical environmental and energy issues.
- To promote awareness regarding national policies and programmes in the context of the environment and energy.

Learning Outcome:
- Define key concepts related to ecology, the environment, and energy.
- Identify major environmental and social issues and their implications.
- Analyse India's energy resources, policies, and initiatives.
- Apply knowledge of conservation, EIA, green audit, and energy efficiency tools

Unit: - I   **(12 Hours)**
1. Concept and Fundamentals of Ecology and Environment
2. Environmental pollution; climate Change.
3. Natural Resources and their Conservation

Unit: II   **(11 Hours)**
1. Environmental Impact Assessment and Green Audit – Concept, Process, and Institutional Role.
2. Social Issues: Inequalities, Migration, conflicts, food insecurity, health issues
3. Environment Education in India; Recent Environmental Initiatives- Global and National

Unit: III   **(11 Hours)**
1. Introduction to Energy and Its Types
2. Energy Resources and Utilisation in India
3. Energy plantation; Energy Conservation and Efficiency

Unit: IV   **(11 Hours)**
1. Energy Conservation and Management: Role of BEE (Bureau of Energy Efficiency); Smart grids, energy audits, green rating systems
2. Energy Legislation in India: Energy Conservation Act (2001); Electricity Act (2003)
3. Energy Policies and Missions: National Energy Policy, National Renewable Energy Policy; National Solar Mission, National Green Hydrogen Mission; UJALA Scheme, Surya Ghar; PM-KUSUM, Solar Rooftop Scheme

Reading List

- Balakrishnan, M. (1998). Environmental problems and prospects in India (pp. 23–48). New Delhi: Oxford & IBH Publishing Co.

- Sahasranaman, P. B. (2012). The green book: Indian environmental laws (pp. 65–102). New Delhi: LexisNexis Butterworths.
- Singh, R. B. (Ed.). (1996). Global environmental change: Perspectives from the south (pp. 111–135). New Delhi: Oxford & IBH Publishing Co.
- World Resources Institute. (1999). World resources: Environmental change and human health (pp. 75–110). Oxford University Press.
- Dixit, V. K. (2006). Energy consumption and quality of life (pp. 50–83). New Delhi: Academic Excellence.
- Ahluwalia, V. K. (2019). Energy and environment (pp. 30–70). New Delhi: Ane Books Pvt. Ltd.
- ओझा, एस. के. (2017). परिस्थितिकी एवं पर्यावरण. बौद्धिक प्रकाशन, परीक्षा वाणी। (pp 253–267)
- गर्ग, एच. एस. (2020). *पर्यावरण अध्ययन.* एस.बी.पी.डी. पब्लिकेशन्स। pp 1-179; 189-234
- गुप्ता, सुमन (2025). पर्यावरण अध्ययन (Paryavaran Adhyayan): एक विश्लेषण. सुल्तान चंद एंड सन्स। pp 1-182; 223-246
- गर्ग, आर. के. . ऊर्जा संरक्षण तथा प्रबन्धन (Energy Conservation and Management). दीपक प्रकाशन। ISBN: 9788194160441

Paper DSE 1.2: Understanding Organisational Behaviour

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Understanding Organisational Behaviour DSE 1.2	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- This course is designed to give students a better understanding and grasp of the basic concepts
- Theories underlying individual behaviour, besides developing better insights into oneself. Individual behaviour in groups, dynamics of groups and team building, besides
- Developing a better awareness of how they can be better facilitators for building effective teams as leaders themselves

Learning Outcome:
- Demonstrate the understanding of basic concepts of organization behaviour and their application in contemporary organizations.
- Interpret the complex nature of human behaviour and group dynamics.
- Critically evaluate leadership styles and strategies
- Summarize the ways to build supportive culture.

Unit I: **(11 Hours)**
1. Understanding Organisational Behaviour and Foundations of Individual Behaviour
2. Nature, Scope, Limitations, and Importance of Organisational Behaviour Models
3. Emerging Challenges in Global Context, Relationship between management and OB

Unit II: **(11 Hours)**
1. Foundations of Individual Behaviour
2. Personality Types & Theories; Attitude-Concept, Components, Job-related Attitudes
3. Learning -Concept, Theories & Reinforcement; Perception-concept, perceptual process, perceptual errors, Transactional Analysis: Values & Ethics

Unit III: **(12 Hours)**
1. Communication: Types, Transaction Analysis, Johari Window
2. Motivation, Concept, Process, Theories of Motivation (Maslow, Herzberg's Two factor theory, ERG theory, Victor Vroom's Theory, equity theory
3. Leadership -Types, styles & theories of leadership (Trait theories, behavioural theories, situational leadership)

Unit IV :   **(11 Hours)**
1. Personality assessment
2. Role plays, Group discussions
3. Case study analysis

Reading List

- Robbins, S. P., & Judge, T. A. (2008). *Organizational behavior* (13th ed.). Pearson Education. Page Nos.550- 752. ISBN: 9780136007173.
- Luthans, F., Luthans, B. C., & Luthans, K. W. (2015).*Organizational behavior: An evidence-based approach* (13th ed.). Information Age Publishing.pp.300-544 . ISBN: 9781681231204
- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and*

organizations (13th ed.). Cengage Learning. pp.770- 816. ISBN: 9781337680691

- Singh, K. (2012). *Organizational behavior: Text and cases*. Pearson Education India. ,pp.445-508. ISBN: 9788131739365
- राव, टी. वी. (2016). *संगठनात्मक व्यवहार और संगठनात्मक विकास* (2nd ed.). Sage Publications India. pp.220- 320 .ISBN: 9789351504910.
- पारेक, उ. (2011). *संगठनात्मक व्यवहार: सिद्धांत और अभ्यास* (1st ed.). Oxford & IBH Publishing Co. Pvt. Ltd. pp.110- 280.ISBN: 9788120418035
- Pareek, U. (2010). *Understanding organizational behaviour* (3rd ed.). Oxford University Press. Pages: 1–432**.**
- Chatterjee, N. (2017). *Organizational behavior*. PHI Learning Pvt. Ltd. Pages: 226–404.
- Singh, K. (2012). *Organizational behavior: Text and cases*. Pearson Education India.Pages: 350–508
- Wood, J. M., Wiesner, R., Morrison, R. R., Factor, A., & McKeown, T. (2024). *Organisational behaviour: Core concepts and applications*. John Wiley & Sons.pp.110-215.
- Borde, P. S., Arora, R., & Kakoty, S. (2024). Linkages of organizational commitment and leadership styles: a systematic review. *European Journal of Training and Development*, *48*(1/2), 41-66.

Paper GE 1.1: Vocational Education and Lifelong Learning

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Vocational Education and Lifelong Learning GE 1.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Analyze concepts, principles, and theoretical frameworks underpinning vocational education and lifelong learning
- Evaluate the effectiveness of various vocational training methodologies across different organizational contexts
- Design competency-based learning programs tailored to workforce development needs
- Implement and assess work-based learning initiatives with measurable outcomes

Learning Outcome:
- Design comprehensive vocational training programs aligned with industry needs and organizational objectives
- Implement effective assessment strategies to evaluate learner competencies in practical settings
- Create digital and blended learning resources for vocational education delivery
- Facilitate work-based learning experiences that bridge the gap between theory and practical.

Unit I: (11 Hours)
1. Core concepts, terminologies, and principles of vocational education
2. Theoretical frameworks and pedagogical approaches in vocational training
3. Historical evolution and current landscape of vocational education systems

Unit II: (11 Hours)
1. Needs assessment and training gap analysis methodologies
2. Competency-based curriculum development for vocational programs
3. Work-based learning strategies and apprenticeship models

Unit III: (11 Hours)
1. Principles of assessment in vocational training
2. Recognition of Prior Learning (RPL) frameworks and implementation
3. National Skills Qualifications Framework (NSQF)

Unit IV: (12 Hours)
1. Emerging technologies and industry 4.0 implications for vocational education
2. Inclusive vocational education practices
3. Entrepreneurship and innovation in vocational education

Reading List

- Akkerman, S. F and., & Bakker, A. (2012). "Crossing boundaries between school and work during apprenticeships." Vocations Learning, 5(2), 153-173.
- Tynjälä, P. (2013). "Toward a 3-P model of workplace learning: A literature review." Vocations and Learning, 6(1), 11–36.
- Singh, B. (2019). *Long-Term Learning and Employment-Oriented Education* (pp. 28–60). Varanasi: Bharati Prakashan.
- Pandey, A. L., & Mishra, A. K. (2022). *Importance and Challenges of Vocational Education* (pp. 43–71). New Delhi: Rashtriya Shaikshik Prakashan.
- Gupta, A. (2019). *Community Practices and Leadership in Social Work* (pp. 50–92). Varanasi: Bharati Pustak Bhavan.
- Singh, B. (2018). *Adult Education in India: Status and Possibilities* (pp. 29–56). New Delhi: Shiksha Bharati Prakashan
- Raza, M., & Singh, P. (2023). Trends and challenges in skill-based education in South Asia. International Journal of Vocational Studies, 12(1), 45–61.
- World Economic Forum. (2023). "New report calls for reforms to improve technical and vocational training in developing countries." https://www.weforum.org/stories/2023/09/technical-vocational-training-systems-sustainable-development-goals/
- OECD. (2024). "Building Future-Ready Vocational Education and Training Systems." https://www.oecd.org/en/publications/building-future-ready-vocational-education-and-training-systems_28551a79-en.html
- European Commission. (2025). "Vocational education and training initiatives." European Education Area.
- CollegeNP. (2025). "The Future of Vocational Education: Emerging Trends and Tech." https://www.collegenp.com/article/the-future-of-vocational-education-emerging-trends-and-technologies
- SkyQuest. (2025). "Vocational Education and Training Market Growth, Size, Share & Trends | 2032." https://www.skyquestt.com/report/vocational-education-and-training-market
- Lingio. (2025). "The ultimate guide to vocational learning." https://www.lingio.com/blog/vocational-learning
- Grand View Research. (2025). "Technical And Vocational Education Market Size Report 2030."https://www.grandviewresearch.com/industry-analysis/technical-vocational-education-market-report
- Market Research Future. (2025). "Technical and Vocational Education Market Size | Growth - 2034." https://www.marketresearchfuture.com/reports/technical-and-vocational-education-market-33123
- REN Network. (2023). "Unpacking the Key Trends in Vocational Education." Retrieved from https://ren-network.com/unpacking-the-key-trends-in-vocational-education/
- UNESCO Institute for Lifelong Learning. (2023). "Embracing a Culture of Lifelong Learning." https://unesdoc.unesco.org/ark:/48223/pf0000374112
- पांडेय, ए. एल., एवं मिश्रा, अ. के. (2022). *व्यावसायिक शिक्षा का महत्व और चुनौतियाँ.* नई दिल्ली: राष्ट्रीय शैक्षिक प्रकाशन।
- सिंह, बी. (2019). *दीर्घकालिक अधिगम और रोजगार उन्मुख शिक्षा.* वाराणसी: भारती प्रकाशन।

Paper GE 1.2: Dynamics of Urban System

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Dynamics of Urban System GE 1.2	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce the concepts and processes of urbanisation and urban growth.
- To analyse trends, governance, and challenges in urban systems.
- To examine contemporary urban development policies and sustainable urban planning.

Learning Outcome:
- Explain the fundamental concepts of urbanisation and urban growth with a specific focus on the Indian context.
- Understanding and analysis of types of urban settlements and trends of Urbanization
- Understand the role of urban governance in planning and development
- Assess significant urban challenges and effective planning and policy interventions

Unit 1:   (12 Hours)
1. Concepts of Urbanisation and Urban Growth;
2. Evolution of Urban Settlements in India;
3. Rural-Urban Migration and Its Implications

Unit 2:   (11 Hours)
1. Classification of Urban Settlements in India;
2. Trends and Patterns of Urbanisation
3. Urban Governance- Institutions and structure

Unit 3   (11 Hours)
1. Urban Poverty and Inequality; Slums and Informal Settlements;
2. Solid Waste Management; Water &Air Pollution;
3. Urban Heat Islands; Micro Climate Change

Unit 4:   (11 Hours)
1. Emerging Trends in Urban Planning & Development;
2. Urban Development Policies: JNNURAM, AMRUT, Smart Cities Mission;
3. Sustainable and Inclusive Urban Growth

Reading List

- Ramachandran, R. (1989). Urbanisation and urban systems in India. Oxford University Press.
- Sivaramakrishnan, K. C., Kundu, A., & Singh, B. N. (2005). Handbook of urbanisation in India. Oxford University Press
- Gillion, A. B., & Eisner, S. (1993). The urban pattern. CBS Publishers & Distributors.
- Ward, S. (2002). Planning the 20th-century city: The advanced capitalist world. John Wiley & Sons.
- Cooper, R., Evans, G., & Boyko, C. (2009). Designing sustainable cities.Wiley

Blackwell

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Paper: SEC 1.1: Digital Marketing in Tourism for Social good

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Digital Marketing SEC 1.1	2	1	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the key principles and strategies of digital marketing in the context of tourism.
- Develop skills in using digital marketing tools and platforms to design and implement marketing campaigns.
- Learn how to create engaging digital content that aligns with tourism industry trends and customer needs.

Learning Outcome: Upon successful completion of this course, students will be able to:
- Create and execute digital marketing strategies for the tourism industry, enhancing brand presence and engagement.
- Analysed digital marketing data using web analytics tools to assess performance and optimise strategies.
- After studying this course, students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns

Unit 1:   **(08 Hours)**
1. The evolution of digital marketing and its role in the tourism industry, Key digital marketing channels: Websites, SEO, social media, content marketing, email, PPC
2. The customer journey in tourism and digital touchpoints, The role of branding and storytelling in digital marketing for tourism
3. Overview of digital marketing tools and technologies used in tourism

Unit 2:   **(07 Hours)**
1. Content creation and strategy for the tourism industry: blogs, videos, photos, and user-generated content. Compelling storytelling and emotional appeal in tourism marketing
2. Social media marketing: platforms, strategies, and engagement tactics, Influencer marketing and its impact on tourism branding,
3. Social media advertising for tourism: Facebook Ads, Instagram Ads, Twitter Promotions, Measurement and analytics for content and social media campaigns.

Unit 3:   **(07 Hours)**
1. Content marketing, Social media marketing,
2. SEM, Display advertising
3. Email marketing & Affiliate marketing, Measuring digital marketing success

Unit 4:   **(08 Hours)**
1. Digital learning and strategies to create social impact
2. Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process
3. Community empowerment through digital platforms

Reading List

- Strauss, J., & Frost, R. (2014). E-Marketing (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hudson, S., & Hudson, L. (2017). *Digital marketing for tourism, hospitality and events*. SAGE Publications, pp. 80-114.
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- बिष्ट, एन. एस., बेलवाल, र., & पांडे, श. (वर्ष अनुपलब्ध). *इंटरनेट मार्केटिंग ऑफ टूरिज्म* [Internet marketing of tourism]. हिमालय पब्लिशिंग हाउस, pp.55-75
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- Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing: Strategy, implementation, and practice. Pearson.
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- Bisht, N. S. et al. (2004). *Internet Marketing of Tourism*, Chapter 5: "Search Engines and Directories".
- Hays, S., Page, S. J., & Buhalis, D. (2013). "Social media as a destination marketing tool: its use by national tourism organisations." *Current Issues in Tourism*, 16(3), 211–239.
- Leung, D., Law, R., van Hoof, H., & Buhalis, D. (2013). "Social media in tourism and hospitality: A literature review." *Journal of Travel & Tourism Marketing*, 30(1-2), 3–22.
- Hudson & Hudson (2017), Chapter 7: "Measuring Digital Marketing Effectiveness".
  – Tools like Google Analytics, KPI tracking, ROI in tourism
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53(1), 59–68.
- Kaushik, A. (2010). Web analytics 2.0: The art of online accountability & science of customer centricity. Wiley.
- Pulizzi, J. (2014). Epic content marketing: How to tell a different story, break through the clutter, and win more customers by marketing less. McGraw-Hill Education.
- Ryan, D. (2016). Understanding digital marketing: Marketing strategies for engaging the digital generation. Kogan Page.

Paper: DSC 2.1: Curriculum Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Curriculum Development DSC 2.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To develop understanding of curriculum theories and practices of curriculum development.
- To acquaint students with the planning and various approaches to curriculum development planning.
- Learning the process and techniques of teaching Adult and Lifelong Learning and the institutions involved in material development.

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

- Describe the evolution of curriculum theories and practices, especially in Adult and Lifelong Learning and at the global level.
- Identify the key elements in planning a curriculum along with various models.
- Describe common social-political and ethical issues related to planning of curriculum for adult and lifelong Learners

Unit: - I   **(11 Hours)**
1. Meaning and Definition of curriculum
2. Objectives of curriculum Development.
3. Curriculum Theory and practice (Tyler, Knowles, Freive, Houle, Caffarella)

Unit: - II   **(11 Hours)**
1. Purpose and Nature of Planning
2. Control and power of Planning
3. Technical, Social, Political, and Ethical domain of planning.

Unit: - III   **(11 Hours)**
1. Traditional Methods of Curriculum Planning
2. Contemporary Methods of Curriculum Planning
3. Blended Approach to Curriculum Planning

Unit: - IV   **(12 Hours)**
1. Different teaching methods
2. Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.
3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education

Reading List

- Caffarella, R.S. & Daffron, S.R. (2013). Planning programs for adult learners: A practical guide (3rd Education). San franciso: Jossey-bass/wiley.
- Belfiore, M.E. (1996) Understanding Curriculum Development in the workplace. Canada: ABC Publication.
- Shukla, A. (2017). *Curriculum Development: Theory and Practice* (pp. 10–85). New Delhi: Vinod Pustak Mandir.

- Saxena, N. R., Mishra, B. D., & Mohan, R. K. (2018). *Curriculum Integration in Education* (pp. 45–90). Agra: Radhakrishnan Prakashan.
- Verma, A. L. P. (2019). *Curriculum and Teaching Methods in Education* (pp. 25–78). Meerut: Lalit Prakashan.
- Dubey, A. P. (2016). *Indian Education and Curriculum Reform* (pp. 35–70). Varanasi: Gyan Bharati Prakashan.
- Mishra, P. K. (2020). *Modern Education and Curriculum Development* (pp. 40–82). Patna: Vidya Prakashan.
- Bruce, J. & Marsha, W. (1988), Models of Teaching. New Jersey: Prentice hall
- International Labor Organization (1996) Teaching and Training Methods. Geneva.
- Reddy, M.M & Ravishankar, S. (ed.1984), Curriculum Development and Educational Technology. India: Sterling Publication Pvt. Ltd.
- UNESCO (1998) Developing Curriculum for Neo-Literate. UNESCO, Bangkok and State Resource Centre, Jaipur
- Owens, J.C (1973) Management of Curriculum Development. London: Cambridge University Press.
- शुक्ला, ए. (2017). *पाठ्यक्रम विकास: सिद्धांत एवं व्यवहार.* नई दिल्ली: विनोद पुस्तक मंदिर।
- सक्सेना, एन. आर., मिश्र, बी. डी., एवं मोहन, आर. के. (2018). *शिक्षा में पाठ्यचर्या समन्वयन.* आगरा: राधाकृष्णन प्रकाशन।
- वर्मा, ए. एल. पी. (2019). *शिक्षा की पाठ्यचर्या एवं शिक्षण विधियाँ.* मेरठ: ललित प्रकाशन।
- दुबे, ए. पी. (2016). *भारतीय शिक्षा और पाठ्यचर्या सुधार.* वाराणसी: ज्ञान भारती प्रकाशन।
- मिश्र, पी. के. (2020). *आधुनिक शिक्षा एवं पाठ्यचर्या विकास.* पटना: विद्या प्रकाशन।

Paper: DSC 2.2: Research and Evaluation

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Research and Evaluation DSC 2.2	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand various Research methodologies in Social Sciences.
- To develop skills related to various techniques of evaluation.
- Learn to apply necessary skills to take up research projects.
- To help students develop assessment tools

Learning Outcome:
- Assess critically the methods of data collection, sampling design, their techniques & different tools of research.
- Develop a sense of inquiry & capability of asking relevant questions, synthesising and articulating, and the ability to recognise cause and effect relationships.
- Understand various research designs and develop assessment tools.
- Able to analyse data through various Statistical techniques & critically assess various evaluation methods.

Unit: - I   (11 Hours)
1. Problem Identification.
2. Types of Research: Pure and applied Research, Quantitative and Qualitative Research, Mixed Research.
3. Historical, Experimental and Descriptive Research, Analytical and Exploratory Research

Unit: - II   (11 Hours)
1. Formulating Hypothesis and Testing.
2. Tools of Data Collection.
3. Sampling Methods, Sampling Design and Techniques.

Unit: - III   (11 Hours)
1. Research Design
2. Development of Research Tools.
3. Statistical Applications in Social Sciences (SPSS,ANOVA)

Unit: - IV   (12 Hours)
1. Evaluation- Concept, Meaning, Typologies and Tools.
2. Formative, Summative and Concernment Evaluation, Participating Evaluation.
3. Research Report writing and Ethics in Research.

Reading List

- Best, J. W. (1983). Research in education (4th ed., pp. 45–78). Prentice Hall.
- Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed., pp. 23–56). SAGE Publications.
- Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed., pp. 101–125). New Age International Publishers.
- Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed., pp. 92–138).

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- Goode, W. J., & Hatt, P. K. (1952). Methods in social research (pp. 211–235). McGraw-Hill Book Company
- Goode, W.J & Halt, P.K (1952) Methods in Social Research, New York: McGraw-Hill, Book Company.
- W. Lawrence Neuman (1994), Social Research Methods: Qualitative and Quantitative Approaches
- श्रीवास्तव, ओ., राठौर, अ., एवं सिंह, प्रियांशु प्रताप. (2023). *शैक्षिक मूल्यांकन, गुणात्मक शोध एवं नवाचार* (पृ. 55–82). लखनऊ: ठाकुर पब्लिकेशन।
- चतुर्वेदी, आर. के. (2020). *शैक्षिक अनुसंधान के सिद्धांत* (पृ. 31–60). नई दिल्ली: शिक्षा पब्लिशिंग हाउस।
- सक्सेना, एन. आर., एवं मिश्र, बी. डी. (2018). *शिक्षा में शोध प्रविधियाँ* (पृ. 101–135). आगरा: विनोद पुस्तक मंदिर।

Paper: DSC 2.3: Gender and Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Gender and Development DSC 2.3	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Enable students to understand the historical perspective of gender and development in the global and Indian context.
- Acquaint the students with some of the major development programs for women and their impact on society.
- Make students aware of addressing the issue of gender equality for overall societal development.

Learning Outcome: On the successful completion of the course, students will be able to
- Understand the Historical perspective of women's empowerment.
- Obtain awareness about Constitutional provisions, legal supports, and Human Rights
- Explain different causal factors of gender empowerment.
- Develop skills and hands-on experience for women's empowerment through field exposure and community visits.
- Demonstrate an understanding of gender issues and development
    .

Unit I   **(11 Hours)**
1. Understanding Gender and Development
2. Towards Women's Empowerment in Contemporary India
3. Panchayati Raj Institutions and women

Unit II   **(11 Hours)**
1. The Demographics of Working Women in India- Employability Trends.
2. Women in Organised and Unorganised Sectors in India.
3. Women and Microfinance. Transition of women towards the new millennium.

Unit III   **(12 Hours)**
1. Women's Education, Employability, and Health Issues
2. Socio-economic determinants of Empowerment: Gender and Intersectionality
3. Human Rights and Women's Empowerment; Hindu Marriage Act

Unit IV
1. Transgender: Meaning and definition, Historical Background
2. Transgender Persons Protection of Rights Act (2019) & Rules 2020: Provisions & chapters
3. Marginalization and Exclusion in mainstreams section; Transphobia and discrimination
                                                                                       (11 Hours)

Reading List

- Goel, P. A., &Barua, R. (2021). Female education, marital assortative mating, and dowry: Theory and evidence from districts of India. Journal of Demographic Economics, 1-27.
- Moser, C. (2012). Ch 3: Gender roles, the family and the household. In Gender Planning and Development (pp. 63-87). Routledge
- Agarwal, B. (1997). "Bargaining' 'and gender relations: Within and beyond the household. Feminist

economics, 3(1), 1-51.

- Doss, C. (2013). Intrahousehold bargaining and resource allocation in developing countries. The World Bank Research Observer, 28(1), 52-78.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. Gender & Development, 13(1), 13-24.
- Duraisamy, M., &Duraisamy, P. (2016). Gender wage gap across the wage distribution in different segments of the Indian labour market, 1983–2012: exploring the glass ceiling or sticky floor phenomenon. Applied Economics, 48(43), 4098-4111.
- Nilsson, P. (2013). Gender and development: The challenge of mainstream. Consilience, (10), 125-135.
- Jafarey, S., & Maiti, D. (2015). Glass slippers and glass ceilings: An analysis of marital anticipation and female education. Journal of Development Economics, 115, 45-61.
- Momsen, J. H. (2020). *Gender and development* (3rd ed.). Routledge. 220-323, ISBN: 9780367332163
- Saraswati, A. P. L. A., Shaw, B., & Rellihan, H. (2017). *Introduction to women's, gender, and sexuality studies*. Oxford University Press, pp.250-410, ISBN: 9780190266066
- Moser, C. O. N. (1993). *Gender planning and development: Theory, practice, and training*. Routledge, pp.90-120, ISBN: 9780415073762
- जोहरी, ओ. **(**2022). *महिला सशक्तिकरण* (2nd वर्ष**,** फाउंडेशन कोर्स). नई दिल्ली: किटाब महल.25- 50 पृष्ठ। ISBN: 9789388481232.
- शर्मा**,** डी. (2019). *लिंग, विद्यालय और समाज.* नई दिल्ली: शिप्रा पब्लिकेशंस**.** 110-200 पृष्ठ। ISBN: 978938619682

Paper: DSE 2.1 : Field work and Practices

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Field work and Practices **DSE 2.1**	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To develop an understanding of community-related issues and their impact on the lives of people.
- To learn to practice individualised interventions in the identified areas.
- To enhance the ability as a researcher and professional.

Learning Outcome:
- Demonstrate an understanding of the concept, purpose, and scope of field work in professional and academic contexts.
- Apply relevant theoretical frameworks to real-life situations during field engagements in communities, institutions, or organizations.
- Reflect critically on field experiences to identify personal growth, ethical considerations, and professional challenges in practice.

Unit-1   **(12 Hours)**
1. Practicum-Research Methodology, Foundational visits, Community Outreach
2. Research Design - Exploratory, Descriptive, and Experimental, Component of field work practices
3. Methods of data collection- Observation, Interview, Questionnaire, Case Study, Content Analysis, Focus group discussion

Unit 2   **(11 Hours)**
1. Field Observations and Recording in Natural or Real World setting
2. Simulation based learning – Using simulation or mock scenarios to practice Field work skills
3. Social outreach Club and Samajik Chetan Kendra under ULLAS

Unit 3   **(11 Hours)**
1. Practice theories, Community Development case work, Study tour, Field placement, Urban and Rural study camp
2. Leadership and Communication, Types of leaders and their role in community organisation,
3. Report writing, field visit and Non-Governmental Organisation

Unit 4   **(11 Hours)**
1. Budgeting, Administration and Management, Planning, Organising and Welfare Administration
2. Role play, Evaluation of field work, Assessment, Project writing
3. Community organisation: Concept, principles and the process, Role of community worker, voluntary agencies

Reading List

- Gliner, J.A & Morgan G.A (2000), Research Methods in Applied Settings: An Integrated Approach to Design and Analysis
- Das Gupta, S., & Chakraborty, A. (2021). Women and digital literacy: Access, barriers, and solutions in India. Indian Journal of Gender Studies, 28(1), pp29-49
- World Bank. (2021). Ajira Digital Program: ICT training for youth employment in Kenya. World Bank Group. https://www.worldbank.org/en/programs/ajiradigital
- Singh, D. R., & Kaur, S. (2021). Overcoming the barriers to digital inclusion: The role of policy in India. Journal of Public Policy, 16(2), 215-230.
- Khan, R., & Alam, M. (2021). Empowering marginalized communities through digital literacy: A case study of India. Journal of Global Education and Development, 4(1), 15-32.
- Raj, A. K., & Verma, P. (2020). ICT in education and its role in lifelong learning: A review of national and international initiatives. Journal of Educational Innovation, 10(1), 45-57
- Patton. M. Q, (2002) Qualitative Research & Evaluation Method, New Delhi: Sage Publication.
- Chadha, N.K. (1991), Statistics of Behavioral and Social Science, New Delhi: Reliance Publishing House.
- सिंह, के. पी. (2021). *मैदान में कार्य: अवधारणा और व्यवहार* (पृ. 43–71). लखनऊ: नवभारत प्रकाशन।
- मिश्र, डी. एन. (2020). *सामुदायिक विकास और क्षेत्र कार्य का प्रशिक्षण* (पृ. 28–60). नई दिल्ली: शैक्षिक प्रकाशन संस्थान।
- गुप्ता, ए. (2019). *सामाजिक कार्य में क्षेत्रीय अभ्यास और नेतृत्व* (पृ. 50–92). वाराणसी: भारती पुस्तक भवन।

Paper: DSE 2.2: Sustainable Agriculture through Lifelong Learning

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Sustainable Agriculture and Organic Farming DSE 2.2	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the principles and practices of sustainable agriculture and organic farming.
- Analyse the environmental, economic, and social impacts of conventional and organic farming systems.
- Learn about soil conservation, integrated pest management, crop rotation, and composting techniques.
- Develop strategies for water conservation and climate-resilient farming.

Learning Outcome:
- Apply sustainable and organic farming techniques to enhance soil fertility and crop yield.
- Assess and implement environmentally friendly pest and disease management strategies.
- Demonstrate knowledge of organic certification requirements and market opportunities.
- Design and manage an organic farm system considering sustainability principles.
- Advocate for policies and best practices in sustainable agriculture.

Unit: -1   **(11 Hours)**
1. Definition, Need and Scope of Organic Farming.
2. Principles of Sustainability: Economic, Environmental and Social.
3. The Global Significance of Sustainable Agriculture.

Unit: - 2   **(12 Hours)**
1. Sustainable Soil Management Practices: No Till Farming, Mulching and Crop Rotation.
2. Techniques for Sustainable Water Uses- Drip Irrigation, Rain Water Harvesting, Watershed Management.
3. Insect, Disease and Weed Management under Organic Mode of Production

Unit: - 3   **(11 Hours)**
1. The Role of Sustainability in Addressing Global Food Security Challenges.
2. The Potential of Regenerative Agriculture to Restore Ecosystems and Improve Productivity.
3. Impact of Consumer Choices on Sustainability and Food Security.

Unit: - 4   **(11 Hours)**
1. Inspection and Certification- Labelling and Accreditation for Organic Products.
2. Marketing and Export Potential of Organic Products in the National Economy.
3. Initiative taken by Central and State Governments, NGOs for promotion of Organic Agriculture in India.

Reading List

- Shiva, V., & Bedi, G. (2002). Sustainable agriculture and food security: The impact of globalization (pp. 45–78). SAGE Publications.

- Harvie, A. (2010). Food security: Challenges, role of biotechnologies, and implications for developing countries (pp. 92–115). FAO.
- Van der Meer, S. (2016). Farming for the long haul: Resilience and the lost art of agricultural inventiveness (pp. 60–87). Chelsea Green Publishing.
- IGI Global. (2024). Achieving food security through sustainable agriculture (pp. 103–129). IGI Global
- Singh, R. B., & Grover, D. K. (2015). Organic farming in India: Status, issues, and policy recommendations. Agricultural Economics Research Review, 28(1), 57–74
- Achieving Food Security through Sustainable Agriculture, IGI Global, Scopus, Aug,2024
- शुक्ला, ए. एन. (2020). *जैविक कृषि और प्राकृतिक खेती के सिद्धांत* (पृ. 36–65). लखनऊ: अवधेश प्रकाशन
- वर्मा, आर. पी. (2021). *पर्यावरण अनुकूल कृषि: भारतीय परिप्रेक्ष्य* (पृ. 41–70). नई दिल्ली: ग्रीन इंडिया पब्लिशर्स।
- सिंह, क., द्विवेदी, घ., एवं सिंह, र. (2024). *जैविक खेती और खाद्य सुरक्षा: चुनौतियाँ और संभावनाएँ* (पृ. 55–89). वाराणसी: नव चेतना प्रकाशन।

Paper: GE 2.1: Population and Development Education

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Population and Development Education GE 2.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To acquaint students with the significance of population and Development education,
- To make students understand the implications of theories and policies,
- To examine population and development education in formal, non-formal and informal education

Learning Outcome:
- Understand population dynamics and Development
- Develop understanding of the adolescent phase of growth
- Able to relate population issues to quality of life

Unit 1: (11 Hours)
1. Population education and development: definition, objective and scope, Demography and Population
2. Population theories and policies: Malthus' optimum, biological, and national population policies of India
3. Sources of population data: census, vital registration system

Unit 2: (12 Hours)
1. Population education in formal, non-formal and informal education, Population Structure and Composition
2. Population, environment and sustainable development, Current Environmental Issues
3. Reproductive and child health, Population growth and Health Services in India

Unit 3: (11 Hours)
1. Population and development issues – HIV/AIDS and substance abuse, reproductive health
2. Adolescent growth and development education, Skill Employment and Youth
3. Population and gender issues, Component of population education

Unit 4: (11 Hours)
- Population and health linkages, Governmental and Non-Governmental Health Services
- Managing the elderly population, Old age homes in India
- Population and quality of life, Sustainable Development Goals (SDGs)

Reading List

- Bhende, A. A., & Kanitkar, T. (2002). Principles of population studies (17th ed., pp. 45–89). Mumbai: Himalaya Publishing House.
- Rao, V. E. (2001). Population education (pp. 60–95). New Delhi: APH Publishing Corporation.
- United Nations. (2003). Population education and development: The concise report (pp. 23–48). New York: UN Publications
- Ghosh, B. N. (1987). Studies in population and economic development (Vol. I, pp. 101–132). New Delhi: Deep and Deep Publications.

- Sikes, O. J. (1993). Reconceptualisation of population education. United Nations Population Division & UNFPA (pp. 33–59)
- वमाघ, ए. एल. (2019). *नवोन्मेष शिक्षाः सिद्धांत और व्यवहार* (पृ. 41–75). नई दिल्ली: शैक्षिक प्रकाशन संस्थान।
- त्रिपाठी, के. पी. (2020). *नवोन्मेष विकास और शिक्षा* (पृ. 28–66). वाराणसी: ज्ञानदीप प्रकाशन।
- झा, आर. एन. (2018). *भारत में नवोन्मेष नीति और शिक्षा का प्रभाव* (पृ. 55–90). लखनऊ: भारतीय शैक्षिक शोध परिषद।

Paper: GE 2.2: Indian Knowledge System in Lifelong Learning & Community Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Indian Knowledge System in Lifelong Learning & Community Development GE 2.2	**4**	**3**	**1**	**0**	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce the fundamental concepts and scope of the Indian Knowledge System.
- To explore key contributions in arts, literature, mathematics, science, and technology.
- To examine ancient health systems, ecology, and their relevance to sustainable living.

Learning Outcome:
- Explain the scope and significance of Indian Knowledge Systems across disciplines.
- Identify significant arts, sciences, and technology contributions from ancient India.
- Analyse the relevance of IKS for contemporary sustainable development.

Unit 1:   **(12 Hours)**

1. Overview of IKS
2. Historical & Philosophical Domain.
3. Vedic Cosmology.

Unit 2   **(11 Hours)**

1. IKS & Lifelong learning
2. Integration of IKS in ULLAS
3. IKS & Community outreach

Unit 3   **(11 Hours)**

1. Role of IKS in community development
2. Sustainable living
3. Environmental consideration

Unit 4   **(11 Hours)**

1. IKS -Challenges and Opportunities in contemporary society
2. Role of the family & community in IKS
3. IKS for Rural Extension services

Reading List

- Amit Jha, 2009, Traditional Knowledge System in India, Atlantic Publishers and Distributors (P) Ltd., ISBN-13: 978-8126912230,

- सेनगुप्ता, अ. (2018). *आर्यावर्त का प्राच्य वैमानिक विज्ञान* – *Ancient Indian Aeronautical Science* (संस्कृत अनुवादों सहित हिंदी पाठ). दिल्ली: रेवा प्रकाशन. ISBN-13: 978-8193757505
- Bhag Chand Chauhan, 2023. The Knowledge System of Bhārata,Textbook, pp 37-53.
- B Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R N, 2022, Introduction to Indian Knowledge System- concepts and applications, pp86-112, PHI Learning Private Ltd
- Kapil Kapoor & Avadesh Kumar Singh, 2005. Knowledge Traditions and Practices of India, , Vol. 1, 2005, DK Print World (P) Ltd., ISBN 81-246-0334,
- P. Sethuraman, 2008. Ancient Indian Wisdom: Spiritual Heritage, pp 36-42, Publisher-Createspace Independent Pub.
- Sibaji Raha, et al. 2014, Histrory of Science in India Volume-1, Part-I, Part-II, Volume VIII, by National Academy of Sciences, The Ramkrishan Mission Institute of Culture, Kolkata, India,
- अग्रवाल, ओ. प. (2014). *प्राचीन भारत: अध्यात्म और विज्ञान* – *Ancient Indian Spirituality and Science*. दिल्ली: सुरुचि प्रकाशन. पृष्ठ: 88.
- द्विवेदी, मीरा. (2021). *भारतीय ज्ञान-परम्परा में पर्यावरण एवं पारिस्थितिकी.* दिल्ली: विद्यानीधि प्रकाशन. ISBN: 9789385539572

Paper: SEC 2.1: Technology-Mediated Communication and Learning

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Technology-Mediated Communication and Learning SBC 2.1	2	1	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce the fundamental communication, ICT, etc.
- To explore key contributions in design, ICT and E-learning, and technology.
- To examine E-learning Online Advertisement, Audio-Visual Formats, Online Platforms

Learning Outcome:
- Explain the scope and significance of Technology, Communication and Learning
- Identify significant ICT, E-learning and Online Platforms
- Analyse the impact of ICT in Society, Teaching and the classroom.

Unit-I   **(15 Hours)**
1. Communication: Methods and Practice
2. Participatory, Persuasive, and Effective Communication Techniques
3. Folk Communication Media and Community Radio

Unit-II   **(15 Hours)**
1. Impact of ICT in Society
2. Ethics and Principles in ICT and E-learning
3. Trends in E-learning and Teaching.

Practicals:-
1. Design a Model Virtual Classroom
2. Develop E-learning Content (text, audio, video, or multimedia)
3. Prepare a Social Marketing Campaign or Online Advertisement
4. Communication Material Generation – Print & Audio-Visual Formats
5. Content Creation for Online Platforms

Reading List

- Gandhi, V. (1995), Media and Communication Today. New Delhi: Kanishka Publishers.
- Haftor, D.M., Mirijamdotter, A. (2011) Information and Communication Technologies, Society and
- Human Beings: Theory and Framework. Hershey. New York: Information Science Reference.
- Harlow, E. & Webb, S.A. (2003), Information and Communication Technology in the Welfare Services.
- London: Jessica Kingsley Publishers.
- Sharma, S.C. (1987), Media Communication and Development, Jaipur: Rawat Publication.
- Steve, I & Vicky, D (2013), Enhancing Learning through Technology in Lifelong

Learning: Fresh

- Ideas: Innovative Strategies, University of Cumbria, Edge Hill University, McGraw – Hill
- Singh & Sharma, E-learning New Trends and Innovations, Deep & Deep Publications Private Ltd., New
- Delhi, 2005
- Paily, M.U. (2010). "Instructional Design in E-learning". Unit in the course on Education
- Communication Technologies for IGNOU's MA in Distance Education. IGNOU: New Delhi
- कुमार, केशव (2012). शिक्षा में संचार एवं सूचना तकनीकी (ICT in Education). नई दिल्ली: विद्यालोक प्रकाशन।
- सक्सेना, अनिल कुमार (2015). शैक्षिक तकनीकी और शिक्षण प्रेरणा. मेरठ: सवनीत पब्लिकेशन।
- शुक्ल, रमेशचंद्र (2011). जन संचार माध्यम और ग्रामीण सेवा. भोपाल: नवभारत प्रकाशन।

University of Delhi

Master of Arts (Economics)

Syllabus for Year 1 of the 2-year programme

Effective from Academic Year 2025-26

2

Contents

1

Department of Economics

The Department of Economics of the Delhi School of Economics is one of the oldest departments of the University of Delhi. The Delhi School of Economics was established in 1949 as an institution for advanced studies and research in economics, on the initiative of the Founder-Director Professor V. K. R. V. Rao, with Prime Minister Jawaharlal Nehru as its President. Since then, the Department has been at the forefront of postgraduate teaching and research in economics. At present, it is one of the three constituent departments of the Delhi School of Economics, the other two being Geography and Sociology.

The Department is proud of its alumni and past and present faculty members who have made significant contributions to the Economics discipline. Among them is the Nobel laureate Amartya Sen and many Fellows of the Econometric Society, a much coveted honour in the field of Economics. Department alumni can be found in most major Economics, Business, and Public Policy departments worldwide, as members of the faculty and as doctoral students. Department alumni have traditionally found jobs and attained considerable eminence in academia, the civil services, NGOs, international organisations and the media, the number of alumni in finance, consultancy and other areas of the private sector has grown manifold in the past two decades.

Apart from purely academic distinctions, members of the Department have contributed to the task of institution-building in various capacities. The founder, Professor Rao, went on to become the Vice Chancellor of Delhi University, served as the Education minister in the central government, and also founded other important academic institutions. Another former member of the Department, Professor Manmohan Singh, served as Governor of the Reserve Bank of India, union Finance Minister, and later Prime Minister of India. Numerous other members of the Department served the nation as high-level economic officials or advisers to the government and international bodies, as members of the Planning Commission, and as regulators or members of important government Commissions and committees. Others have served as public intellectuals and as public-spirited activists.

In 1965, the Department was the first economics department in the country to be recognised by the University Grants Commission as a Centre for Advanced Studies, a distinction that it continues to hold to the present day. The present Department is building on this evolving tradition and continues to perform the functions of academic research, teaching and

public service. Current faculty have published their research in leading Indian and international professional journals, and have won prestigious international and Indian awards and fellowships. Their specialisations span a wide range of areas in economics. For many years, the Department has been ranked the highest amongst university economics departments in India by RePEc (Research Papers in Economics), a global electronic archive of working papers and publications in Economics and Finance (`http://ideas.repec.org/top/top.india.html`). Apart from pursuing their individual research programmes, several members of the faculty also serve on committees of various government departments and public sector organisations, and on the governing bodies or academic councils of important academic institutions.

The Department currently offers postgraduate programmes (M. A. and Ph. D.) in Economics. These programmes have a strong theoretical and quantitative focus with an emphasis on empirical applications. Their hallmark is the dynamic curriculum offered, which is continuously reviewed and updated in line with the latest developments in the discipline and with changes in curricula brought in by the University.

2

Postgraduate Curriculum Framework

Starting in July 2025, the Master of Arts (M. A.) programme for entering students is based on the Postgraduate Curriculum Framework (henceforth, PGCF) which is guided by the National Education Policy (NEP) introduced in 2020. Students can enrol in a two-year degree similar to the one offered in the department currently, or a one-year degree if they have completed a four-year undergraduate degree. Requirements include core, elective, and skill-based courses, according to the structure outlined below. In addition, there are possibilities of undertaking guided research.

Each year is divided into two semesters. A student is required to complete a minimum of 44 credits each year for the award of the M. A. Economics degree. The two-year M. A. degree therefore requires a total of 88 credits and the one-year degree requires 44 credits. Course readings are based on current developments in the field and include journal articles. The readings provided are illustrative and will be regularly updated as considered appropriate.

The appropriate mode of assessment for a course is chosen by the course instructor. Depending on the nature of the course, instruction consists of lectures combined with computer labs and tutorials. The labs provide students the opportunity for hands-on learning of programming, statistical, and econometric techniques. Tutorials complement the lectures with discussions and problem-solving sessions. A student's choice of elective courses in each semester will be limited to those announced by the Department at the beginning of that semester.

The faculty of the Department is responsible for organising lecture and tutorial work for the M. A. programme with some support from doctoral students and college teachers. The academic calendar, admission criteria and other rules are as per the ordinances of the University of Delhi. The semester-wise distribution of courses and credits for the first year of the 2-year programme is given below.

Core Courses

Semester	Courses	Credits per course	Semester credits
I	EC001, EC002, EC003	4	12
II	EC004, EC005, EC006	4	12

Discipline Specific Electives

Semester	Courses	Credits per course	Semester credits
I	2 DSEs	4	8
II	2 DSEs	4	8

Generic Electives and Skill-Based Courses

Semester	Courses	Credits per course	Credits per semester
I	1 SBC	2	2
II	1 SBC	2	2
I-II	1 GE per semester can replace a DSE	4	

3

Core courses

Year 1 of the 2-year programme

3.1 Microeconomics: EC001

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Microeconomics	4	3	1	0		

Objectives

The purpose of this course is to provide students with a rigorous introduction to modern microeconomic theory of choices, market and welfare. The core concepts will be illustrated with the aid of applications to real-world problems. This course will also familiarize students with the mathematical techniques that economists routinely use in their analysis.

Learning Outcomes

1. Student should develop a sound understanding of the core concepts that economists use to understand the world of business, trade and public policy.

2. They will be able to apply the abstract ideas and concepts introduced in the course to real world problems.

Content

Unit 1 **Choice theory and consumer Demand**
Utility representation; demand and expenditure functions; duality; Slutsky decomposition; expected utility theory. **(10 hours)**

Unit 2 **Production, Costs and the firm**
Production possibility sets; cost minimization and profit maximization; input demand and output supply; non-profit motives. **(10 hours)**

Unit 3 **Market**
Monopoly, price discrimination; monopolistic screening; general equilibrium in exchange economy; core of an exchange economy; competitive equilibrium and its stability; general equilibrium models of exchange and production. **(15 hours)**

Unit 4 **Welfare**
Pareto optimality; two fundamental theorems of welfare economics; efficiency and fairness of market wage; factor price equalization theorem; cost-benefit analysis; social choice; Arrow's impossibility theorem.**(10 hours)**

Readings

Laffont, J-J, and D. Martimort (2002): *The Theory of Incentives - the Principal Agent Model*, Princeton University Press.

Feldman, A. M. and Serrano, R. (2006): *Welfare Economics and Social Choice Theory* (2nd Edition), Springer, New York, USA.

Jehle, G. and P. Reny (2001): *Advanced Microeconomic Theory*, Addison Wesley.

Kreps, D. M. (2013): *Microeconomic Foundations I: Choice and Competitive Markets*, Princeton university press.

Mas-Collel, A., M. Whinston and J. Green (1995): *Microeconomic Theory*, 2nd ed. Oxford University Press

Sen, A. (2017): *Collective Choice and Social Welfare*, Penguin.

Tutorial Activities

Group discussion; problem solving exercises

3.2   Mathematical Methods: EC002

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Mathematical Methods	4	3	1	0		

Objectives

This course aims to provide a selection of basic mathematical techniques required for various economic theory and econometrics courses. Methods such as constrained optimization and implicit function theorem are used to derive and interpret economic insights.

Learning Outcomes

1. Students will be able to model and solve optimization problems in a variety of economic applications.

2. Students acquire sophistication in understanding and writing formal mathematical proofs.

Content

Unit 1 **Preliminaries**
Sets, relations, functions, topological properties of sets in Euclidean spaces (open, closed, compact sets), continuous functions over Euclidean spaces and their characterisations, sequences and their convergence **(10 hours)**

Unit 2 **Linear Algebra**
Vector spaces, subspaces. Convex sets, concave and quasiconcave functions. Linear independence. Linear mappings and matrix representation. Rank-nullity theorem. Solutions of linear equations. Inner product and normed spaces. Orthogonality. Symmetric matrices. Quadratic forms. Spectrum of matrix, diagonalisation. **(13 hours)**

Unit 3 **Differentiation**
Differentiability of Euclidean-valued functions over Euclidean spaces, properties of their derivatives, directional and partial derivatives, chain rule, implicit function theorem **(10 hours)**

Unit 4 **Optimisation**
Optimisation of functions on Euclidean spaces, existence of solutions, characterisation of solutions of unconstrained problems and of problems with multiple equality constraints. **(12 hours)**

Readings

Corbae, D., Stinchcombe, M., and Zeman, J. (2009): *An Introduction to Mathematical Analysis for Economic Theory and Econometrics*, Princeton University Press.

Güler, O. (2010): *Foundations of Optimization*, Vol. 258, Springer Science & Business Media.

Luenberger, D. G. (1997): *Optimization by vector space methods*, John Wiley & Sons.

Ok, E. A. (2011): *Real analysis with economic applications*, Princeton University Press.

Simmons, G. and Krantz, S. (2006): *Differential Equations*, McGraw-Hill.

Simon, C. and Blume, L. (1994): *Mathematics for Economists*, Norton.

Sundaram, R. (1996): *A First Course in Optimization Theory*, Cambridge University Press.

Tutorial Activities

Problem solving exercises

3.3 Statistical Methods: EC003

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	**Tutorial**	**Practical**		
Statistical Methods	4	3	1	0		

Objectives

This course covers basic concepts in probability theory, and parametric statistical inference. Where possible, theoretical results are simulated using statistical software. Some popular non-parametric methods for distributional comparisons are introduced at the end of the course.

Learning Outcomes

1. Students will be able to scientifically approach and analyze data to arrive at statistical conclusions. They will also acquire the necessary foundation for the study of econometrics.

2. They will learn to simulate numerical counterparts of the theoretical results.

Content

Unit 1 **Probability Theory**
Random variables and their distributions. expectations, conditional expectations and other moments. **(10 hours)**

Unit 2 **Sampling and sampling distributions**
Properties of random samples, laws of large numbers, and limit theorems. **(10 hours)**

Unit 3 **Estimation and hypothesis testing**
Properties of estimators, sufficient statistics, maximum likelihood estimation; size, significance, and power of statistical tests; likelihood ratio tests and the Neyman Pearson lemma; uniformly most powerful tests, tests for moments of a distribution. **(20 hours)**

Unit 4 **Categorical Data and Nonparametric Methods**
Tests of goodness of fit; tests of differences in proportions, and tests of distributional equality. **(5 hours)**

Readings

Casella, G., and Berger, R. (2024): *Statistical Inference*, CRC press.

DeGroot, Morris H. and Schervish, Mark. J. (2012): *Probability and Statistics*, 4th edition, Addison-Wesley.

Grimmett, G., and Stirzaker, D. (2020): *Probability and Random processes*, Oxford university press.

Hogg, Robert V.; Makean, J and Craig, Allen T. (2014): *Introduction to Mathematical Statistics*, Prentice Hall, 7th edition

Hwang, Jessica and Blitzstein, Joseph (2014): *Introduction to Probability*, CRC Press.

Tutorial Activities

Problem solving exercises, Numerical simulations using statistical software such as Stata and R

3.4 Macroeconomic Theory: EC004

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Macroeconomic Theory	4	3	1	0		

Objectives

This course aims to provide a rigorous foundation in modern macroeconomic theory, focusing on consumption, investment, labour market and economic growth. It evaluates the effects of fiscal policy within modern macroeconomic models, with an emphasis on intertemporal decision-making,

Learning Outcomes

1. This course will provide the students with a deeper understanding of macroeconomic factors in the real economy.

2. It will enable them to evaluate various fiscal policies and their implications on the basis of coherent theoretical frameworks.

Content

Unit 1 **Introduction**
Historical background to modern macroeconomics; mathematical preliminaries. **(5 hours)**

Unit 2 **Growth with exogenous and endogenous savings**
The Solow-Swan model; The Ramsey-Cass-Koopmans model; and Diamond's overlapping generations model. **(18 hours)**

Unit 3 **Endogenous growth models**
The AK model; learning-by-doing and knowledge spillovers. Models with public goods and human capital. **(12 hours)**

Unit 4 **Fiscal policies**
Effects of government expenditure and taxes in the Ramsey-Cass-Koopmans and OLG models; an open economy extension of the Ramsey model with applications. **(10 hours)**

Readings

Acemoglu, D. (2009): *Introduction to Modern Economic Growth*, Princeton University Press.

Alogoskoufis, G. (2019): *Dynamic Macroeconomics*, MIT Press.

Barro, R.J. and X. Sala-i-Martin (2004): *Economic Growth*, Prentice Hall, India.

Dornbusch, R. (1980): *Open Economy Macroeconomics*, Basic Books Inc. New York.

Gandolfo, G. (2016): *International Finance and Open Economy Macroeconomics*, Springer-Verlag Berlin Heidelberg.

Heijdra, B.J. (2019): *Foundations of Modern Macroeconomics*, OUP.

Ljungqvist, L., and Sargent, T. J. (2018): *Recursive Macroeconomic Theory*, MIT press.

Romer, D. (2018): *Advanced Macroeconomics*, McGraw-Hill International Edition (Economics Series).

Stokey, N. L., and Lucas Jr, R. E. (1989): *Recursive Methods in Economic Dynamics*, Harvard University Press.

Wickens, M. (2008): *Macroeconomic Theory: A Dynamic General Equilibrium Approach*, Princeton University Press.

Tutorial Activities

Group discussion, Problem solving exercises

3.5   Game Theory: EC005

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Game Theory	4	3	1	0		

Objectives

Game Theory provides the foundation of modern Microeconomics by analysing strategic interactions. Applications of game theory in market, social interactions, and institutions will be extensively discussed.

Learning Outcomes

1. Students will apply Nash equilibrium and its refinements to analyse strategic interactions.

2. They will become familiar with important market mechanisms, such as auctions, bargaining, contracts and signaling.

Content

Unit 1 **Static games of complete information**
Pure and mixed strategy Nash equilibrium, iterated strict dominance and rationalizability; market games. **(13 hours)**

Unit 2 **Sequential games of complete information**
Sequential rationality and subgame perfection; one stage deviation and backward induction algorithm; repeated games; bargaining. **(10 hours)**

Unit 3 **Static games of incomplete information**
Bayes-Nash equilibrium; auctions. **(10 hours)**

Unit 4 **Sequential games of incomplete information**
Perfect Bayesian equilibrium; contracts, information transmission. **(12 hours)**

Readings

Fudenberg D. and J Tirole (1991), *Game Theory*, MIT Press.

Gibbons R. (1992), *A Primer in Game Theory*, Pearson Academic.

Kreps, D. M. (2023): *Microeconomic Foundations II: Imperfect Competition, Information, and Strategic Interaction*, Princeton University Press.

Osborne M. and A. Rubinstein (1994), *A Course in Game Theory*, MIT press.

Steven Tadelis (2013), *Game Theory: An Introduction*, Princeton University Press.

Tutorial Activities

Group discussion, Problem solving exercises

3.6 Econometric Methods I: EC006

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	**Tutorial**	**Practical**		
Econometric Methods I	4	3	1	0		

Objectives

This course introduces basic econometric techniques along with their theoretical underpinnings. It applies regression techniques to real-world economic data, interpreting coefficients, assessing goodness-of-fit, and performing hypothesis tests to draw economic conclusions.

Learning Outcomes

1. Students will be able to utilize empirical data and statistical software to inform evidence-based economic analysis.

2. Students will be able to select econometric models depending on the data type. The course will enable students to undertake empirical research in economics.

Content

Unit 1 **Least square methods**
Best linear predictor; the algebra of least squares; large sample properties. **(8 hours)**

Unit 2 **Classical Linear Regression**
The classical regression model; biases due to omitted variables and measurement errors; hypothesis testing and construction of confidence intervals for regression coefficients under random sampling. **(12 hours)**

Unit 3 **Conditional Expectations and Functional Forms**
Common functional forms of conditional expectation function, including those relevant for binary dependent variables. **(15 hours)**

Unit 4 **Panel Data Methods**
Regression with entity and time fixed effects. **(10 hours)**

Readings

Goldberger, A. S. (1991): *A Course in Econometrics*, Harvard University Press.

Greene, W. H. (2018): *Econometric Analysis* , Pearson India Education Services, 2018.

Hansen, B. (2022): *Econometrics* , Princeton University Press.

Hayashi, F. (2011): *Econometrics*, Princeton University Press, .

Wooldridge, J. M. (2019): *Introductory Econometrics: A Modern Approach*, South-Western.

Wooldridge, J. M. (2010): *Econometric Analysis of Cross Section and Panel Data*, MIT press.

Tutorial Activities

Problem solving exercises. Estimation of empirical models using real world datasets.

4

Elective Courses

4.0.1 Mathematical Economics

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	**Tutorial**	**Practical**		
Mathematical Economics	4	3	1	0		

Objectives

This course is designed for students who plan to do further graduate level work in economic theory, especially those with a keen interest in creating, as opposed to consuming, pure theory.

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

1. Develop a deep understanding of the mathematical structure of economic theory using set theory, topological concepts, and lattice theory to analyze existence, optimality, and comparative statics in a variety of economic settings

2. Apply advanced mathematical tools to formulate and analyze fundamental economic models such as the Arrow-Debreu general equilibrium model and Nash's existence result.

Content

Unit 1 **Set theory and preliminaries (4 hours)**

Unit 2 **Topological Spaces**
Metric spaces, topological spaces and continuous functions; various useful constructions, e.g. projective and inductive topologies. Countability and separability properties: Compactness, completeness, connectedness, etc. Topologies on function spaces; linear spaces, weak topologies; topologies on a space of probability measures. Convex analysis; separation theorems. Set-valued mappings, fixed point theorems **(27 hours)**

Unit 3 **Applications**

    (a) Arrow-Debreu model – existence and optimality

    (b) Debreu-Scarf theorem

    (c) Duality theory

    (d) Nash's existence theorem

    (12 hours)

Unit 4 **Further topics**
Lattices, supermodularity and comparative statics **(2 hours)**

Readings

Aliprantis, C., Brown, D. and Burkinshaw, O. (1990): *Existence and Optimality of Competitive Equilibria*, Springer-Verlag.

Berge, C. (1963): *Topological Spaces*, Macmillan.

Debreu, G. (1959): *Theory of Value*, Yale University Press.

Hildenbrand, W. and Kirman, A. (1988): *Equilibrium Analysis*, North-Holland (1988).

Munkres, J. (1975): *Topology: A First Course*, Prentice-Hall.

Tutorial Activities

Project Activity (Group), Group discussion, Problem solving exercises

4.0.2 Contemporary Issues in Historical Perspective

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Contemporary Issues in Historical Perspective	4	3	1	0		

Objectives

This course explores major contemporary economic issues—such as environmental change, discrimination, and group inequality—through a historical lens. It examines long-run trends in population, economic growth, and resource use, as well as the evolution of environmental regulation and international agreements. The course also analyzes models of discrimination and inequality, incorporating empirical evidence and historical context.

Learning Outcomes

1. Students will interpret long-run economic and environmental trends and evaluate the historical development of regulatory responses, including debates over policy instruments and international cooperation.

2. Students will analyze theoretical and empirical models of discrimination and group inequality, and assess the historical effectiveness and policy implications of interventions such as affirmative action.

Content

Unit 1 **Historical facts about our changing environment**
Trends in population, GDP, energy use and pollution. **(15 hours)**

Unit 2 **Environment**
Milestones in environmental regulation since the early twentieth century. The commons problem: Community institutions and collective action. Environmental regulation: The prices vs. quantities debate. International agreements and an analysis of their stability **(10 hours)**

Unit 3 **Discrimination**
Models of statistical and preference-based discrimination and mpirical tests of these models **(10 hours)**

Unit 4 **Group Inequality**
Measures of difference. Affirmative action in historical and cross-national perspective. **(10 hours)**

Readings

Adida,Claire; Laitin, David D. and Valfort, Marie-Anne (2010): "Identifying barriers to Muslim integration in France." PNAS 107(52), 22384-22390.

Dirks, Nicholas (2001): *Castes of Mind: Colonialism and the making of modern India*, Princeton University Press .

Barrett, Scott (2006): *Environment and statecraft: the strategy of environmental treaty-making.* Oxford University Press

Guha, Ramachandra (2001): *The unquiet woods: ecological change and peasant resistance in the Himalaya.*

Henderson, Vernon J. (1996) "Effects of air quality regulation." *The American Economic Review* pp. 789-813.

McNeil, J.R. (2000): *Something new under the sun: An environmental history of the twentieth- century world.* W.W. Norton.

Ostrom, Elinor (2010): *Governing the commons: The evolution of institutions for collective action.* Cambridge University Press.

Loury, Glenn C. (2002): *The anatomy of racial inequality.* Harvard University Press.

Galanter, Mark (2004): "Competing equalities: law and the backward classes in India," University of California Press

Weisskopf, Thomas E.(2004): *Affirmative action in the United States and India: a comparative perspective.* Routledge

Tutorial Activities

Book Review, Research cum presentation, Group discussion

4.0.3   Topics in Economic and Social History

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Topics in Economic and Social History	4	3	1	0		

Objectives

This course examines major themes in 19th-century economic and social history, focusing on global migration, colonial labor systems, and gendered labor dynamics. Students will explore how different labor contracts and institutions shaped economic development and social hierarchies across regions during the period of imperial expansion and industrialization.

Learning Outcomes

At the end of this course students will be able to

1. Analyze historical patterns of global migration and labor organization in the 19th century, with emphasis on colonial plantations, indentured labor, and alternative labor contracts.

2. Evaluate the economic and social roles of women workers in 19th-century labor markets, using historical data and institutional analysis.

Content

Unit 1 **Global migration flows in the 19th century (15 hours)**

Unit 2 **Plantations in the colonies**
Indentured labour; role of plantations in the colonial economy **(15 hours)**

Unit 3 **Other types of labour contracts (8 hours)**

Unit 4 **Women workers in the 19th century (7 hours)**

Readings

Breman, J. (1990): *Taming the Coolie Beast: Plantation Society and the Colonial Order in Southeast Asia*, Oxford University Press.

Carter, M. (1994): Lakshmi's legacy: the testimonies of Indian women in 19th century Mauritius, *Editions de l'océan Indien*

Carter, M. (1996): *Voice from Indenture: Experiences of Indian Migrants in the British Empire*, Leicester University Press

Lal, B. (1983): Girmitiyas: the origins of the Fiji Indians, *Journal of Pacific History*

Mintz, S. (1985): *Sweetness and Power: The Place of Sugar in Modern History*, Penguin

Tinker, H. (2001): *A New System of Slavery: The export of Indian labour overseas 1830-1920*, Hansib Educational Books

Tutorial Activities

Literature Review, Book Review, Project Activity (Group), Research cum presentation, Paper writing, Group discussion

4.0.4 History of Economic Analysis

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
History of Economic Analysis	4	3	1	0		

Objectives

This course traces the development of the ideas that have led to the methods of economic analysis that are considered best practice in the discipline. It also exposes students to non-mainstream paradigms that have emerged in the discipline.

Learning Outcomes

1. Students will become familiar with the historical evolution of key economic theories and be able to critically evaluate them.
2. Students will be able to evaluate the role of economic thinking in guiding policy responses to major historical events and also understand how actual events bring about intellectual shifts in the discipline.

Content

Unit 1 **Classicals vs. Neoclassicals**
The emergence of nations and the distribution of income across the owners of labour, capital and land. Adam Smith's theory of division of labour and the 'Invisible hand', Malthusian theories of demographic change, Ricardo's theory of rent, Marx's theory of surplus value. The Marginalist theory of price determination. General equilibrium and welfare **(12 hours)**

Unit 2 **The evolution of macroeconomics**
Keynes and the role of government policies. Rational expectations and its implication for minimalist government. The revival of Keynes in recent times in New Keynesian and Post Keynesian models **(12 hours)**.

Unit 3 **The development of empirical methods**
Statistical thinking and causal inference in economics. Experimental methods and the spread of randomized control trials in the social sciences **(12 hours)**.

Unit 4 **Capitalism in a Globalized World**
The challenges of rising world inequality, climate and sustainability. The need for new theories of change in an inter-connected world **(9 hours)**.

Readings

J. Angrist and J. S. Pischke (2010): "The credibility revolution in empirical economics: How better research design is taking the con out of econometrics", *Journal of Economic Perspectives*, 24(2): 3-30.

Blaug, M. (1987): *Economic Theory in Retrospect.* Cambridge, Cambridge University Press (1987).

Bowles, S.: *Microeconomics: Behavior, Institutions, Evolution.* New Delhi, Oxford University Press (2004).

Galbraith, J.: *The Affluent Society.* Boston, Houghton Mifflin (1958).

R. L. Heilbroner: *The Worldly Philosophers.* New York, Simon & Schuster (1986).

J. R. Hicks (1946). *Value and Capital.*

J. M. Keynes (1936). *The general theory of employment, interest and money.*

Krugman, P.: *The return of depression economics and the crisis of 2008.* WW Norton & Company (2009).

Mankiw, N. (1990): "A Quick Refresher Course in Macroeconomics." *Journal of Economic Literature*, 28(4): 1645-1660.

O. Rogeberg and H. O. Melberg (2011). "Acceptance of unsupported claims about reality: a blind spot in economics." *Journal of Economic Methodology*, 18(01): 29-52.

N. Scheiber (2007). "Freaks and geeks: How freakonomics is ruining the dismal science." *The New Republic*, 2: 27-31.

T. Scitovsky (1986). *Human Desire and Economic Satisfaction.* New York, Wheatsheaf.

Shleifer, A. (2000). *Inefficient markets: an introduction to behavioral finance.* Oxford University Press.

A. Smith. (1776). *An Inquiry Into the Nature and Causes of the Wealth of Nations.*

J. E. Stiglitz. *Whither Socialism?* Cambridge, Massachusetts, MIT Press.

Tutorial Activities

Group discussions and presentations.

4.0.5   Financial Markets

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Financial Markets	4	3	1	0		

Objectives

This course aims to familiarize the students with the concepts and theories related to financial markets. The course focuses on the money market, credit market, stock market, financial derivatives and foreign exchange market. The course also includes a discussion on the interlinkages between the various financial markets.

Learning Outcomes

At the end of this course students will be able to

1. Apply asset pricing models to analyze risk, returns, and market behavior across various financial markets

2. Understand financial derivatives pricing and the implications of exchange rate dynamics and global financial crises on foreign exchange markets.

Content

Unit 1 **Asset pricing overview**
Stochastic discount factors, risk and uncertainty, Arrow-Debreu state prices. **(10 hours)**

Unit 2 **Credit markets**
Imperfect information in the credit market; market failures. Stock markets: Portfolio selection, capital asset pricing model, arbitrage pricing; consumption capital asset pricing, equity premium puzzle. Recursive preferences and habit formation. Fixed income and yields, expectation hypothesis of term structure, bond pricing and consumption growth. **(15 hours)**

Unit 3 **Financial derivatives**
Options and futures and models of their pricing such as the Black-Scholes and Binomial Pricing models. **(15 hours)**

Unit 4 **Foreign exchange markets**
Exchange rate-portfolio balance model, Dornbusch model of overshooting exchange rates; Asian financial crisis; global financial crisis.**(5 hours)**

Readings

Bernanke, B. and Blinder, A. (1998): "Credit Money and Aggregate Demand", *American Economic Review.*

Blanchard, O. and Fischer, S.: *Lectures on Macroeconomics*, MIT Press (1989).

Campbell, J. (2017): *Financial decisions and markets: a course in asset pricing*, Princeton University Press.

Cochrane, J. and Piazzesi (2005): "Bond Risk Premia", *American Economic Review*, 95(1), 138-160.

Dornbusch, R. (1976): "Expectations and Exchange Rate Dynamics", *Journal of Political Economy.*

Gandolfo, G.: *International Finance and Open Economy Macroeconomics*, Springer (2016).

Jaffee, D. and Stiglitz, J. (1990): "Credit Rationing" in *Handbook of Monetary Economics*, vol. 2, Friedman, B. and Hahn, F. (ed.) North Holland.

Pilbeam, K. (2013): *International Finance*, 4th Edition, Macmillan.

Romer, D.(2018): *Advanced Macroeconomics*, 5th Edition McGraw-Hill.

Stiglitz, J. and Guzman, M. (ed.) (2016): *Contemporary Issues in Macroeconomics: Lessons from the Crisis and Beyond*, Palgrave Macmillan.

Tutorial Activities

Book Review, Project Activity (Group), Research cum presentation

4.0.6   Law and Economics

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Law and Economics	4	3	1	0		

Objectives

This course examines how the legal and regulatory rules shape rules of the game in a market economy which, in turn, shape the incentive structure for private individuals, firms and other economic agents, and affect the allocation of resources, efficiency and equity.

Learning Outcomes

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

1. Develop critical thinking and an inter-disciplinary approach towards law and economics

2. Critically evaluate the role of law and regulatory rules in actions of the private citizens as well as various official and regulatory agencies and their influence on the functioning of the market and the government

Content

Unit 1 **Introduction**
Efficiency criteria in Law and Economics. Contract Law: Need for a contract; Legal contract; Role of Contracts for functioning of markets; Efficient contracts; Complete and Incomplete Contracts; Reliance; Damage measures and their efficiency properties; Contracts as instruments of risk-allocation and information revelation; Regulatory Contracts; Contracts and Courts. **(12 hours)**

Unit 2 **Property Law and Eminent Domain**
Property Rights and their role in resource allocation; Transaction costs and Coase theorem; Legal remedies for breach of property rights; Intellectual Property Rights; Eminent Domain and Compulsory acquisition of land and other private property. **(12 hours)**

Unit 3 **Civil Liability and Criminal Law**
Tort law; liability rules versus property rights; accident law; product liability; efficiency properties of liability rules; efficiency-compensation trade-off; Rational crimes; Crime and Punishment; Severity versus Certainty of punishment **(11 hours)**

Unit 4 **Litigation and Arbitration**
Litigation and Arbitration; Litigation under asymmetric information; Litigation over compensation under eminent domain; Topics in Law and Economics in India: Debt Contracts; Insurance Contracts; Insolvency and Bankruptcy Code. **(10 hours)**

Readings

Jain, S K and Ram Singh (2002), 'Efficient liability rules: Complete characterization', *Journal of Economics*, 2002, Vol. 75, pp. 105-124.

Miceli, Thomas J.: *The Economic of the Law*, Oxford University Press (1997)

Polinsky, A. Mitchell and Steven Shavell (Editors) (2007), *Handbook of Law and Economics*, Volumes 1 and 2, North Holland, Amsterdam.

Schäfer, H-B and Singh Ram. (2018) 'Takings of Land by Self-interested Governments: Economic Analysis of Eminent Domain', Journal of *Law and Economics*, pp 427-459.

In addition to the above readings, the course will use several research papers.

Tutorial Activities

Literature Review, Project Activity (Group), Paper writing, Group discussion, Problem solving exercises

4.0.7   Welfare Economics

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Welfare Economics	4	3	1	0		

Objectives

Welfare economics provides the normative and analytical foundation of economic comparisons. It asks a set of interrelated questions: How do we formulate and measure social objectives? How do we aggregate individual preferences for collective decision? How do we compare policies? This paper brings together, concepts of moral philosophy and analytical tools of economics.

Learning Outcomes

1. Students will learn to use normative comparisons in different economic contexts.
2. They will also be able to develop new measures of policy impact.

Content

> Unit 1 **Consequentialist approaches to comparison**
> Welfarism, utilitarianism, ordinal preference aggregations (**12 hours**).
>
> Unit 2 **Other approaches to comparison**
> Justice, capability, opportunity (**12 hours**).
>
> Unit 3 **Fairness**
> Inequality, vulnerability, mobility, sustainability (**12 hours**).
>
> Unit 4 **Allocation**
> Cost and surplus division, axiomatic bargaining (**9 hours**).

Readings

Feldman, A. and R. Serrano (2005), Welfare Economics and Social Choice Theory.

Moulin, H. (2004), Fair Division and Collective Welfare, MIT Press.

Sen, A. (1999), Choice, Welfare and Measurement, Harvard University Press.

Tutorial Activities

Problem-solving sessions for the revision of preliminary mathematical tools, paper presentations, group projects

4.0.8 Environment and Development

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Environment and Development	4	3	1	0		

Objectives

This course examines the complex relationship between environment and development. It explores the dynamics of poverty, population, and sustainability. It also examines the environmental impacts of growth and the difficulty of achieving cooperation to mitigate global environmental problems.

Learning Outcomes

1. Students will be able to see interconnections between economic development, environmental quality, and poverty.

2. Students will be able to evaluate institutional and policy responses to environmental challenges such as deforestation, water management and climate change.

Content

Unit 1 **Overview**
Basic theoretical concepts. Derivation of market from individual demand curves for public and private goods, and of supply curves. The Pareto criterion. The pros and cons of the Modified Pareto Criterion **(9 hours)**

Unit 2 **Economic growth and environment**
Correlation between economic growth and environmental degradation. Valuation of Environmental Benefits and Damages. Incorporating environmental goods into growth models. **(12 hours)**

Unit 3 **Institutions and Instruments for Regulations**
Formal and informal institutions for the management of common pool natural resources; applications in the context of deforestation and water. The relative advances of price vs. quantity instruments in the face of uncertainty. **(12 hours)**

Unit 4 **Global public goods**
Different types of global public goods. The evidence on climate changes. International treaties. Environmental justice. **(12 hours)**

Tutorial activities: Problem solving exercises and group discussions and presentations on environmental issues.

Readings

Stevenson, G.G. (1991): *Common Property Economics: General Theory and Land Use Applications*, Cambridge University Press.

Baland, J-M. and Platteau, J-P. (1996): *Halting Degradation of Natural Resources: Is there a Role for Rural Communities?* Clarendon Press, Oxford.

Greenstone, M., and Jack, B. (2015): "Envirodevonomics: A research agenda for an emerging field", *Journal of Economic Literature*, 53(1), 5-42.

Ostrom, E. (2000): "Collective Action and the Evolution of Social Norms", *Journal of Economic Perspectives*, 14(3): 137-158.

Perman, R., Ma, Y., McGilvray, J. and Common, M. (2013): *Natural Resource and Environmental Economics*, Pearson, 4th edition.

Articles from journals and working papers.

4.0.9   Agricultural Economics

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Agricultural Economics	4	3	1	0		

Objectives

The aim of this course is to provide students with an in-depth understanding of the issues relating to Indian agriculture. The focus is on analyzing structural patterns in Indian agriculture and examining how policy changes influence farm choices, incomes and welfare. The course will incorporate current themes and policy debates.

Learning Outcomes

1. Students will be able to assess the impact of climate change on agricultural productivity and evaluate strategies for improving input-use efficiency and risk mitigation.

2. They will understand agricultural insurance mechanisms, market infrastructure, and price policies, and their impact on agricultural markets and nutritional outcomes.

Content

Unit 1 **Productivity**
Agricultural productivity trends and climate change. Input-use efficiency and climate-related risk-mitigation strategies. **(10 hours)**

Unit 2 **Agricultural insurance, risk and diversification**
The nature of agricultural risks and the role of insurance mechanisms and diversification strategies. Risk management tools and their impact on the stability of farm incomes. **(15 hours)**

Unit 3 **Market infrastructure and pricing**
The structure and efficiency of agricultural markets. The role of rural credit, public investment, and institutional support in agricultural development. **(10 hours)**

Unit 4 **Agriculture and nutrition**
Linkages between agricultural production, food systems, and nutritional outcomes. Policy interventions for promoting nutrition-sensitive agriculture and food security.**(10 hours)**

Readings

Given the nature of the course, readings may be updated annually.

Binswanger, H. (2012): "Is There Too Much Hype about Index-based Agricultural Insurance?" *Journal of Development Studies.*

Chand, R.; Saxena, Raka and Rana, S. (2015): "Estimates and Analysis of Farm Income in India", *Economic and Political Weekly*, May 30.

Chatterjee, S. and Kapur, D. (2016): "Understanding Price Variation in Agricultural Commodities in India: MSP, Government Procurement, and Agriculture Markets", *India Policy Forum.*

Emerick, K.; de Janvry, A.; Sadoulet, E. and Dar, M. (2016): "Technological Innovations, Downside Risk and the Modernization of Agriculture", *American Economic Review.*

Fishman, R. (2018): " Groundwater Depletion Limits the Scope for Adoption to Increased Rainfall Variability in India", Climatic Change.

Fishman, R.; Kishore, A.; Rothler, Y.; Ward, P.; Jha, S. and Singh, R.K.P. (2016): "Can Information Help Reduce Imbalanced Application of Fertilizer in India? Experimental Evidence from Bihar".

Gill, S.S. and Nehra, K.(2018): "Subsidy and Efficiency of Groundwater Use and Power Consumption in Haryana". *Economic and Political Weekly*, December 2018.

Ministry of Agriculture (2018): Report of the Committee for Doubling Farmer Incomes, selected section.

Negi, D.S. and Ramaswami, B. (2019): Basis Risk in Index Insurance: Lower Tail Dependence and the Demand for Weather Insurance.

Ramaswami, B.C. and Lalitha, N. (2012): "The Spread of Illegal Transgenic Cotton Varieties in India: Biosafety Regulation, Monopoly and Enforcement", *World Development*.

Roy, D.; Joshi, P.K. and Chandra, R. (2017): Pulses for Nutrition in India: Changing Patterns from Farm to Fork.

Sekhri, S. (2013): Sustaining Groundwater: Role of Policy Reforms in Promoting Conservation in India.? In Shekhar Shah, Barry Bosworth and Arvind Panagariya, editors, India Policy Forum, volume 9.

Vargas, R.; Hill, M. Robles and Ceballos, F. (2016): "Demand for a Simple Weather Insurance Product in India: Theory and Evidence", *American Journal of Agricultural Economics*.

Tutorial Activities

Paper writing and presentation, group discussions on policy relevant themes.

4.0.10   Ethics and Economics

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Ethics and Economics	4	3	1	0		

Objectives

This course is designed to highlight the relevance of moral concerns to the practice of both positive and normative economics. It will also sensitize students to the influence of economic theory and its tools on moral philosophy.

Learning Outcomes

1. Students will take away an understanding of, and the ability to, think about fundamental categories such as rights, justice, equality, and their relationship to Economics.

2. Students will develop skills in making philosophical arguments while assessing real-world economic problems and policies.

Content

Unit 1 **Morality and economic rationality**
   The economic importance of morality; morality and economic outcomes; ethics and the market; preferences vs rights; norms and economic behaviour; adaptive preferences. **(9 hours)**

Unit 2 **Morality and welfare**
The Pareto principle and its critics; outcomes vs procedures. **(12 hours)**

Unit 3 **The doctrines of equality**
Types of equality; critics of equality.**(12 hours)**

Unit 4 **Theories of justice; liberty and rights**
(12 hours)

Readings

Isaiah Berlin, Four Essays on Liberty, Oxford University Press 1969.

R. Dworkin, Taking rights seriously, Harvard University Press, 1977.

Jon Elster, Sour Grapes: Studies in the Subversion of Rationality, Cambridge University Press, 1983.

R. Nozick, Anarchy, State, and Utopia, Basic Books, 1974.

John Rawls, A Theory of Justice, Harvard University Press, 1972.

A. K. Sen, Ethics and Economics, 5/e, Oxford University Press, 2001

A. K. Sen, Inequality Reexamined, Harvard University Press, 1992.

A. K. Sen, and B. Williams, eds, Utilitarianism and Beyond, Cambridge University Press, 1982.

B S Frey and A Stutzer, What Can Economists Learn from Happiness Research? Journal of Economic Literature, Vol. XL, June 2002, 402-435.

R A Easterlin, Income and Happiness: Towards A Unified Theory, Economic Journal, 2001, 465-84.

Amartya Sen, "The idea of Justice (Cambridge MA: Belknap Press of Harvard University Press, 2009).

John Rawls, Political Liberalism, 2nd Revised Edition (New York: Columbia University Press, 1996).

John Broome, Ethics Out of Economics, Cambridge University Press 1999.

Amartya Sen, Development as Freedom, Oxford University Press 2000.

Tutorial Activities

Group Discussions, Group Projects, Problem Solving, Paper Writing, Literature Review

4.0.11   Economics of Discrimination

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Economics of Discrimination	4	3	1	0		

Objectives

This course familiarises students with theories and empirical tools to understand and measure economic discrimination based on social group identities, such as caste, race, gender, tribal status, ethnicity and so on. The course will also deal with policy options targeting group-based disparities and discrimination, with a focus on affirmative action policies. This component will outline the various types of affirmative action, including quotas or reservation, and discuss debates around affirmative action, focusing on evidence-based research gauging its impact.

Learning Outcomes

1. Students will develop an understanding of discrimination from economic and other perspectives, get a good handle on theoretical and empirical tools to study related research questions.

2. Students will be able to critically examine the effectiveness of policies designed to reduce discrimination, including affirmative action in the workplace and education.

Content

Unit 1 **Introduction**
How economists think about discrimination; overlap with related sub-disciplines; types and causes of discrimination. **(12 hours)**

Unit 2 **Theories**
Taste for discrimination; statistical discrimination; signaling models **(12 hours)**

Unit 3 **Measurement methods**
Probability measures; regression; reverse regression; decomposition; experimental methods; quasi-experiments; audit studies and correspondence studies. **(12 hours)**

Unit 4 **Affirmative action**
Types of affirmative action policies and a comparison of India's affirmative action policy with those of the other countries; evaluation of affirmative action policies. **(9 hours)**

Readings

Angrist, J., Autor, D. and Pallais, A.: Marginal effects of merit aid for low-income students, The Quarterly Journal of Economics 137.2 (2022).

Anwar, S., Bayer, P., & Hjalmarsson, R.: The impact of jury race in criminal trials. The Quarterly Journal of Economics (2012).

Becker, G.: Economics of Discrimination, University of Chicago Press (1957)

Bertrand, M. and Mullainathan, S.: Are Emily and Greg more employable than Lakisha and Jamal. A field experiment on labour market discrimination, American Economic Review (2004).

Friebel G, Lalanne M, Richter B, Schwardmann P, Seabright P.: Gender differences in social interactions. Journal of Economic Behavior & Organization (2021).

Goldberg, M. S.: Discrimination, nepotism, and long-run wage differentials, The quarterly journal of economics, (1982).

Loury, G.: Anatomy of Racial Inequality, Harvard University Press (2002)

Neal, D. A., & Johnson, W. R.: The role of premarket factors in black-white wage differences, Journal of political Economy (1996)

Oaxaca, Ronald: Male-Female Wage Differentials in Urban Labor Markets, International Economic Review (1973).

Tutorial Activities

Literature Review, Book Review, Movie Review, Project Activity (Group), Research cum presentation, Paper writing

4.0.12 Behavioural Economics

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Behavioural Economics	4	3	1	0		

Objectives

This course will introduce the field of Behavioural Economics. It extends and refines standard economic analysis by incorporating evidence from empirical work and including insights from other areas of social sciences like Psychology, Sociology, etc. It is a fertile area with a goal to make the field of Economics better predict behaviour, and provide policy prescriptions.

Learning Outcomes

1. Students will learn the leading examples of departures in behaviour from that predicted by earlier economic theory, as well as the main models formulated to explain these departures.

2. Students will be able to use behavioural models for designing innovative policies.

Content

Unit 1 **Individual choice behaviour**
Errors in probabilistic reasoning; decision-making under risk and uncertainty; reference dependence and loss aversion; intertemporal decision-making. **(20 hours)**

Unit 2 **Cognitive constraints**
Limited attention, salience, and focusing **(10 hours)**

Unit 3 **Social aspects**
Social preferences; identity and norms; behavioural game theory. **(10 hours)**

Unit 4 **Impact**
Behavioural macroeconomics; behavioural development economics. **(5 hours)**

Readings

Akerlof, G. A., and Kranton, R. E. (2000). Economics and identity. The quarterly journal of economics, 115(3), 715-753.

Baron, J. (2023). Thinking and deciding. Cambridge University Press.

Bernheim, B. D., DellaVigna, S., and Laibson, D. (2019). Handbook of behavioral economics-foundations and applications 1. Elsevier.

Bernheim, B. D., DellaVigna, S., and Laibson, D. (2019). Handbook of behavioral economics-foundations and applications 2. Elsevier.

Charness, G., and Rabin, M. (2002). Understanding social preferences with simple tests. The quarterly journal of economics, 117(3), 817-869.

Dhami, S. (2016). The foundations of behavioral economic analysis. Oxford University Press.

Fehr, E., and Schmidt, K. M. (1999). A theory of fairness, competition, and cooperation. The quarterly journal of economics, 114(3), 817-868.

Frederick, S., Loewenstein, G., and O'donoghue, T. (2002). Time discounting and time preference: A critical review. Journal of economic literature, 40(2), 351-401.

Gabaix, X. (2014). A sparsity-based model of bounded rationality. The Quarterly Journal of Economics, 129(4), 1661-1710.

Gabaix, X. (2020). A behavioral New Keynesian model. American Economic Review, 110(8), 2271-2327.

Kagel, J. H., and Roth, A. E. (Eds.). (2020). The handbook of experimental economics, volume 2. Princeton university press.

Kahneman, D., and Tversky, A. (1979). Prospect Theory: An Analysis of Decision under Risk. Econometrica: Journal of the Econometric Society, 263-291.

Kolm, S. C., and Ythier, J. M. (Eds.). (2006). Handbook of the economics of giving, altruism and reciprocity: Foundations. Elsevier.

Kolm, S. C., and Ythier, J. M. (Eds.). (2006). Handbook of the economics of giving, altruism and reciprocity: Applications. Elsevier.

Koszegi, B., and Rabin, M. (2006). A model of reference-dependent preferences. The Quarterly Journal of Economics, 121(4), 1133-1165.

Koszegi, B., and Rabin, M. (2007). Reference-dependent risk attitudes. American Economic Review, 97(4), 1047-1073.

Koszegi, B., and Rabin, M. (2009). Reference-dependent consumption plans. American Economic Review, 99(3), 909-936.

Koszegi, B. (2014). Behavioral contract theory. Journal of Economic Literature, 52(4), 1075-1118.

Kreps, D. M. (2013). Microeconomic foundations (Vol. 1). Princeton university press.

Loewenstein, G., O'Donoghue, T., and Rabin, M. (2003). Projection bias in predicting future utility. the Quarterly Journal of economics, 1209-1248.

O'donoghue, T., and Rabin, M. (1999). Doing it now or later. American economic review, 89(1), 103-124.

Rabin, M. (2000). Risk Aversion and Expected-utility Theory: A Calibration Theorem. Econometrica, 68(5), 1281-1292.

Rabin, M., and Weizsäcker, G. (2009). Narrow bracketing and dominated choices. American Economic Review, 99(4), 1508-1543.

Strzalecki, T. (2025). Stochastic Choice Theory. Cambridge Books.

Yildiz, M. (2015). MIT OCW 14.123 (https://ocw.mit.edu/courses/14-123-microeconomic-theory-iii-spring-2015/)

Tutorial Activities

Literature Review, Project Activity (Group), Research cum presentation, Paper writing, Problem solving exercises

4.1   Generic Electives

The department will offer one of the elective courses in each semester as a generic elective course:

5

Skill Based Courses

5.1 Data Visualization

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Data Visualization	2	1	0	1		

Objectives

To enable students graph, plot, and map data in a way to better present their work and persuade the reader. Such a skill is highly valuable for both empirical research in academia as well as in public and private sector jobs for economists.

Learning Outcomes

At the end of this course students will be able to

1. Graph, plot, and do exploratory data analysis with data in a way to better present their work and persuade the reader.

2. Use freely available software for data visualization.

Content

1. **Data types**
   An Introduction to data types. Specific data types: spatial data, network data and textual data. Introduction to software **(8 hours)**

2. **General topics**
   Graphs and plots, data wrangling, the art of persuading with data **(7 hours)**

Readings

Healy, K. (2018). Data visualization: a practical introduction. Princeton University Press.

Kabacoff, R. (2024). Modern Data Visualization with R. United States: CRC Press. URL:https://rkabacoff.github.io/datavis/

Kazakoff, M. (2022). Persuading with Data: A Guide to Designing, Delivering, and Defending Your Data. MIT Press.

Kosuke, I. (2018). Quantitative Social Science: An Introduction. Princeton University Press.

Foster, I., and Ghani, R., and Jarmin, R.S., and Kreuter, F., and Lane, J. (2020). Big Data and Social Science: Data Science Methods and Tools for Research and Practice. United States: CRC Press.

Robinson, A.H., and Morrison, J.L., and Muehrcke, P.C., and Kimerling, A.J., and Guptill, S.C. (2009). Elements of cartography, 6TH ED. India: Wiley India Pvt. Limited.

Bolstad, P., Manson, S. (2022). GIS Fundamentals: A First Text on Geographic Information Systems. United States: Eider Press.

Practical Activities

Using programming and software for visualizing data through different types of plots, charts and maps **(30 hours)**

5.2 Basics of Programming

Course title	Credits	Credit Distribution			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical		
Basics of Programming	2	1	0	1		

Objectives

This course is designed for students with little to no prior programming experience, particularly in Python. Upon completion of the course, participants will gain the foundational skills necessary to perform essential Python operations relevant to undergraduate and graduate students in the field of economics. Other programming languages, e.g. R and Julia have similar functionality, so one can learn these in either of them as well.

Learning Outcomes

At the end of this course students will be able to

1. Develop and implement Python programs to perform data analysis and visualization.

2. Apply fundamental statistical methods to interpret data and build basic predictive models using Python.

Content

1. **Introduction to Python**
   Functions. Data Types. Input/Output. Iterations/Looping. Scientific Libraries. Data Visualization **(7 hours)**

2. **Statistics**
   Diving into univariate and multivariate statistical methods. Simple Linear Regression. Estimation, hypothesis testing, and model selection **(8 hours)**

Readings

Matthes, Eric. Python crash course: A hands-on, project-based introduction to programming. no starch press, 2023.

Ramalho, Luciano. "Fluent Python: Clear, concise, and effective programming." O'Reilly Media, Inc.", 2015.

T. Sargent, J. Stachurski: QuantEcon.lectures-python3, https://quantecon.org (2018)

J. Unpingco: Python for Probability, Statistics and Machine Learning, Springer (2016)

Lutz, Mark. Learning python: Powerful object-oriented programming. "O'Reilly Media, Inc.", 2013.

Practical Activities

Using programming language(s) to clean data and implement statistical and econometric estimation via controls and scientific libraries **(30 hours)**

UNIVERSITY OF DELHI

MASTER OF ARTS in POLITICAL

SCIENCE NEP-2020 based PGCF

(Two-Year Programme)

[Document for 1st and 2nd Semester of PG course of MA Political Science]

(M.A. in Political Science)

(Effective from Academic Year 2025-26)

PROGRAMME BROCHURE

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

Department of Political Science, University of Delhi

Table of Contents

I. About the Department

The Department of Political Science is a premier seat of learning and centre of knowledge production in India. The Department provides academic leadership to the single largest fraternity of students, scholars and faculty doing Political Science in the country. It enjoys an exceptional reputation in both teaching and research in the discipline. The Department was established in 1952, with about 40 postgraduate students. Since then the strength of the students has gone beyond 800.

The growth of the Department has coincided with the progress of the discipline of Political Science from a narrow body of legal and institutional knowledge to more comprehensive social sciences discipline that integrates and interrogates sociological, economic, philosophical and cultural dimensions and thereby better relates to a purposive study of politics, especially keeping Indian realities in focus.

The Department has been granted the Centre for Advanced Studies status by University Grants Commission since 2005. It was first granted a Special Assistance Programme by the UGC in 1999. On its completion in 2004, it was elevated to Centre for Advanced Studies status and currently it's in the third stage of this grant. Over the years, the Department has used this opportunity to do extensive new research, create new syllabi at both undergraduate and postgraduate levels, build an impressive Departmental library and network with a large number of national and international scholars through conferences and workshops.

The Department provides a platform for a wide array of research endeavours ranging from national and international projects, international collaborations, University's CAS-SAP Programme, Conferences, Seminars and Workshops both at the national and international level to Research Networks/groups. The Department is undertaking extensive research in varied thrust areas including Globalization, Justice and Democracy; Democracy, Norms and Institutions; Social Inclusion/Exclusion, Representation and Discriminatory Practices; Nyaya-Global Justice and Global Poverty; Cultures of Governance and Conflict Resolution; Federalism: Institutions and Processes among others.

The wide ranging international collaborations of the Department highlight its continuing endeavours toward providing opportunities to its students and faculty to engage with fellow scholars across the world. Some of the Department's key international collaborations since 2010 include: Exchange by Promoting Quality Education Research and Training in South and South East Asia Program (EXPERTS), U21 Teaching Program, Nyaya-Global Justice Program, Continuity and Change in Federalism, Role of Governance in Resolution of Socio-Economic and Political Conflict in India and Europe and System of Relatedness, Culture and Vulnerability in Transition: Dalit Life Worlds in Post-Liberalized India.

One of the unique features of the Department is its research networks. The Department acts as an umbrella for numerous and varied research networks across and through disciplines and sub-disciplines. Each group consists of both researchers and faculty members from the

Department of Political Science and other constituent colleges of Delhi University. These groups facilitate sharing of research findings by organizing conferences and workshops in collaboration with different national and international institutions. The ongoing research networks include: Intellectual History Research Group (IHRG), Comparative Federalists Research Group (CFRG), Global Justice Research Group (GJRC), Modern South Asian Thinkers, Peace and Security in International Politics Research Network (PSIP), Feminist Engagements with Law and the State (FELS), Southeast Asia Research Group (SEARG), Research Network on Modern South Asian Thinkers (MSAT), Comparative Political Theory Research Group (CPTRG).

I.1 About the Programme:

The Masters Degree Programme of the Department continues to be among the most sought after and one of the most prestigious programmes being run in the country. Each year, the Department receives a significant number of applications for its Masters programme. It is only after a very rigorous admission regimen that the best out of them are able to secure admission. The acceptance rate of applications into the Department's MA program stands at 1/17

The Masters programme aims to impart, through core and elective courses, both foundational as well as advanced knowledge to the students in the discipline of Political Science. The coursework covers the entire spectrum of six sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Politics and Public Administration.

II. Introduction to NEP 2020 PG Curriculur Framework (PGCF)

The **NEP 2020 PG Curriculur Framework (PGCF)** provides an opportunity for the students to choose courses from the prescribed courses comprising core, discipline specific elective, generic elctive and skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.
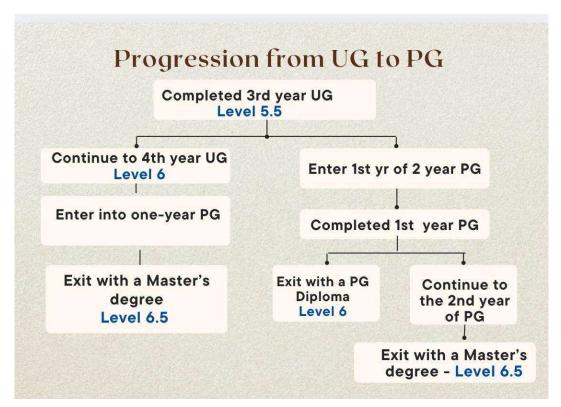
II.1 Definitions:

- 'Course' means a segment of a subject that is part of an Academic Programme.

- 'Programme Structure' means a list of courses (Core, Discipline Specific Elective, Generic Elective, Skill Based Courses) 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.

- 'Core Course (CC)' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.

- 'Discipline Specific Elective (DSE) Course' means an optional course to be selected by a student out of such courses offered in the same Department/Centre.

- 'Generic Elective (GE) Course' means an elective course which is available for students of Masters programmes of other Departments of the University of Delhi in addition to the students of the Department of Political Science. Students of other Departments will opt these courses subject to fulfilling of eligibility criteria as laid down by the Department offering the course. The Department may limit the total number of students who may opt for any open elective.

- 'Skill Based Course (SBC)' means those courses that include a strong component of imparting skills to the students. These skill may include understanding based on hands-on exercises, methodological skills, and socio-political relevance.

- 'Credit' means the value assigned to a course which indicates the level of instruction.

  One-hour lecture per week equals 1 Credit, 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

II.2 Progression from UG to PG:

Progression from UG to PG

II.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

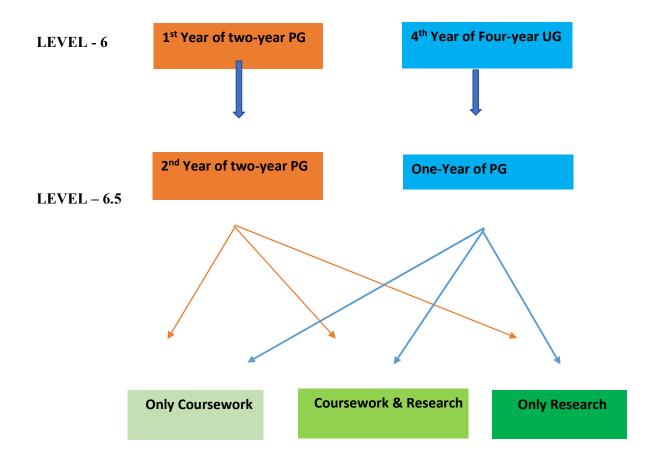First year of Two Year PG Programme – Level 6 Second

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

Postgraduate Curricular Framework 2024 (based on NEP 2020)

LEVEL - 6

1st Year of two-year PG

4th Year of Four-year UG

2nd Year of two-year PG

One-Year of PG

LEVEL – 6.5

Only Coursework

Coursework & Research

Only Research

1st Year of PG curricular structure for 2 year PG Programmes (3+2)

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

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 course work

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
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 Course work + 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 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt 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 4th Year of the UG programme.** It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of Dissertation writing track in the 2nd 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 2nd 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

ii. 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) **Advanced Research Methodology** of the core discipline + (b) **Tools for Research** **(2x2 = 4 credits)**	Outcomes are listed below the table **(10 credits)**	22
Semester IV	-	**1 DSE** or a DSE of an allied subject related to the area identified for research **(4 Credits)**	**Techniques of research writing** **(2 credits)**	**(16 credits)**	22

Learning outcomes of semester III of the PG Course Structure 3 focused 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.

III. MASTER OF ARTS IN POLITICAL SCIENCE

PROGRAMME: VISION

Shaping the foundations of the way the discipline of Political Science is understood and taught in India, imbued with a distinctive focus on contributions of the Indian scholarship in understanding our complex and diverse social realities. We are committed to advance education and academic research that fosters possibilities of intellectual and social transformation of our students and prepares them to become citizen leaders committed to values of social and gender justice and public service.

PROGRAMME OBJECTIVES (POs):

a) To impart education and training in all the varied sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Politics and Public Administration;

b) To enable students to develop critical thinking and enhance their communication and analytical skills through a variety of methods ranging from textual analyses, experiential learning, and use of statistical data;

c) To help students develop knowledge, skills, attitudes and values appropriate for the overall civic and cultural development of our society.

d) To enable students to apply theoretical knowledge for understanding the practical domains of Indian politics, international relations and public policy

e) To facilitate an interdisciplinary approach for better understanding and engagement with India's social problems, inclusions/exclusions, situations and issues of development

IV. SEMESTER WISE DETAILS FOR THE 1ST YEAR OF THE 2-YEAR PG POLITICAL SCIENCE COURSE

Semester I		
Courses	*Paper (Theory)*	Credits
PS-CC 101	Key Texts in Political Philosophy	4
PS-CC 102	Democracy and Political Institutions in India	4
PS-CC 103	Theories of International Relations	4
PS-DSE/PS-GE	Two DSEs (or 1 DSE and 1 GE) from the list offered by the Department in that particular semester	8
PS-SBC	Skill-based Course/workshop	2
Total Credits in the first semester		**22**

Semester II		
Courses	*Paper (Theory)*	Credits
PS-CC 201	Theoretical Foundations and Frontiers of Public Administration	4
PS-CC 202	Comparative Political Analysis	4
PS-CC 203	Themes in Indian Political Thought	4
PS-DSE/PS-GE	Two DSEs (or 1 DSE and 1 GE) from the list offered by the Department in that particular semester	8
PS-SBC	Skill-based Course/workshop	2
Total Credits in second semester		**22**

Total credits of the course = Semester I + II = 22+22   **44**

V. CREDIT DISTRIBUTION AND LIST OF COURSES

Course Title and Code	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial/Practical		
Core Courses	4	3	1	Bachelor's degree in any course	None
Discipline Specific/ General Elective (DSE)	4	3	1	Bachelor's degree in any course	None
Skill based	2	1	1	Bachelor's degree in any course	None

V.1 List of Core Courses

Course Number	Title of the Course
PS-CC 101	Key Texts in Political Philosophy
PS-CC 102	Democracy and Political Institutions in India
PS-CC 103	Theories of International Relations
PS-CC 201	Theoretical Foundations and Frontiers of Public Administration
PS-CC 202	Comparative Political Analysis
PS-CC 203	Themes in Indian Political Thought

V.2 List of Discipline Specific Elective (DSE) Course

Course Number	Title of the Course
PS-DSE 01	Ethics and Politics
PS-DSE 02	Theory and Practice of Democracy
PS-DSE 03	Egalitarianism: Theory and Practice
PS-DSE 04	Politics and Psychoanalysis
PS-DSE 05	Political Theology Debates: Vedic and Buddhist
PS-DSE 06	Comparative Political Theory
PS-DSE 07	Theorizing the Politics of Diversity

PS-DSE 08	Politics and Ethnic Conflicts in J&K
PS-DSE 09	Law, Crime and Politics in India
PS-DSE 10	State Politics in India
PS-DSE 11	Elections and Electoral Process in India
PS-DSE 12	Contemporary Debates in Indian Federalism
PS-DSE 13	International Relations of South Asia
PS-DSE 14	Security Studies
PS-DSE 15	Power Transition and the Dynamics of Foreign Policy in International Relations
PS-DSE 16	United States of America in the Transforming Global Order
PS-DSE 17	Public Policy in South Asia
PS-DSE 18	Urban Governance
PS-DSE 19	Public Institutions and Governance
PS-DSE 20	The Political in Local Governance
PS-DSE 21	Environmental Policies & Politics
PS-DSE 22	Comparative Federalism: Theory and Practice
PS-DSE 23	The Modern State in Comparative Perspective
PS-DSE 24	Society, State and Politics: Comparing India and Israel
PS-DSE 25	Key Concepts in Indian Political Thought
PS-DSE 26	Dalit-Bahujan Thought
PS-DSE 27	Discourses on Hindu Nationalism
PS-DSE 28	Interpreting Indian Classical Texts

V.3 List of Skill-Based Courses (SBC)

Course Number	Title of the Course
PS-SBC 01	Elections and Data-Driven Electoral Analysis
PS-SBC 02	Public Policy Analysis
PS-SBC 03	Policy Innovation and Design Thinking

Teaching:

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

4.3 Eligibility for Admission:

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

4.4 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 on the basis of 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 on the basis of 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

VI: Course Wise Content Details for MA (Political Science) Programme:

PS-CC 101: Key Texts in Political Philosophy

Credits: 4   **Duration: 4 hrs./week**

Course Objectives

This course aims to introduce students to select classical texts in Western Political Philosophy through two methods (i) an intensive reading of selected parts of the text, and (ii) by making them familiar with different interpretations of the texts. The idea is to instill in students an interest in reading original works, in the desire to closely follow the debates around the work, and to become aware of the different ways a text can be read. An academic session will offer a detailed study of any four texts from the given list.

Course Learning Outcomes

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

- Understand how to read and analyse the classics and use them to solve contemporary sociopolitical problems.
- Connect with historically written texts and interpret them in a familiar way (the way philosophers think).
- Present their arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

Course Content:

Unit I: Introduction
a) Why study the history of ideas?
b) Theories of interpretation
c) Meaning and context
d) The importance of language

Unit II: Any one thinker
a) Plato – The Republic
b) Aristotle – Politics
c) Machiavelli – The Prince

Unit III: Any one thinker
a) Hobbes – Leviathan
b) Locke – Second Treatise of Government
c) Rousseau – Social Contract

Unit IV: Any two thinkers

a) Kant – Groundwork on the Metaphysics of Morals *or* Toward Perpetual Peace

b) Wollstonecraft – A Vindication of the Rights of Woman

c) Hegel – Philosophy of Right

d) Marx – Economic and Philosophic Manuscripts of 1844 *or* The German Ideology

e) Mill – Utilitarianism *or* On Liberty

f) Simone de Beauvoir – The Second Sex

g) Nietzsche – On the Genealogy of Morals

h) Rawls – A Theory of Justice

i) Gandhi – Hind Swaraj

j) Dr. Ambedkar and Women Empowerment

Essential Readings:

Unit I:

Ball, T. (2004). History and the interpretation of texts. In G. F. Gaus & C. Kukathas (Eds.), *Handbook of political theory*. Sage.

Pocock, J. G. A. (1962). The history of political thought: A methodological enquiry. In P. Laslett & W. G. Runciman (Eds.), *Philosophy, politics and society* (2nd series). Blackwell.

Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and Theory, 8*(1), 3–53.

Strauss, L. (1959). *What is political philosophy?* Glencoe, IL: Free Press.

Unit II:

Aristotle. (2013). *Politics* (C. Lord, Trans., 2nd ed.). University of Chicago Press. (Original work ca. 350 BCE)

Machiavelli, N. (1998). *The prince* (H. C. Mansfield Jr., Trans., 2nd ed.). University of Chicago Press.

Plato. (1991). *The Republic of Plato* (A. Bloom, Trans., 2nd ed.). Basic Books. (Original work ca. 380 BCE)

Unit III:

Hobbes, T. (1968). *Leviathan* (C. B. Macpherson, Ed.). Penguin Books. (Original work published 1651)

Locke, J. (1980). *Second treatise of government* (C. B. Macpherson, Ed.). Hackett Publishing. (Original work published 1689)

Rousseau, J.-J. (1978). *On the social contract: With Geneva manuscript and political*

economy (R. D. Masters, Ed. & J. R. Masters, Trans.). St. Martin's Press. (Original work published 1762)

Unit IV:

Ambedkar, B. R. (1936). *The Woman and the CounterRevolution*. In V. Moon (Ed.), *Dr. Babasaheb Ambedkar: Writings and Speeches* (Vol. 3, pp. 429–437). Bombay: Education Department, Government of Maharashtra. (Reprinted from *Mook Nayak*)

Beauvoir, S. de. (1984). *The second sex* (H. M. Pashley, Trans.). Penguin. (Original work published 1949)

Gandhi, M. K. *Hind Swaraj and Other Writings.* Ed. By Anthony Parel. Cambridge University Press, 1997.

Hegel, G. W. F. (1942). *The philosophy of right* (T. M. Knox, Trans.). Clarendon Press

Kant, I. (1991). From the critique of pure reason to perpetual peace. In H. Reiss (Ed.), *Kant: Political writings* (2nd ed., pp. 93–175) (H. B. Nisbet, Trans.). Cambridge University Press.

Mill, J. S. (1991). *On liberty and other essays* (J. Gray, Ed.). Oxford University Press. (Original work published 1859)

Nietzsche, F. (1967). *On the genealogy of morals and Ecce Homo* (W. Kaufmann & R. J. Hollingdale, Trans.). Vintage Books.

Rawls, J. (1971). *A theory of justice*. Harvard University Press.

Tucker, R. C. (Ed.). (1978). *The Marx-Engels reader* (2nd ed.). W. W. Norton & Co.

Wollstonecraft, M. (1993). A vindication of the rights of woman. In J. Todd (Ed.), *Wollstonecraft: Political writings* (pp. 67–296). University of Toronto Press. (Original work published 1792)

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

Master of Political Science

PS CC-102: Democracy and Political Institutions in India

Credits: 4   **Duration: 4hrs/week**

Course Objective

Studying political institutions is indispensable for an adequate understanding of democracies. While institutions are often studied as parts of the state apparatus, this course hopes to place them within the shared common space of democracy, which is created by the exchanges and interactions among institutions. The manner in which institutions are constituted and function in relation to each other, and in the context of the wider social and political processes, are therefore, crucial for making sense of the democratic practices of the state. While the focus in this course will be on contemporary institutional forms and practices, their historical underpinnings, will also be studied through an exploration of the debates that endure from the past.

Course Learning Outcomes

- After completing this course, the students would become conscious of the historical roots of the Indian Constitution and its emergence as a foundational document of India's constitutional democracy.
- They would develop an understanding of the relationship between democracy, constitutionalism and political institutions.
- They would be able to comprehend and explain the complex relationship among political institutions and between institutions and political processes.
- They would learn to study political institutions through the conceptual lens of constitutional democracy.

Course Content:

Unit I. Historical understanding of democracy and constitutionalism in India
   a) Republics and constitutions in ancient India
   b) Salient features of India constitutionalism: representation, key debates in the Constituent Assembly of India.
   c) Constitutional freedoms and reasonable restrictions, emergency provisions, first amendment, preventive detention and debate over extraordinary laws

Unit II Governmental Institutions: Functioning and inter-relationships
   a) Judiciary: judicial independence, judicial review, judicial activism and judicial accountability
   b) Executive: Power and role of President in parliamentary democracy; Prime Minister and coalition government
   c) Legislature: issues of representation and diversity; anti-defection provision, parliamentary committees and privileges
   d) Issues of institutional supremacy and the debate on basic structure doctrine

Unit III Federalism
    a) Union-State relations
    b) Accommodation of diversity
    c) Intergovernmental mechanisms.
    d) Local Self Government: Panchayats and Municipalities

Unit IV Rule of law, rights and accountability
    a) Rule of law and the decolonization of criminal laws
    b) Constitutional and statutory bodies: Election Commission of India, National Human Rights Commission

Essential Readings:

Unit I

Austin, G. 1966. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press. (Introduction, Chapters 1,2,3 and 13)

Austin, G. 1999. Democracy Rescued or Constitution Subverted: Emergency and 42nd Amendment. In *Working a Democratic Constitution*.Oxford University Press.

Baxi, U. 1997. Accumulation and Legitimacy: The Indian Constitution and State Formation.In Singh,M.P. and Chaube,S. K. (eds.)*Indian Constitution: A Review*. Har-Anand.

Burra, A. 2018. Freedom of Speech in the Early Constitution: A Study of the Constitution (First Amendment) Bill. In Bhatia, U.(ed.)*The Indian Constituent Assembly: Deliberations on Democracy*. Routledge.

Constituent Assembly Debates (Proceedings) on Draft Article 15-A, Personal Liberty and Procedure Established by Law (Article 22), September 15 and 16, 1949, Volume IX (http://164.100.47.194/loksabha/writereaddata/cadebatefiles/vol9.html)

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Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular

class presentations and group discussions.

- Term papers and field work provide a training ground for students to test their theoretical knowledge, develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research

Master of Political Science

PS-CC 103: Theories of International Relations

Credits: 4   **Duration: 4 hrs./week**

Course Objective

This course introduces Master's students to diverse traditions of theoretical endeavours in International Relations theory, including explanatory as well as normative paradigms. The course is designed to provide a thorough background in different schools of International Relations theory and the debates between them regarding their perspectives on the nature of international politics and how it is to be conceptualized, understood, and judged, bearing in mind their geo-cultural specificities.

Course Learning Outcome

Towards the end of the course, the students shall have acquired a grounding in the academic debates and research literature in the field of international relations (IR), and understood how to apply key theories and concepts of IR to global and regional issues. The students would gain knowledge of significant developments in contemporary international relations, and would develop practical skills relevant to a career in international affairs, including in academia, research, think-tanks, international organisations, government, media, and NGOs.

Course Content:

Unit I: Introduction: Evolution of the Discipline
   a) The Eurocentric Origin of the Discipline
   b) Understanding the Multiple Births of the Discipline

Unit II: Major Paradigms in IR
   a) Realism and its Variants
   b) Liberalism and its Variants
   c) Marxism, Neo-Marxism and Critical Theory

Unit III: Alternative Approaches in IR
   a) Constructivism
   b) Feminism
   c) Post-Modernism/Post Structuralism
   d) Post Colonial/ Decolonial approaches
   e) Historical Sociology

Unit IV: State of the Discipline and Indian Contributions to Theorizing IR
   a) The Great Debates
   b) Indian Contributions to Theorizing IR
   c) The End of IR theory Debate

Essential Readings:

Unit I (a)

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Unit II (b)

Baldwin, D. A. (1993). Neo-liberalism, Neo-Realism and World Politics. In Baldwin, D. A. (ed.) *Neo-Realism and Neo-liberalism: The Contemporary Debate*. Columbia University Press, pp. 3-28.

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Cox, R. (1986) Social Forces, States and World Orders: Beyond International Relations Theory in Robert O. Keohane, ed., *Neorealism and its Critics*, Columbia University Press.

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Enloe, C. (2006) Gender Makes the World Go Round. In Chan, S. and Moore C. (Eds.) *Theories of International Relations, Vol. 4* (pp. 89-105). Sage.

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Itty. Abraham. (2008). From Bandung to NAM: Non-alignment and Indian Foreign Policy, 1947-65. *Commonwealth & Comparative Politics*, 46 (2), pp 195-219.

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Kobayashi, A. and Boyle, M. (2014)"Colonizing, Colonized: Sartre and Fanon." In Bakan, A. and Dua, E. (Eds.) *Theorizing Anti-Racism: Linkages in Marxism and Critical Race Theories* (pp. 184-204). University of Toronto Press.

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Maclean, J. (2006) Marxism and International Relations: A Strange Case of Mutual Neglect. Chan, S. and Moore, C. (Eds.) *Theories of International Relations, Vol. 3* (pp. 48-74). Sage.

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Mansbach, R. W. (2000). Changing Understanding of Global Politics: Preinternationalism, Internationalism, and Postinternationalism. In Hobbs, H. H. (Ed.) *Pondering Postinternationalism: A Paradigm for the Twenty-First Century.* State University of New York Press, pp. 9-21.

Mehta, V. R. (1999). The Pragmatic Vision: Kautilya and His Successors. In *Foundations of Indian Political Thought*. Manohar Publishers, pp. 80-102.

Modelski, G. (1964). Kautilya: Foreign policy and international system in the ancient Hindu world. *American Political Science Review*, *58*(3), 549-560.

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Rodney, W. (1982) *How Europe Underdeveloped Africa*. Howard University Press.

Rosenau P.M. (1992). *Post-Modernism and the Social Sciences: Insights, Inroads and Intrusions* (pp. 3-41). Princeton University Press.

Rosenberg, J. (1994). The Trouble with Realism. *The Empire of Civil Society: A Critique of the Realist Theory of International Relations*. London: Verso, pp. 9-37.

Rosenberg, J. (2000). *The Follies of Globalization Theory*. Verso, pp. 65-85.

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Ruggie, J. G. (1986). Continuity and Transformation in the World Polity: Towards a Neo- Realist Synthesis. In Keohane, R. O. (Ed.) *Neorealism and Its Critics* (pp. 129-157). Columbia University Press.

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Runyan, A. S. & Peterson, V. S. (2000). The Radical Future of Realism: Feminist Subversions in IR Theory. In Linklater, A. (Ed.), *Critical Concepts in Political Science*, *Vol. 4* (pp. 1693-1730), Routledge.

Schmidt, B. C. (2002). On the History and Historiography of International Relations. In Carlsnaes, W., Risse, T. and Simmons, B. A. (Eds.) *Handbook of International Relations* (pp. 3-22). Sage.

Shani, G. (2022). From "critical" nationalism to "Asia as method": Tagore's quest for a moral imaginary and its implications for post-Western international relations. *Global Studies Quarterly, 2* (4), pp. 1-11.

Sil, N. P. (2020). Pilgrim man: Rabindranath Tagore's cosmopolitanism and cosmic consciousness. In Quayum, M. A. (Ed.,) *Tagore, nationalism and cosmopolitanism: Perceptions, contestations and contemporary relevance,* Routledge, pp. 126–144.

Sorenson, G. (1998). IR Theory After the Cold War. In Dunne, T., Cox, M. and Booth, K. (Eds.) *The Eighty Years Crisis: International Relations 1919-1999* (pp. 83-100). Cambridge University Press.

Sullivan, W.M. (2008). *The globalization of ethics: religious and secular perspectives.* Cambridge University Press.

Sylvester, C. (2002) *Feminism in International Relations.* Cambridge University Press.

Thomson, J. (1994). *Mercenaries, Pirates and Sovereigns*. Princeton University Press.

Tickner, J. A. (1992). Man, the State and War: Gendered Perspectives on National Security. In *Gender in International Relations: Feminist Perspectives on Achieving Global Security* (pp. 27-66). Columbia University Press.

Vivekanandan, Jayashree. (2011). *Interrogating International Relations: India's Strategic Practice and the Return of History*, Routledge.

Waltz, K. N. (1959). *Man, the State and War: A Theoretical Analysis*. Columbia University Press.

Waltz, K. N. (1979). *Theory of International Politics*. Addison-Wesley Publishing.

Weber, C. (2006) Good Girls, Little Girls and Bad Girls: Male Paranoia in Robert Keohane's Critique of International Relations. In Chan, S. and Moore, C. (Eds.) *Theories of International Relations, Vol.*

4 (pp.104-117). Sage.

Weber, C. (1998). Reading Martin Wight's 'Why Is There No International Theory? As History. *Alternatives: Social Transformation and Human Governance*, *23*, 451-70.

Wight, M. (1966). Why is There No International Theory? In Butterfield, H. and Wight, M. (Eds.) *Diplomatic Investigations* (pp. 17-34). Harvard University Press.

Williams, M. C. (2003) Words, Images, Enemies: Securitization and International Politics. International Studies Quarterly, 47(4): 511-531.

Williams, P., Goldstein, D. M. and Shafritz, J. M. (Eds.) (1994) *Classic Readings of International Relations.* Wadsworth Publishing Co. [Morgenthau, H. J.: Six Principles of Political Realism (pp. 34-38); and Carr, E. H.: The Realist Critique and the Limitations of Realism (pp. 31-34).

Yongjin, Z. (2001). System, Empire and State in Chinese International Relations. *Review of International Studies*, *27*(5), pp. 43-63.

Young, C. (1988). The Colonial State and Post-Colonial Crisis. In Gifford, P. and Louis, Wm. R. (Eds.), *Decolonialization and African Independence: The Transfers of Power 1960-80.* Yale University Press.

Facilitating the achievement of Course Learning Outcomes:

Facilitating the achievement of the Course Learning Outcomes will involve a structured engagement with foundational and advanced theoretical frameworks in International Relations. Through lectures, seminars, and critical readings, students will explore both mainstream and alternative paradigms, allowing them to understand key theoretical debates and their geo-cultural contexts. Case-based discussions and simulations will help in applying these theories to real-world global and regional issues. Regular written assignments and presentations will enhance analytical and communication skills. Exposure to contemporary research and interdisciplinary approaches will prepare students for professional roles in academia, policy, and international affairs, equipping them with both theoretical insight and practical competencies.

Master of Arts in Political Science

PS-CC 201: Theoretical Foundations and Frontiers of Public Administration

Credits: 4   **Duration: 4 hrs. /week**

Course Objectives

This course offers a theoretically grounded and critically engaged exploration of public administration as both an academic discipline and a field of practice. It traces the evolution of administrative thought from classical foundations to contemporary paradigms, connecting debates on bureaucracy, efficiency, and institutional rationality with broader concerns of state-building and public value. The course examines key themes such as leadership, motivation, conflict, and administrative ethics, while also addressing governance innovations like participatory frameworks and institutional reform, particularly in Global South contexts. It concludes with a forward-looking engagement with futures thinking and comparative administrative traditions.

Course Learning Outcomes

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

- Demonstrate a clear understanding of classical, behavioral, and institutional theories in public administration.
- Critically evaluate administrative practices in relation to leadership, motivation, conflict, and ethics.
- Analyze governance paradigms and institutional innovations with attention to inclusion and participation.
- Apply theoretical insights to real-world administrative challenges in diverse political and regional contexts.
- Engage with contemporary debates on futures thinking, global crises, and comparative traditions in public administration.

Course Content:

Unit I: Classical Thinking and Beyond

a) Classical Thought
Wilson's politics–administration dichotomy and its reinterpretation in postcolonial contexts; Taylor's scientific management and administrative efficiency; Human Relations School (Elton Mayo and the Hawthorne Studies); Weberian bureaucracy and its critiques: Merton (dysfunctions), Gouldner (goal displacement).

b) Contemporary Behavioral and Institutional Theories
Simon's bounded rationality; March & Olsen's neo-institutionalism; Selznick's institutionalization.

c) Post-Weberian and Governance-Oriented Models
Public Value Theory (Mark Moore); Public Choice Theory (Buchanan & Tullock);
Polycentric Governance (Elinor Ostrom).

Unit II: Governance Paradigms and Institutional Innovation

a) Governance Frameworks
New Public Management (NPM); New Public Governance (NPG); New Public Service
(Denhardt & Denhardt); Collaborative Governance (Ansell & Gash).

b) Institutional Innovation
Agile bureaucracy; Citizen Charters; Learning Organizations.

Unit III: Leadership, Motivation, and Conflict

a) Leadership Theories
Transformational Leadership; Transactional Leadership; Intersectional Leadership; Adaptive
Leadership, Feminist Theory.

b) Motivation and Public Service Ethos
Herzberg's Two-Factor Theory; ERG Theory (Alderfer); Self-Determination Theory (Deci
& Ryan); Public Service Motivation (Perry & Wise).

c) Conflict Resolution in Organizations
Constructive Conflict (Mary Parker Follett); Structural Conflict Theory (Lewis Coser);
Principled Negotiation (Fisher & Ury).

Unit IV: Management Beyond Anglo-Indian Traditions

a) Indian Classical Thought in Administration
Arthashastra (Kautilya); Sukraniti.

b) East Asian Administrative Models
Japanese Administrative Ethos; Korean Developmental State.

Essential Readings:

Unit I: Classical Thinking and Beyond

a) Classical Thought

Gouldner, A. W. (1954). *Patterns of industrial bureaucracy.* Free Press.

Mayo, E. (1933). *The human problems of an industrial civilization*. Macmillan.

Merton, R. K. (1940). Bureaucratic structure and personality. *Social Forces*, 18(4), 560–568.

Nhema, A. G. (2015). Relevance of classical management theories to modern public administration: A review. *Journal of Public Administration and Governance*, 5(3), 165–179.

Roethlisberger, F. J., & Dickson, W. J. (1939). *Management and the worker: An account of a research program conducted by the Western Electric Company, Hawthorne Works, Chicago* (Harvard Business School Studies in Business Administration). Harvard University Press.

Taylor, F. W. (1911). *The principles of scientific management.* Harper & Brothers.

Weber, M. (1946). Bureaucracy. In H. H. Gerth & C. W. Mills (Eds.), *From Max Weber: Essays in sociology* (pp. 196–244). Oxford University Press.

Wilson, W. (1887). *The study of administration.* Political Science Quarterly, 2(2), 197–222.

b) Contemporary Behavioral and Institutional Theories

March, J. G., & Olsen, J. P. (1984). The new institutionalism: Organizational factors in political life. *American Political Science Review*, 78(3), 734–749.

Selznick, P. (1957) Leadership in Administration: A Sociological Interpretation. Harper & Row, New York, 62, 67-68.

Simon, H. A. (1947). Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization. New York: Macmillan.

c) Post-Weberian and Governance-Oriented Models

Buchanan, J. M., & Tullock, G. (1962). *The calculus of consent: Logical foundations of constitutional democracy*. University of Michigan Press.

Moore, M. H. (1995). *Creating public value: Strategic management in government.* Harvard University Press.

Ostrom, E. (2010). Beyond markets and states: Polycentric governance of complex economic systems. *American Economic Review*, 100(3), 641–672.

Unit II: Leadership, Motivation, and Conflict in Public Administration

a) Leadership Theories

Bass, B. M. (1985). *Leadership and performance beyond expectations.* Free Press; Collier Macmillan

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19–31.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Heifetz, R. A. (1994). *Leadership without easy answers.* Harvard University Press, Cambridge

Jain, D., & Elson, D. (Eds.). (2011). *Harvesting feminist knowledge for public policy: Rebuilding progress*. SAGE Publications; International Development Research Centre.

Stivers, C. M. (2002). *Gender images in public administration: Legitimacy and the administrative state* (2nd ed.). SAGE Publications, Inc.

b) Motivation and Public Service Ethos

Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance, 4*(2), 142–175.

Deci, Edward & Ryan, Richard. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. Psychological Inquiry. 11. 227-268.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work.* John Wiley & Sons.

Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367–373.

c) Conflict Resolution and Conflict Management

Coser, L. A. (1956). *The functions of social conflict*. London: Routledge and Kegan Paul.

Fisher, R., & Ury, W. (1981). *Getting to yes: Negotiating agreement without giving in.* Penguin Publishing Group.

Follett, M. P. (1942). *Dynamic administration: The collected papers of Mary Parker Follett* (H. C. Metcalf & L. F. Urwick, Eds.). Harper & Row.

Rahim, M. A., & Bonoma, T. V. (1979). Managing organizational conflict. *Psychological Reports*, 44(3), 1323–1344.

Unit III: Governance Paradigms and Institutional Innovation

a) Governance Frameworks

Hood, C. (1991). A public management for all seasons? *Public Administration*, 69(1), 3–19.

Osborne, S. P. (2006). The New Public Governance? *Public Management Review*, 8(3), 377–387.

Denhardt, J. V., & Denhardt, R. B. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, 60(6), 549–559.

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571.

Hood, C., & Dixon, R. (2015). *A government that worked better and cost less?* Oxford University Press.

b) Institutional Innovation

Dunleavy, P, Margetts, H, John, S. and McCarthy, D. (1999) *Government on the Web.* . Stationery Office, London, UK.

Mergel, I., Ganapati, S., & Whitford, A. B. (2021). Agile: A new way of governing. *Public Administration Review, 81*(1), 161–165. https://doi.org/10.1111/puar.13202

Osborne, S. P., Radnor, Z., & Nasi, G. (2012). A New Theory for Public Service Management? Toward a (Public) Service-Dominant Approach. *The American Review of Public Administration, 43,* 135-158

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York.

Unit IV: Management Beyond Anglo-Saxon Traditions

Aoki, K. (2008). Transferring Japanese Kaizen activities to overseas plants in China. *International Journal of Operations & Production Management*, 28(6), 518–539.

Kautilya. (1992). *Arthashastra* (L. N. Rangarajan, Trans.). Penguin Books India.

Kim, P. S. (1996). South Korea: Searching for a new direction of administrative reform. *Australian Journal of Public Administration*, *55*(4), 30-44.

Sarkar, B. (1975). *The Sukraniti-An old book.* Munshiram Manoharlal Publications Ltd.

Sharma, T. R. (2011). *The concept of equity in Sukraniti and Arthasastra: A comparative study.* Indian Institute of Advanced Study.

Suk Kim, P., & Yun, T. (2017). Strengthening Public Service Ethics in Government: The   South Korean Experience. *Public Integrity*, *19*(6), 607–623.

Facilitating the Achievement of Course Learning Outcomes

The course is designed to achieve its learning outcomes through a combination of conceptual clarity, critical engagement, and contextual relevance**.** Core theories are introduced not only as abstract models but also as frameworks to analyze contemporary administrative practices, with specific attention to Global South contexts. Readings from classical texts and contemporary scholarship are complemented by case-based discussions, policy simulations, and reflective writing assignments. This approach ensures that students develop both theoretical insight and the ability to critically evaluate public institutions**,** leadership models, governance innovations, and administrative responses to emerging global challenges.

Master of Arts in Political Science

PS-CC 202: Comparative Political Analysis

Credits: 4   **Duration: 4hrs/week**

Course Objectives

This course introduces students to different perspectives, approaches and conceptual frameworks of comparative political analysis. It presents to them critical considerations regarding conceptual and methodological problems with comparing categories and phenomena across time and cultures. The course emphasizes the importance of adopting a historical sensibility while being conscious simultaneously of the specificity of context while comparing. The course, therefore, sets out to enable the students to understand the history of comparative politics as a sub-discipline of political science, and exposing them to debates on different approaches and methods that constitute comparative political analysis. While anchoring the discussions in concepts that lend themselves to comparative analysis, the course consciously steers clear of looking for patterns of sameness to focus also on explaining differences. It emphasizes the importance of theoretical and conceptual rootedness in making comparisons and eschewing the tendency to look at the universe for comparison in terms of entrenched binaries. The course identifies specific conceptual categories such as colonialism, constitutionalism, state, political parties and party systems, and revolutions and social movements, as framing the universe of comparison and also as units of comparison, whose understanding would be enhanced by looking at them as historically located relational concepts.

Course Learning Outcomes
- After completing this course, the students would become familiar with the debates on concepts and approaches in comparative political analysis
- They would learn to use the comparative method to study political institutions, processes, regimes, and ideologies over time and across regions
- They would be able to use conceptual tools to understand political change from a historical, sociological, political economy, and institutional approaches
- They would understand that political realities across time and culture may be understood in terms of institutional forms and structures, political processes, and economic and social relationships

Course Content:

Unit I: Comparative Politics, evolution, methods and approaches
    a) Evolution of the sub discipline, Comparative methods and challenges of comparison
    b) Institutionalism and new-institutionalism; political economy and development debates; political culture and democracy
    c) Discourses on colonialism, anti-colonial nationalism and national cultural identities

Unit II: State and Constitutionalism in comparative perspective
  a) Approaches to the study of modern states, capitalism and state formation in Europe, colonial and post colonial societies.
  b) Forms of states: welfare, populist, security, state of exception and biometric states
  c) Approaches to constitutionalism: comparative, transformative, emergency, gendered and digital constitutionalism.

Unit III: Political Parties, Electoral Systems and Federalism
  a) What are political parties? Formation, evolution and transformation
  b) Party systems: genealogy, morphology and dynamic of party systems
  c) Elections and Electoral Systems
  d) Federalism: Types and Models of Power Sharing

Unit IV: Revolutions and Social Movements
  a) Theories of revolution and comparative study of revolutions
  b) Theories of social movements
  c) Cyberspace and new modes of mobilization

Essential Readings:

Unit I: Comparative Politics, evolution, methods and approaches

Anderson, B. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* Verso. [Selections]

Anderson, B. 1998. *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*. Verso.

Blondel, J. 1999.Then and Now: Comparative Politics. *Political Studies*, *XLVIII*: 152-160.

Cabral, A. 1994. National Liberation and Culture. In Williams, P. and Chrisman, L. (eds.)*Colonial Discourse and Post-Colonial Theory*(pp. 53-65). Harvester Wheatsheaf, New York, 1994,.

Cesaire, A. 1994. From *Discourses on Colonialism.*In Williams, P. and Chrisman, L. (eds.)*Colonial Discourse and Post-Colonial Theory*(pp. 172-80). Harvester Wheatsheaf.

Chandhoke, N. 1996. Limits of Comparative Political Analysis.*Economic and Political Weekly*,*XXXI* (4).Landman, T. 2000*Issues and Methods in Comparative Politics: An Introduction*, Routledge. (Part I and II).

Chatterjee, P. 1993. Whose Imagined Community? In*The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

Clark, W. R., Golder, M. and Golder,S. N. 2018.*Principles of Comparative Politics*. Sage. [Ch.6. 'The Economic Determinants of Democracy and Dictatorship(pp.175-212) and Ch.7. The Cultural Determinants of Democracy and Dictatorship (pp.223-262)].

Davis, H. B. 1978. *Toward a Marxist Theory of Nationalism*. Monthly Review Press. [Chapter 6: Nationalism and the Chinese Revolution, pp. 165-181; Ch. 7: Latin America: Nationalism or Revolution, pp. 182-201; Ch. 8: Social Classes and the Formation of Nations: Fanon, Cabral, and the African Liberation Struggle, pp. 202-239].

Dogan, M. and Pelassy, D. 1998. *How to Compare Nations: Strategies in Comparative Politics*. Vision Books. (Part I: The Compass of the Comparativist; Chapter 1: Comparing to Escape from Ethnocentrism, pp. 5-11; Chapter 5: Functional Equivalences, pp. 31-37).

Esteva, G. 1997. Development. In Sachs, W. (ed.)*The Development Dictionary*(pp.8-34). Orient Longman.

Fanon, F. 1994. On National Culture. In Williams, P. and Chrisman, L. (eds.)*Colonial Discourse and Post-Colonial Theory*(pp. 36-52). Harvester Wheatsheaf.

Frank, A. G. 1989. The Development of Underdevelopment.*Monthly Review*, *41*, (reprinted from September 1966 issue), pp. 37-51.

Gandhi,M. K. 1938. *Hind Swaraj*.(Trans. Desai, V. G.).Navajivan Publishing House.

Huntington, S. 1995.*The Clash of Civilizations and the Making of World Order*. Simon & Schuster.

Mohanty, M. 2000.*Contemporary Indian Political Theory* Samskriti.

Nandy, A. "The Psychology Of Colonialism: Sex, Age and Ideology In British India," in *The Intimate Enemy*, OUP, 1983.

Przeworski, A.2007. Is the Science of Comparative Politics Possible? In Boix,C. andStokes,S. C.(eds.) *Oxford Handbook of Comparative Politics.* Oxford University Press.

Renan, E.1990 (1882). What is a Nation? InBhabha, H. K. (ed.)*Nation and Narration*. Routledge.

Rhodes,R. A. W., Binder,S. A. and Rockman, B. A. (eds.). 2006. *The Oxford Handbooks of Political Institutions*. Oxford University Press.[Ch.1: March, J. G. and Olsen, J. P. 'Elaborating the 'New Institutionalism', pp.3-22. (Part I & 2).]

Said, E. 1994. From *Orientalism*. In Williams, P. and Chrisman, L. (eds.)*Colonial Discourse and Post-Colonial Theory*(pp. 132-49), Harvester Wheatsheaf.

Shah, R., Abidi, A. A. and Naseem, M. A. 2008. Identity in Colonial and Postcolonial Contexts, Select Issues and Analyses. In Abdi, A. A. and Richardson, G. (ed.),*Decolonizing Democratic Education*: *Trans-disciplinary Dialogues* (pp.57-66). Brill.

Shohat, E. 1992. Notes on the Post-Colonial.*Social Text*, Third World and Post-Colonial Issues,No. 31/32: 99-113.

Wallerstein, I. 1974. The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis.*Comparative Studies in Society and History*, *16*(4): 387-415.

Zhang, C. 2023. Postcolonial nationalism and the global right.*Geoforum* 144.

Unit II: State and Constitutionalism in comparative perspective

Agamben, G. 2005. *State of Exception* (Trans. by Attell, K.). University of Chicago Press [Chapter One: State of Exception as a Paradigm ofGovernment (pp.1-31)].

Celeste, E., Palladino, N., Redeker, D. and Yilma, K. 2023. *The Content Governance Dilemma: Digital Constitutionalism, Social Media and the Search for a Global Standard*. Palgrave Macmillan. [Chapter Two: The Content Governance Dilemma (pp. 7-20)]

Chandra, B.1999. Colonialism, Stages of Colonialism and the Colonial State (pp. 58-78).In *Essays on Colonialism.* Orient Longman.

Chaterjee, P. 1994. The Colonial State (pp. 14-34). In *The Nation and itsFragments: Colonial and Postcolonial Histories*, Oxford University Press.

Dann, P., Riegner, M. and Bonnemann, M.2020. The Southern Turn in Comparative Constitutional Law: An Introduction. InDann,P., Riegner,M. and Bonnemann,M.(eds.)*The Global South and Comparative Constitutional Law*. Oxford University Press.

De Gregorio, G. 2022. *Digital Constitutionalism in Europe: Reframing Rights and Powers in the Algorithmic Society*. Cambridge University Press.

Dixon, R. 2024. Comparative Constitutional Modalities: Towards a Rigorous but Realistic Comparative Constitutional Studies.*Comparative Constitutional Studies*, 2 (1):60-79.

Garland, D. 2016. *The Welfare State: A Very Short Introduction*. Oxford University Press.

Greene, J. and Tew, Y. 2018. Comparative Approaches to Constitutional History', *Columbia Public Law Research Paper no. 14-613*.

Gustavsson, S. 2010. Thick and Thin Constitutionalism.*StatsvetenskapligTidskrift*, 112 (1).

Hailbronner, M. 2017. Transformative Constitutionalism: Not Only in the Global South.*American Journal of Comparative Law, 65*(3): 527-565.

Held, D. 1992. The Development of the Modern State. In S. Hall and B.Gieben (eds.) *Formations of Modernity*. Polity in association with The Open University.

Jessop, B. 2006. The State and State Building (pp.111-130). In Rhodes,R.A.W., Binder,S.A. and Rockman, B. A. (eds.)*The Oxford Handbook of Political Institutions*.Oxford University Press.

Langa, P. 2006. Transformative Constitutionalism', *17 Stellenbosch Law Review*, 351.

Miliband, R. 1969. *The State in Capitalist Society*Basic Books.

Mudde, C. and Kaltwasser, C. R. 2017. *Populism, A Very Short Introduction*, Oxford University Press.

Nandy, A. 1997. State. In W. Sachs (ed.)*The Development Dictionary: A Guide to Knowledge and Power*(pp.353-67). Orient Longman.

Pitkin, H. F. 1987. The Idea of a Constitution.*Journal of Legal Education, 37*(2): 167-169.

Ramraj, V. 2011. Emergency Power and Constitutional Theory. *Hong Kong Law Journal, 41*: 2.

Sartori, G. 1994. *Comparative Constitutional Engineering: An Inquiry into Structures, Incentives and Outcomes*. Macmillan. [Comparative Constitutional Engineering (pp.197-204)].

Schepple, K. L. 2003. The Agendas of Comparative Constitutionalism. *Law and Courts*, pp.5-22.

Unit III: Political Parties, Electoral Systems and Federalism

Boix, C. 2007. The Emergence of Parties and Party Systems', Part VI, Chapter XXI. In C. Boix and S. C. Stokes (eds.) *The Oxford Handbook of Comparative Politics*(pp. 499-521). OxfordUniversity Press.

Caramani, D. 2014.*Comparative Politics*, OxfordUniversity Press.[Ch.12, Richard Katz, 'Political Parties '(pp.199-215); Ch.13, Daniele Caramani, 'Party Systems '(pp.216-236)].

Choudhary, S. K. 2018.Theorizing Parties and Party Systems. In *The Changing Face of Parties and Party Systems: A Study of Israel and India*(pp. 3-22). Springer and Palgrave Macmillan.

Clark, W.R., Golder M. and Golder,S. N. 2018. *Principles of Comparative Politics*, Sage. [Ch. 13: Elections and Electoral Systems (pp. 521-584); Ch . 14: Social Cleavages and Party Systems (pp.585-644).

Sartori, G. 1976.*Parties and Party System: A framework for Analysis*. Cambridge University Press.

Saxena, R. (Ed.) 2011. *Varieties of Federal Governance: Major Contemporary Models*. Foundation Cambridge University Press.

Watts, R.L. 2008. *Comparing Federal Systems, third edition. Institute of Intergovernmental Relations*. Queens University Press

Unit IV: Revolutions and Social Movements

Della Porta,D. and Diani, M. 2006. *Social Movements: An Introduction*, Blackwell.

Kahne, J. and Bowyer, B. 2018. The Political Significance of Social Media Activity and Social Networks, *Journal Political Communication*, 35 (3): 470-493.

Loader,B. D., Vromen, A. and Xenos, M. A. The Networked Young Citizen: Social Media, Political Participation and Civic Engagement, *Information, Communication & Society*, *17*(2): 143-150.

Moore Jr., B. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Allen Lane and Penguin.

Norris, P. 2022. New Social Movement, Protest Politics and the Internet. In *Democratic Phoenix, Reinventing Political Activism*. Cambridge University Press.

Skocpol, T. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge University Press.

Tilly, C. 2004. *Social Movements, 1768-2004.* Paradigm Publishers.

Tufekci, Z. 2014. Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape. *Journal of International Affairs*, *68* (1): 1-18.

Wallerstein, I. 2004. New Revolts Against the System. In Mertes,T. (ed.) *A Movement of Movements, Is Another World Really Possible*. Verso.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. The teachers use varied pedagogical techniques including class projects (in individual and group mode), term papers, class presentations and field research to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

PS-CC 203: Themes in Indian Political Thought

Credits: 4   **Duration: 4 hrs./week**

Course Objectives

This course aims to introduce students to the richness and variety of Indian Political Thought. This tradition spans centuries, if not millennia, culminating in the various present-day understandings of Indian society.

Course Learning Outcomes

The course will provide students a preliminary grasp of some critical issues animating Indian political thought today and acquaint them with some key debates within this tradition.

Course Content:

Unit I: Perspectives
- a) What is Indian in Indian Political Thought?
- b) Classical: Vedic and Shramanic
- c) Syncretic, Islamic, Reformist
- d) Tradition and Modernity Debate
- e) Contemporary Perspectives: Liberal, Gandhian, Socialist, Hindutva, Dalit Bahujan

Unit II: Theories and Practices of Knowledge
- a) Indological and Orientalist
- b) Post-colonial

Unit III: State and Community
- a) The monarchical, colonial and postcolonial state
- b) Janapada, Sangha, Jati, Quam
- c) Community and Civil Society

Unit IV: Nationalism in Indian Political Thought
- a) Cultural, Religious and Economic Nationalism
- b) Critiques of Nationalism

Essential Readings:

Unit 1 (a)

Parel, A. (2009). From political thought in India to Indian political thought. In T. Shogimen & C. J.

Nederman (Eds.), Western political thought in dialogue with Asia (pp. 187–208). Lexington Books.

Ramanujan, A. K. (2001). Is there an Indian way of thinking? An informal essay. In V. Dharwadker (Ed.), The collected essays of A. K. Ramanujan (pp. 34–51). Oxford University Press.

Unit 1 (b)

Mookerji, R. K. (1957). Men and thought in ancient India. Motilal Banarsidass.

Mookerji, R. K. (2003). The fundamental unity of India. Bharatiya Vidya Bhavan.

Pandey, G. C. (n.d.). Shramanic lectures 1, 2, and 3. In Sramana tradition: Its history and contribution to Indian sociology. L.D. Institute of Indology.

Varma, V. P. (1974). Studies in Hindu political thought and its metaphysical foundations. Motilal Banarsidass.

Unit 1(c)

Das, N. K. (n.d.). Cultural diversity, religious syncretism and people of India: An anthropological interpretation.

Hess, L. (2002). The Bijak of Kabir. Oxford University Press.

Ranganathan, S., & Peetush, A. (2017). The ethics of radical equality: Vivekananda and Radhakrishnan's neo-Hinduism as a form of spiritual liberalism. In The Bloomsbury research handbook of Indian ethics. Bloomsbury.

Sen, A. P. (n.d.). Introduction to the special issue on "Hinduism: Historical perspectives and contemporary developments." Religions, 12(85).

Stewart, C. (1999). Syncretism and its synonyms: Reflections on cultural mixture. The Journal of Religion, 29(3), Autumn.

Venugopal, C. N. (1990). Reformist sects and the sociology of religion in India. Sociological Analysis, 51(S), S77–S88.

Unit 1(d)

Kapoor, K., & Singh, A. K. (2005). Indian knowledge systems. Indian Institute of Advanced Study.

Kapoor, K., & Singh, A. K. (2005). Text and interpretation: The Indian tradition. D. K. Print world.

Nandy, A. (1983). The intimate enemy: The loss and recovery of self under colonialism. Oxford University Press.

Unit 1 (e)

Maclean, K. (2017). The fundamental rights resolution. Comparative Studies of South Asia, Africa

and the Middle East, 37(2), 213–219.

Parel, A. (2006). Gandhi's philosophy and the quest for harmony. Cambridge University Press.

Unit II (a)

Cohn, B. S. (1996). Colonialism and its forms of knowledge: The British in India. Princeton University Press.

Inden, R. (1986). Orientalist constructions of India. Modern Asian Studies, 20(3), 401–446.

Unit II (b)

Chakrabarty, D. (2000). Provincialising Europe: Postcolonial thought and historical difference. Oxford University Press.

Dharampal. (1999). Despoliation and defaming of India. Bharat Peetham.

Dharampal. (2017). Bhartiya chitta, manas and kala (Rev. ed.). In Essential writings of Dharampal. Bharat Peetham.

Unit III (a)

Drekmeier, C. (1962). Kingship and community in early India. Stanford University Press.

Guha, R. (1998). Dominance without hegemony: History and power in colonial India. Harvard University Press.

Sarkar, S. (1985). A critique of colonial India. Papyrus.

Unit III (b)

Heesterman, J. C. (1988). The inner conflict of tradition: Essays in Indian ritual, kingship and society. University of Chicago Press.

Nair, J. (1996). Women and law in colonial India. Zubaan/Kali for Women.

Unit III (c)

Featherstone, D. (2013). Black internationalism, subaltern cosmopolitanism, and the spatial politics of antifascism. Annals of the Association of American Geographers, 103(6), 1406–1420.

Fraser, N. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. Social Text, 25/26, 56–80.

Habermas, J., Lennox, S., & Lennox, F. (1974). The public sphere: An Encyclopedia article (1964). New German Critique, 3, 49–55.

Kumar, S. (2005). Self, society and value: Reflections on Indian philosophical thought. Vidyanidhi Prakashan.

Unit IV (a)

Baughn, C. C., & Yaprak, A. (1996). Economic nationalism: Conceptual and empirical development. Political Psychology, 17(4), 759–778.

Bose, S. (2017). The nation as mother and other visions of nationhood. Penguin.

Chandra, B. (2010). The rise and growth of economic nationalism in India: Economic policies of Indian national leadership, 1880–1905. Har-Anand Publications.

Paranjape, M. (1993). Decolonization and development: Hind Swaraj revisioned. Sage.

Unit IV (b)

Habib, S. I. (2017). Indian nationalism: Essential writings. Aleph Book Company.

Omvedt, G. (1991). Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Sage.

Pantham, T. (2004). The Indian nation-state. In V. Das (Ed.), Handbook of Indian sociology (pp. 426–450). Oxford University Press.

Paranjape, M. (2010). Altered destinations: Self, society, and nation in India. Anthem Press.

Rudolph, L. I., & Rudolph, S. H. (1984). The modernity of tradition: Political development in India. University of Chicago Press.

Singh, S. P. (2018). Introduction. In Politics for a new India. Rupa Publications.

Srinivas, M. N. (1967). Social change in modern India. Orient Longman.

Suggested Readings:

Chandra, B. (2010). Indian political economy. In *The rise and growth of economic nationalism in India: Economic policies of national leadership, 1885–1905*. Har-Anand Publications.

Das, N. K. (n.d.). Cultural diversity, religious syncretism and people of India: An anthropological interpretation. *Bangladeshi Anthropologist*.

Pandey, G. C. (n.d.). Shramanic lectures 1, 2, and 3. In *Sramana tradition: Its history and contribution to Indian sociology*. L.D. Institute of Indology.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams.

The teachers use varied pedagogical techniques, including class projects (in individual and group mode), term papers, class presentations, and field research to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and evaluation.

Master of Arts in Political Science

PS-DSE 01 Ethics and Politics

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 01 Ethics and Politics	4	3	1	Bachelor's degree in any course	None

Course Objectives

The purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life from the issues of hunger and poverty to matters of violence and war to the problems of family, political virtues and the ethics of professional behaviour. As many contemporary political practices demand ethical reasoning, we need a more focused and comprehensive engagement between ethics and politics that the paper provides.

Course Learning Outcomes

The course offers a more focused and comprehensive engagement between ethics and politics and helps imbibe skills of ethical reasoning to evaluate contemporary political practices, policies and phenomena.

Course Content:

Unit I: The Nature of Ethical Reasoning
        a) Rationality and objectivity in ethics
        b) Ethical Reasoning in politics

Unit II: Dealing with Poverty
        a) Hunger, Homelessness and Freedom
        b) Hunger: Capabilities and the Right to Food
        c) International obligations to remove poverty

Unit III: Prevention of Corruption
        a) Public ethics and Private Morality
        b) Corruption in Public and Private Life
        c) The Problem of Dirty Hands

Unit IV: Secularism, Tolerance and Minority Rights
        a) Traditions of Tolerance in India

b) Secularism and Minority rights

c) Secularism and Pluralism

Essential Readings:

Unit I

Aristotle (2004), *The Nicomachean Ethics*, Penguin Books.

Bell, Duncan (ed.) (2010), *Ethics and World Politics*, Oxford University Press.

Deigh, John (2010), *An Introduction to Ethics*, Cambridge University Press.

Lazari-Radek, Katarzyna de, and Singer, Peter (2012), "The Objectivity of Ethics and the Unity of Practical Reason", Ethics, Vol. 123, No. 1, pp. 9-31.

Singer, Peter (1979), *Practical Ethics*, Cambridge, Cambridge University Press.

Unit II

Adams, Francis (2021), *The Right to Food: The Global Campaign to End Hunger and Malnutrition*, Palgrave Macmillan.

Sen, Amartya (1992), *Inequality Reexamined*, Oxford University Press.

Sen, Amartya (2005), 'Capabilities, Lists, and Public Reason: Continuing the Conversation', in B. Agarwal et al. (eds.), *Amartya Sen's Work and Ideas: A Gender Perspective*, pp. 335-338, Routledge.

Somerville, Peter (2013), "Understanding Homelessness", *Housing Theory and Society*, DOI: 10. 1080/14036096.2012.756096

Walzer, Michael (1983), *Spheres of Justice: A Defence of Pluralism and Equality*, New York: basic Books.

Unit III

Barrington, Robert, et al (2022), *Understanding Corruption: How Corruption Works in Practice*, Agenda Publishing.

Kravis, Jonathan and Hessick, Carissa Byrne (2022), *Public Corruption*, Carolina Academic Pr.

Kubbe, Ina and Engelbert, Annika (2019), *Corruption and Norms: Why Informal Rules Matter (Political Corruption and Governance)*, Palgrave Macmillan

Walzer, Michael (1973), "Political Action: The Problem of Dirty Hands", *Philosophy and Public Affairs*, Vol. 2, No. 2, pp. 160-180.

Wellborn, Charles (1978), "Public versus Private Morality: Where and How Dow We Draw the Line?", *Journal of Church and State*, Vol. 20, No. 3, pp. 491-505

Unit IV

Balasubramanian, R. (ed.) (2004), *Tolerance in Indian Culture*, Indian Council of Philosophical Research

Cohen, Marshall, Thomas Nagel and Thomas Scanlon (eds.) (1977), *Equality and Preferential Treatment*, Princeton University Press.

Walzer, Michael (1997), *On Toleration*, Yale University Press.

Suggested Readings:

Delgado, Richard, and Stefanic, Jean (2004), *Understanding Words that Wound*, Westview Press, 2004.

Fuller, R. Buckminster (1974), *Operating Manual for Spaceship Earth*, Pocket.

Ostrom, Elinor (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.

Robin, Marie-Monique (2009), *Corruption, and the Control of the World's Food Supply*, The New Press.

Simon, Thompson, (2006) *The Political Theory of Recognition*, Polity Press, 2006.

Thompson, Dennis F (1987), *Political Ethics and Public Office*, Harvard Mass, Harvard University Press.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

These include:
• The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
• Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.
• The students are given space to articulate their views through posters, cartoons, photographs and multimedia presentations, including short films.

Master of Arts in Political Science

PS-DSE 02 Theory and Practice of Democracy

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 02 Theory and Practice of Democracy	4	3	1	Bachelor's degree in any course	None

Course Objectives
This course will trace the evolution of democracy with a focus on modern and contemporary influences, approaches and theories.

Course Learning Outcomes
The course intends to deepen an understanding of the relationship between norms, institutions and political processes as they have evolved in some political communities, including India.

Course Content:

Unit I: The Idea of Democracy
 a) The historical evolution of the idea
 b) Ancient and modern variants
 c) Foundations of modern democracy

Unit II: Democracy and Political Community
 a) Boundaries of Political Community: nationalism and nation-state
 b) Membership in political community: who belongs?
 c) Democratic education and the idea of civic virtues

Unit III: Democracy and Representation
 a) Democratic recognition of marginalized groups
 b) Political Equality and Proportional Representation
 c) The idea of group representation

Unit IV: Democracy and Liberal Constitutionalism
 a) Challenges of plural societies
 b) Institutions of power-sharing: federalism; consociationalism
 c) Rights as trumps

Essential Readings:

Unit I

Arblaster, Anthony (1994), *Democracy*, 2nd Edition, Milton Keynes: Open University Press.

Dahl, Robert A. (1998), *On Democracy*, Yale: Yale University Press.

Ober, Josiah (2008), "The Original Meaning of "Democracy": Capacity to Do Things, not Majority Rule", *Constellations*, Vol. 15, No. 1, pp. 3-9.

Tilly, Charles (2007), *Democracy,* Cambridge: Cambridge University Press.

Unit II

Bauböck, Rainer (2017), "Political Membership and Democratic Boundaries" in Ayelet Shachar et al (eds.), *The Oxford Handbook of Citizenship*, Oxford University Press.

Gutmann, Amy (1987), *Democratic Education*, Princeton University Press.

Kymlicka, Will and Norman, Wayne (2016), "The Return of the Citizen", in Ricardo Blaug and John Schwarzmantel (eds.), *Democracy: A Reader*, Columbia University Press.

Pateman, Carole (2016), "Participation and Democractic Theory", in Ricardo Blaug and John Schwarzmantel (eds.), *Democracy: A Reader*, Columbia University Press.

Shapiro, Ian (2003) *The State of Democratic Theory*, Princeton University Press.

Unit III

Bakunin, Michael (2016), *The Illusion of Universal Suffrage,* in Ricardo Blaug and John Schwarzmantel (eds.), *Democracy: A Reader*, Columbia University Press.

Phillips, Anne (1995), *The Politics of Presence*, Oxford University Press.

Pitkin, Hanna (1967), *The Concept of Representation*, University of California Press.

Young, Iris Marion (1990), *Justice and the Politics of Difference*, Princeton University Press.

Unit IV

Cruse, Harold (1988), *Plural but Equal: Blacks and Minorities in America's Plural Society*, William Morrow & Co.

Dworkin, Ronald (1977), *Taking Rights Seriously*, Harvard University Press.

Saxena, Rekha (ed.), (2020), *New Dimensions in Federal Discourse in India*, Routledge India.

Somayaji, Sakarama et al (eds.) (2024), *The Plural Social Sphere: Insight from Contemporary Indian Society*, Routledge India.

Vieytez, Eduardo, J and Dunbar, Robert (eds.) (2000), *Human Rights and Diversity: New Challenges for Plural Societies*, Universidad de Deusto.

Suggested Readings:

Barber, Benjamin R (1984), *Strong Democracy: Participatory Politics for a New Age*, University of California Press.

Benhabib, Seyla (ed.) (1996) *Democracy and Difference*, Princeton University Press.

Calhoun, Craig (1999), "Nationalism, Political Community and the Representation of Society Or, Why Feeling at Home is not a Substitute for Public Space", *European Journal of Social Theory*, Vol. 2, No. 2, pp. 217-231.

Dunn, John (2019), Setting the People Free: The Story of Democracy, Princeton University Press.

Held, David (1996), *Models of Democracy*, Stanford University Press.

Macpherson, C. B. (1977), *The Life and Times of Liberal Democracy*, Oxford: Oxford University Press.

Schumpeter, Joseph (1942), *Capitalism, Socialism, and Democracy*, Harper and Row.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

These include:
• The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
• Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 03: Egalitarianism: Theory and Practice

Credits: 4   **Duration: 4 hrs./week**

Course Code and Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 03: Egalitarianism: Theory and Practice	4	3	1	Bachelor's degree in any course	None

Course Objectives

Egalitarianism is central to some of the most recent debates in normative political theory pertaining especially to distributive justice. In many ways, however, different stripes of egalitarianism respond to, and engage with, various forms and practices of inequality. The course intends to acquaint students with contemporary egalitarian thinkers and theories as well as shed light on recent manifestations of inequality and its different dimensions.

Course Learning Outcomes

The course offers a comprehensive understanding of egalitarian discourses cutting across ideological divides, and equips students with analytic skills to question inegalitarian practices.

Course Content:

Unit I: Egalitarianism as a Moral and Political Ideal
   a) Social and economic inequalities: 20th century ideological responses
   b) Social Hierarchies and the Promise and Limits of Equal Opportunity

Unit II: Welfare egalitarianism; Resource egalitarianism; and Capability approach
   a) Luck Egalitarianism and its Critique
   b) Egalitarianism: Global Dimensions

Unit III: Alternatives to Egalitarianism: Desert, Priority, Sufficiency

Unit IV: Social Equality and Relational Egalitarianism; Equality for Whom?

Essential Readings:

Unit I:

Arneson, R. J. (1989). Equality and equal opportunity for welfare. *Philosophical Studies, 56*, 77–93.

Carter, I. (2011). Respect and the basis of equality. *Ethics, 121*, 538–571.

Cohen, G. A. (1989). On the currency of egalitarian justice. *Ethics, 99*, 906–944. Cohen, J. (1989). Democratic equality. *Ethics, 99*, 727–751.

Fishkin, J. (1983). *Justice, equal opportunity, and the family*. Yale University Press.

Fleurbaey, M. (1995). Equal opportunity or equal social outcome? *Economics and Philosophy, 11*, 25–55.

Frankfurt, H. (1987). Equality as a moral ideal. *Ethics, 98*, 21–42.

Temkin, L. S. (1993). *Inequality*. Oxford University Press.

Unit II:

Dworkin, R. (2000). *Sovereign virtue: Equality in theory and practice*. Harvard University Press.

Knight, C., & Stemplowska, Z. (Eds.). (2011). *Responsibility and distributive justice*. Oxford University Press.

Kymlicka, W. (1990). *Contemporary political philosophy: An introduction*. Oxford University Press.

Anderson, E. (1999). What is the point of equality? *Ethics, 109*, 287–337.

Anderson, E. S. (2010). The fundamental disagreement between luck egalitarians and relational egalitarians. *Canadian Journal of Philosophy, 40*(sup1), 1–23.

Tan, K.-C. (2008). A defense of luck egalitarianism. *Journal of Philosophy, 105*, 665–690. Sen, A. (1992). *Inequality reexamined*. Harvard University Press.

Unit III:

Crisp, R. (2003). Equality, priority, and compassion. *Ethics, 113*, 745–763.

_____ (2000). *Women and human development: The capabilities approach*. Cambridge University Press.

Parfit, D. (1997). Equality and priority. *Ratio, 10*, 202–221.

Pogge, T. (1994). An egalitarian law of peoples. *Philosophy and Public Affairs, 23*, 195–224.

Unit IV:

Elford, Gideon. 2012. Equality of status and distributive equality. *Journal of Value Inquiry*, 46, 353–67.

Wilkinson, R., & Pickett, K. (2009). *The spirit level: Why greater equality makes societies stronger*. New York, NY: Bloomsbury Press.

Wolff, J. (1998). Fairness, respect, and the egalitarian ethos. *Philosophy and Public Affairs, 27*, 97–122.

Young, I. M. (2001). Equality of whom? Social groups and judgments of injustice. *Journal of Political Philosophy, 9*(1), 1–18.

Facilitating the achievement of Course Learning Outcomes:

- The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 04: Politics and Psychoanalysis

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 04: Politics and Psychoanalysis	4	3	1	Bachelor's degree in any course	None

Course Objectives

Away from the focus on resistance and protest, this course will take us to the question of over-identification and surplus investment in the circuits of power, capital and the state. Starting from Freud's notion of the unconscious and Lacan's notion of the Real, we will arrive at recent theories of ideology and the gaze of the big Other. The post-structuralist critique of the Oedipal complex by those like Deleuze will also be studied. Colonialism and the big Other will be discussed with reference to Fanon. There is a section on ideology, the gaze and cinema.

Course Learning Outcomes

This course aims to equip students with the conceptual tools to relate the political and the social with the domain of the individual self, psyche and the other. It will help students see the underlying psychic investments that constitute both the real-life domains of the political and the economic.

Course Content:

Unit I. Why Psychoanalysis?

Unit II. Freud's unconscious and Lacanian Real

Unit III. The Gaze, cinema, and ideological interpellation

Unit IV. The end of psychoanalysis: Anti-Oedipus

Essential Readings:

Unit I

Freud, S. (1995). *The Freud reader* (P. Gay, Ed.). W. W. Norton & Company.

Freud, S. (2003). *Beyond the pleasure principle*. Penguin Classics.

Unit II

Lacan, J. (1989). The mirror stage; The subversion of the subject and the dialectic of desire in the Freudian unconscious. In *Écrits: A selection* (A. Sheridan, Trans., pp. 1–7, 292–325). Routledge.

Lacan, J. (2004). The Freudian unconscious and ours. In *The four fundamental concepts of psychoanalysis* (A. Sheridan, Trans.). Routledge. (Original work published 1973)

Unit III

Fanon, F. (1986). *Black skin, white masks* (C. L. Markmann, Trans.). Pluto Press. (Original work published 1952)

Kristeva, J. (1986). Psychoanalysis and the polis. In T. Moi (Ed.), *The Kristeva reader* (pp. 231–246). Columbia University Press.

Unit IV

Althusser, L. (1969). Freud and Lacan. *New Left Review*, *55*, 65–76.

Butler, J. (1997). *The psychic life of power: Theories in subjection*. Stanford University Press.

Deleuze, G., & Guattari, F. (2004). *Anti-Oedipus: Capitalism and schizophrenia* (R. Hurley, M. Seem, & H. R. Lane, Trans.). Continuum. (Original work published 1972)

Zupančič, A. (2007). Psychoanalysis. In C. V. Boundas (Ed.), *The Edinburgh companion to twentieth-century philosophies* (pp. 249–266). Edinburgh University Press.

Žižek, S. (1989). *The sublime object of ideology*. Verso.

Suggested Readings

Copjec, J. (2015). *Reading my desire: Lacan against the historicists*. Verso.

Dolar, M. (2012). One divides into two. *E-flux*, *(33)*. https://www.e-flux.com/journal/33/68270/one-divides-into-two/

Dor, J. (1998). *Introduction to the reading of Lacan: The unconscious is structured like a language* (S. Fairfield, Trans.). Other Press.

McGowan, T. (2007). *The real gaze: Film theory after Lacan*. State University of New York Press.

Mitchell, J. (2000). *Psychoanalysis and feminism: The return to Freud* (2nd ed.). Basic Books.

Stavrakakis, Y. (1999). *Lacan and the political*. Routledge.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated

requirements of the University of having internal assessments and end-semester exams.

These include:
• The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
• Term papers provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non-governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 05: Political Theology Debates: Vedic and Buddhist

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 05: Political Theology Debates: Vedic and Buddhist	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course will introduce students to a select few original texts. We will focus on the debates between Buddhist and Vedic philosophers, through a selective reading of Kumarila Bhatt, Vasubandhu, Nagarjuna and Adi Shankara. The debates revolve around questions of epistemology and cognition and their relation to the Dhamma/Dharma and politics. The convergence of sovereign power (cakravartin) and dhamma will be explored.

Course Learning Outcomes:

This will give students a small window to the richness of Indian philosophical debates and also give them some grasp of the key conceptual categories that are foundational to Indian thinking on morality and politics.

Contents:

Unit I. What is Dhamma and Dharma?

Unit II. Kumarila Bhatt: The Poverty of perception or why Buddhism is not Dharma

Unit III. Is perception always self-cognition? The Buddhist response

Unit IV. 'Consciousness-only '(vijnapti-matrata-siddhi) as a critique of realism

Essential Readings:

Unit I
Patrick Olivelle, The Dharma Reader

Sankaracharya, Commentary to the Brihadarankya Upanishad, Translated by Swami Madhavananda, Advaita Ashram, Almora, 1950.

Unit II

Kumarila Bhatt, "The Determination of Perception" (Pratyakshaparichedda), in A Hindu Critique Middle Way, Translated by David J. Kalupahana, New York, State University of New York.

Nagarjuna, Mulamadhyamakakarika, English Translation: Nagarjuna: The Philosophy of the of Buddhist Epistemology, English Transaltion of Slokavarttika by John Taber, London and New York, Routledge, 2012.

Unit III

Vasubandhu, Vimsatika and Trimsatika. English Translation by Stefan Anacker. Seven works of Vasubandhu, the Buddhist psychological doctor. Issue 4 of Religions of Asia series. New Delhi, Motilal Banarsidass, 1984.

Unit IV

Adi Sankara, Dasasloki. English Translation by K.N. Subramanian, Varanasi, Rishi Publication, 1989.

Friedrich Nietzsche, The Will to Power, Translated by Walter Kaufmann and R.J. Hollingdale, Vintage Books, New York,1968.

Friedrich Nietzsche, On The Genealogy of Morals, Translated by Walter Kaufmann and R.J. Hollingdale, Vintage Books, New York, 1989.

Selections from the Pali Canon: Mahasatipatthana Suttam, Vipassana Research Institute, Igatpuri, 1993.

Suggested Readings

David J. Kalupahana, Nagarjuna's Mulamadhyamakarika, State University of New York, New York, 1986.

Stefan Anacker, Seven Works of Vasubandhu, Motilal Banarsidass, Delhi, 1998.
Schterbatsky, Buddhist logic, Vols. I & II, Motilal Banarsidass, Delhi, 2008.

Rahul Sankrityayana, Darshan aur Digdarshan, Kitab Mahal, Delhi, 2014.

Zhihua Yao, The Buddhist theory of self-cognition, Routledge, London and New York, 2005.

Jonardan Ganeri, The Concealed Art of the Soul: Theories of the Self and Practices of Truth in Indian Ethics and Epistemology, Oxford University Press, New Delhi, 2012.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

These include:

    • The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

    • Term papers provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 06: Comparative Political Theory

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 06: Comparative Political Theory	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course engages with the debates surrounding the contemporary status of normative political theory and its methodological underpinnings, postcolonial critiques of Eurocentric thinking, and contemporary reflections on comparative political theory.

Course Learning Outcomes

This course hopes to encourage deep reading and reflection, as well as discussion and writing, on methodological issues in political theory, both contextual and comparative.

Course Content:

Unit I. Deparochializing Political Theory: Explorations Beyond the Western Canon; What is Comparative Political Theory?

Unit II. Political Ideas across Time and Space; Diverse conceptions of 'the political'; Revisiting the Methods and Tools of Normative Political Theory ; The inevitability of comparative theorizing in a globalized world

Unit III. CPT: cross-cultural dialogue vs. methods-centered approach

Unit IV. CPT and the invitation to Global Political Theory

Essential Readings:

Unit I:

Black, A. (2011). The way forward in comparative political thought. *Journal of International Political Theory, 7*(2), 221–228.

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton: Princeton University Press.

Dallmayr, F. (2004). Beyond monologue: For a comparative political theory. *Perspectives on*

Politics, 2(2), 249–257.

Taylor, C. (1985). Understanding and ethnocentricity. In *Philosophy and the human sciences: Philosophical papers 2* (pp. 116–133). Cambridge: Cambridge University Press.

Tully, J. (2016). Deparochializing political theory and beyond: A dialogue approach to comparative political thought. *Journal of World Philosophies, 1*, 51–74.

Unit II:

Carens, J. H. (2004). A contextual approach to political theory. *Ethical Theory and Moral Practice, 7*(2), 117–132.

Cohen, G. A. (2003). Facts and principles. *Philosophy & Public Affairs, 31*(2), 211–245.

Stears, M., & Leopold, D. (Eds.). (2008). *Political theory: Methods and approaches*. Oxford: Oxford University Press.

Unit III:

Euben, R. L. (2006). Traveling theorists and translating practices. In *Journeys to the other shore: Muslim and Western travelers in search of knowledge* (pp. 20–46). Princeton: Princeton University Press.

Godrej, F. (2009a). Response to 'What is comparative political theory?'. *Review of Politics, 71*, 567–582.

Godrej, F. (2009b). Towards a cosmopolitan political thought: The hermeneutics of interpreting the other. *Polity, 41*(2), 135–165.

Jenco, L. K. (2007). "What does heaven ever say?": A methods-centered approach to cross-cultural engagement. *The American Political Science Review, 101*(4), 741–755.

March, A. (2009). What is comparative political theory? *Review of Politics, 71*, 531–565.

Unit IV:

Kohn, M., & Mc Bride, K. (2011). Postcolonial political theory and the problem of foundations. In *Political theories of decolonization: Postcolonialism and the problem of foundations* (pp. 14–34). Oxford: Oxford University Press.

Taylor, C. (2002). Modern social imaginaries. *Public Culture, 14*(1), 91–124.

von Vacano, D. (2015). The scope of comparative political theory. *Annual Review of Political Science, 18*, 465–480.

Williams, M. S., & Warren, M. E. (2014). A democratic case for comparative political theory. *Political Theory, 42*(1), 26–57.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. These include:
- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 07: Theorizing the Politics of Diversity

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 07: Comparative Political Theory	4	3	1	**Bachelor's degree in any course**	**None**

Course Objectives:

This course explores the normative and pragmatic dimensions of diversity in modern democratic societies. It investigates contemporary debates on multiculturalism, pluralism, and identity politics, with an emphasis on the accommodations of difference and their implications for citizenship and belonging. The course aims to develop a critical understanding of how liberal democracies negotiate the politics of recognition, representation, and redistribution.

Course Learning Outcomes:

By the end of this course, students will:

- Gain conceptual clarity on identity, diversity, and pluralism in democratic settings.
- Understand theoretical frameworks underpinning recognition, redistribution, and group rights.
- Critically engage with feminist and postcolonial critiques of multiculturalism.
- Analyze the contextual challenges of implementing diversity politics in postcolonial democracies.

Course Content:

Unit I: Identity and the Politics of Difference
   a) Understanding Culture, Ethnicity, Religion, Language, Caste, and Race
   b) Historical and political contexts of identity
   c) Problematizing essentialism and fixed categories

Unit II: Theorizing Recognition, Redistribution, and Group Rights
   a) The politics of recognition and redistribution
   b) Representation and multiculturalism
   c) Group Rights: Conceptual and Normative Debates

Unit III: Gender, Multiculturalism, and the Limits of Tolerance
   a) Feminist critiques of multiculturalism
   b) Gender justice and cultural practices

c) Minority within minorities: Intersectional dilemmas

Unit IV: Pluralist Frameworks and Postcolonial Contexts
a) Liberal accommodations, democratic negotiations, and egalitarian aspirations
b) Diversity and constitutionalism in postcolonial democracies
c) Challenges in implementing pluralist policies

Essential Readings:

Unit I: Identity and the Politics of Difference

Bhargava, R. (1999). Should we abandon the majority-minority framework? In D. L. Sheth & G. Mahajan (Eds.), *Minority identities and the nation-state* (pp. 169–205). Oxford University Press.

Gutmann, A. (1993). The challenge of multiculturalism in political ethics. *Philosophy and Public Affairs, 22*(3), 171–206.

Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.

Modood, T. (1998). Anti-essentialism, multiculturalism, and the "recognition" of religious groups. *Journal of Political Philosophy, 6*(4), 378–399.

Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Palgrave.

Taylor, C. (1991). Shared and divergent values. In R. Watts & D. Brown (Eds.), *Options for a new Canada* (pp. 53–76). University of Toronto Press.

Unit II: Theorizing Recognition, Redistribution, and Group Rights

Banting, K., & Kymlicka, W. (Eds.). (2006). *Multiculturalism and the welfare state: Recognition and redistribution in contemporary democracies*. Oxford University Press.

Fraser, N. (1997). *Justice interruptus: Critical reflections on the "postsocialist" condition*. Routledge.

Fraser, N., & Honneth, A. (2003). *Redistribution or recognition? A political-philosophical exchange*. Verso.

Kymlicka, W., & Norman, W. (2000). Citizenship in culturally diverse societies: Issues, contexts, concepts. In W. Kymlicka & W. Norman (Eds.), *Citizenship in diverse societies* (pp. 1–41). Oxford University Press.

Patten, A. (2014). *Equal recognition: The moral foundations of minority rights*. Princeton University Press.

Taylor, C. (1994). The politics of recognition. In A. Gutmann (Ed.), *Multiculturalism: Examining the politics of recognition* (pp. 29–73). Princeton University Press.

Williams, M. S. (1995). Justice toward groups: Political not juridical. *Political Theory, 23*(1), 67–91.

Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press.

Unit III: Gender, Multiculturalism, and the Limits of Tolerance

Okin, S. M. (2005). Multiculturalism and feminism: No simple questions, no simple answers. In A. Eisenberg & J. Spinner-Halev (Eds.), *Minorities within minorities: Equality, rights, and diversity* (pp. xx–xx). Cambridge University Press.

Phillips, A. (2007). *Multiculturalism without culture*. Princeton University Press.

Shachar, A. (2001). *Multicultural jurisdictions: Cultural differences and women's rights*. Cambridge University Press.

Unit IV: Pluralist Frameworks and Postcolonial Contexts

Carens, J. H. (2000). *Culture, citizenship, and community: A contextual exploration of justice as evenhandedness*. Oxford University Press.

Kivisto, P. (2002). *Multiculturalism in a global society*. Blackwell.

Kymlicka, W. (2007). *Multicultural odysseys: Navigating the new international politics of diversity*. Oxford University Press.

Mahajan, G. (1998). *Identities and rights: Aspects of liberal democracy in India*. Oxford University Press.

Tully, J. (1995). *Strange multiplicity: Constitutionalism in an age of diversity*. Cambridge University Press.

Facilitating the Achievement of Course Learning Outcomes

The Department employs a blend of formative and summative assessment methods to meet the University's evaluation standards. These include:

- Class presentations and discussions to assess analytical reasoning and interpretive ability.
- Term papers and written assignments that integrate theoretical insight with empirical exploration.
- Research-based projects that build capacity for independent academic inquiry and policy-oriented thinking.

Master of Arts in Political Science

PS-DSE 08: Politics and Ethnic Conflicts in Jammu & Kashmir

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 08: Politics and Ethnic Conflicts in Jammu & Kashmir	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course critically examines the historical, constitutional, political, and social dimensions of Jammu and Kashmir within the framework of the Indian Union. It seeks to explore the unique journey of the region from monarchical rule to democratic integration, highlighting the principles of federalism, diversity, and unity that shape India's constitutional ethos. The course aims to enable students to understand the region's ethnic complexities, challenges of terrorism and insurgency, and the evolving dynamics of electoral and identity politics. It encourages critical inquiry into the region's political transformations while reaffirming the importance of democratic institutions, constitutional values, and national sovereignty.

Course Learning Outcomes

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

1. Comprehend the historical evolution of the state of Jammu & Kashmir and its integration into the Indian Union.
2. Critically analyze the constitutional provisions, including Article 370 and its abrogation, and their implications for federalism.
3. Evaluate the role of political parties, identity politics, and electoral processes in shaping democratic participation in the region.
4. Understand the socio-political impact of terrorism, the forced exodus of communities, and human rights debates in the region.
5. Reflect on the resilience of India's democratic institutions in managing ethnic diversity and regional aspirations within a constitutional framework.

Course Content:

Unit I: State in Historical Perspective
   a) State and Society: A Historical Overview
   b) Transition from Kingship to Constitutional Democracy
   c) Instrument of Accession and the Maharaja of Kashmir

Unit II: Constitution within the Constitution

a) State Constitution and Governing Structures

b) Citizenship Rights

c) Abrogation of Article 370

Unit III: Political Parties and Electoral Politics

a) Legitimacy of Elections and Politics of Representation

b) Delimitation of Electoral Constituencies

c) Identity Politics: Kashmiriyat, Communalism and Communal Politics

Unit IV: Terrorism, Violence, and Exodus

a) Factors, Forces, and Nature of Terrorism in Kashmir

b) Exodus of Pundits from the Valley

c) Secessionism and Secessionist Politics

d) Debates and Controversies over Armed Forces Special Powers Act; Issues in Human Rights

Essential Readings:

Unit I: State in Historical Perspective

Menon, V. P. (1956). The story of the integration of the Indian states. Orient Longman.

Zutshi, C. (2017). Kashmir: A very short introduction. Oxford University Press.

Unit II: Constitution within the Constitution

Behera, N. C. (2007). Demystifying Kashmir. Pearson Education.

Ganguly, S. (1997). The crisis in Kashmir: Portents of war, hopes of peace. Cambridge University Press.

Government of India. (2021). Delimitation of the landscape of the Union Territory of Jammu & Kashmir. Ministry of Law and Justice, Government of India.

Unit III: Political Parties and Electoral Politics

Arakotaram, K. (2009). The rise of Kashmiriyat: People-building in 20th-century Kashmir. Columbia Undergraduate Journal of South Asian Studies, 1(1), 29–43.

Tremblay, R. C. (2010). Kashmir's secessionist movement resurfaces: Ethnic identity, community competition, and the state. Asian Survey, 49(6), 924–950.

Unit IV: Terrorism, Violence, and Exodus

Behera, N. C. (2010). A tangled web: Jammu & Kashmir, India. International Centre Quarterly, 37(3/4), 80–89.

DN. (1991). Kashmir and India. Economic and Political Weekly, 26(34), 1959–1961.

Jagmohan. (1991). My frozen turbulence in Kashmir. Allied Publishers.

Pandita, R. (2013). Our moon has blood clots: The exodus of the Kashmiri Pandits. Random House India.

Suggested Readings

Akbar, M. J. (2002). *Kashmir: Behind the Veil*. Roli Books.

Varma, B. (1988). *Insurgency and Counter-Terrorism*. Uppal Publishing House.

Facilitating the achievement of Course Learning Outcomes:

To ensure a well-rounded understanding of the complex issues surrounding Jammu and Kashmir, the Department adopts a multi-pronged pedagogical approach:

- Weekly lectures are supplemented by structured discussions to encourage analytical thinking and diverse perspectives grounded in India's democratic framework.
- Students will prepare and present on key themes such as constitutional developments, electoral shifts, and the political economy of conflict.
- Students will undertake critical writing assignments that engage with contemporary issues such as autonomy, insurgency, human rights, and governance reforms.
- The course will integrate official documents, legal judgments, and government publications to build direct engagement with institutional frameworks.

Master of Arts in Political Science

PS-DSE 09: Law, Crime and Politics in India

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 09: Law, Crime and Politics in India	4	3	1	Bachelor's degree in any course	None

Course Objectives

In this course, the aim is to understand the relationship between law, crime, judicial interventions and political processes. The students will explore this relationship by asking questions about law's origins (viz., the colonial state, a nationalist elite, popular struggles), the plural sites in which struggles around laws takes place, and the manner in which legal categories are produced and contested. In this context, it also aims to problematise the notion of crime, by locating the historical and political contexts within which definitions of crime and its transformations take place. Specific laws, judgments which enhance the frontiers of law, and government reports form a significant content of the course. Law and judicial pronouncements have to be woven into the dynamics of Indian politics and examined in their specific historical context as well as for their enduring significance in the larger political process. The course will identify in particular, the social and political forces, political and ideological divides that frame the contours of the debates on crime and law, and the relationships between the governmental institutions.

Course Learning Outcomes

This course presents intricate relationship between law, crime, judicial intervention. This will enable students to develop citizenship consciousness and negotiate social and political challenges through an understanding of law.

Course Content:

Unit I. Historical Understanding of criminal Justice system
Law, crime and colonialism, Indian Constitution and rule of law, criminal justice system in India

Unit II. Social crimes and laws
Crimes against women: sexual harassment and rape; Caste, atrocities and special laws; Custodial crimes: death, rape and torture.

Unit III. **Decriminalizing politics**

Criminalisation of politics and electoral laws

Unit IV: Extraordinary crimes and legal responses

Terrorism and extraordinary laws, offences against the state, waging war, conspiracy and sedition

Essential Readings:

Unit I. Historical Understanding of criminal Justice system

Andrew Altman, Arbitrary Government and the Rule of Law in Arguing About Law: An Introduction to Legal Philosophy, Boston: Wadsworth, pp.3-19, 1996.

Bernard S. Cohn, Law and the Colonial State in India in June Starr and Jane

Elizabeth Kolsky, A Note on the Study of Indian Legal History, Law and History Review, Fall 23(3), pp.703-706, 2005.

Elizabeth Kolsky, Colonial Justice in British India: White Violence and the Rule of Law, Cambridge: Cambridge Studies in Indian History and Society, 2010..

Herman Schwendinger and Julia Schwendinger, Social Class and the Definition of Crime, in TonyPlatt and Paul Takaji eds., Crime and Social Justice, London: Macmillan, 1981.

Jorg Fisch, Cheap lives and Dear Limbs, The British Transformation of the Criminal law.Wiesbaden, 1983.

Jorg Fisch, Law as a Means and as an End: Some Remarks on the Function of European and Non-European Law in Process of European Expansion, in W. J. Momsen and J.A. De Moor eds.,European Expansion and Law, Oxford and New York: Berg, 1992.

Kalpana Kannabiran and Ranbir Singh eds., Challenging the Rule(s) of Law: Colonialism, Criminology and Human Rights in India, New Delhi: Sage, 2008.

Michael R. Anderson, Classifications and Coercions: Themes in South Asian Legal Studies in the 1980s, South Asia Research, 10 (2), pp.158-177, 1990.

Naseer Hussain, The Jurisprudence of Emergency: Colonialism and the Rule of Law, Ann Arbor: Michigan University Press, 2003.

Satish Saberwal and Heiko Seivers ed, Rules, Laws, Constitutions, New Delhi: Sage, 1998.

Unit II. **Social crimes and laws**

Flavia Agnes, Protecting Women against Violence? Review of a Decade of Legislation, 1980-1989 in Partha Chatterjee ed., State and Politics in India, Oxford University Press, pp.521-565,1997, sixth impression 2004.

Girish Agrawal and Colin Gonsalves, Dalits and the Law, Human Rights Law Network, New Delhi, 2005

Kalpana Kannabiran, Tools of Justice: Non-discrimination and Indian Constitution, New Delhi: Routledge, 2012.

Pratiksha Baxi, Public Secrets of Law: Rape Trials in India, New Delhi: Oxford University Press, 2014.

Unit III. **Decriminalizing politics**

Landmark Judgements on Election Law, Election Commission of India, New Delhi, 2006

Unit IV: Extraordinary crimes and legal responses

Combatting Terrorism, Protecting by Righteousness, Eighth Report, Second Administrative Reforms Commission, June 2008.

Law Commission of India, Forty third report on Offences against the National Security, 1971

Michael Head, Crimes Against the State: From Treason to Terrorism, Surrey: Ashgate, 2011

Prakash Louis and R.Vashum, Extraordinary Laws in India, New Delhi: Indian Social Institute, 2002

Suggested Readings

Akhilshwar Pathak, Law, Strategies, Ideologies: Legislating Forests in Colonial India, Delhi: Oxford University Press, 2002.

Constitutionalism, London and New York: Routledge, 2008.

David Sugarman, ed., Legality, Ideology and the State, London and New York: Academic Press, 1983.

F.Collier, ed.,History and Power in the Study, New Directions in Legal Anthropology, Cornell University Press, Ithaca, pp.131-152, 1989.

Tarabout, G., & Samaddar, R. (Eds.). (2008). *Conflict, Power, and the Landscape of Constitutionalism*. Routledge India.

Kamala Sankaran and U.K. Singh, Towards Legal Literacy: An Introduction to Law in India, New Delhi: Oxford University Press, 2015.

Radhika Singha, A Despotism of Law: Crime and Justice in Early Colonial India, New Delhi: Oxford University Press, 1998.

Ranjit Guha, Chandra's Death in Ranajit Guha ed., Subaltern Studies, Volume V, Oxford: Oxford University Press, pp. 135-165, 1987, paperback ed., 1990.

Roger Cotterrell, The Politics of Jurisprudence: A Critical Introduction to Legal Philosophy, New Delhi: Oxford University Press, 2003.

Facilitating the Achievement of Course Learning Outcomes:

The course will use a combination of lectures, case studies, and discussions to help students critically engage with the relationship between law, crime, and politics in India. Key constitutional provisions, landmark judgments, and legal texts will be studied in historical and political context. Students will analyze laws related to social and political crimes, debate contemporary legal developments, and reflect on the role of the judiciary in shaping democratic governance. Through these methods, the course aims to build legal awareness, analytical skills, and citizenship consciousness.

Master of Arts in Political Science

PS-DSE 10: State Politics in India

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 10: State Politics in India	4	3	1	Bachelor's degree in any course	None

Course Objective

Politics in each state has its own internal dynamics, and it is different from others, multifacetedly. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other. This course attempts to examine the commonalities, diversities and perspectives to study state politics in India. It also seeks to examine the changing role of caste, class and community and their impact on state politics, particularly in the context of global market economy.

Course Outcome

The Course will familiarize the students with existing diversities among states in India and the need for addressing the important issues of development and governance. The changing role of primordial identities like caste and tribe will sensitize them towards the need for both social and political inclusion. Moreover, the contemporary challenges of liberalization and globalization will strengthen the cause of local governance from global perspective and global governance from local perspective.

Course Content:

Unit I: State Politics: Perspectives and Approaches
        a) Institutional
        b) Economical
        c) Developmental

Unit II: Patterns of State Politics
        a) Linguistic Dimensions
        b) Community Orientation
        c) Identity Formation

Unit III: Power and Participation

a) Parties and Party Politics

b) Political Representation

c) Mobilizations and Movements

Unit IV: Grassroots Governance

    a) Local Self Government – Panchayats and Municipalities

    b) Public Policies and their Implementation

    c) Cooperative Bodies and E-Governance

Essential Readings:

Unit I

Kumar, Ashutosh, (ed.) (2012). *Rethinking State Politics in India: Regions within Regions.* Delhi: Routledge.

Mukherjee, Rahul and Bibek Debroy (eds.) (2004). *India: The Political Economy of Reforms*. New Delhi: Rajiv Gandhi Foundation and Bookwell.

Rudolph, Lloyd and Susanne Rudolph (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press.

Singh, M P, Himanshu Roy and A P S Chauhan (eds.) (2017). *State Politics in India,* Delhi: Primus.

Unit II

Jenkins, Rob (2004). *Regional Reflections: Comparing Politics across India's States*. New Delhi: Oxford University Press.

Narain, Iqbal (1967). *State Politics in India*. Delhi: Meenakshi Prakashan.

Sinha, Aseema (2004). *The Regional Roots of Developmental Politics in India: A Divided Leviathan.* Indiana University Press.

Weiner, Myron (ed.) (1968). *State Politics in India*, Princeton: Princeton University Press.

Unit III

Chakrabarty, Bidyut (2006). *Forging Power: Coalition Politics in India*. New Delhi: Oxford.

Choudhary, Sunil K (2024). *India@75: A Changing Electoral Democracy*. Delhi: Aakar Books.

Kothari, Rajni (1970) (Reprint 2005). *Politics in India*. Delhi: Orient Longman.

Yadav, Yogendra (2000). 'Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s', in Francine R Frankel et al (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press.

Unit IV

Bagchi, Amaresh and John Kurian (2005). 'Regional Inequalities in India: Pre- and Post-Reform Trends and Challenges for Policy', in Jos Mooij (ed.). *The Politics of Economic Reforms in India*. New Delhi: Sage Publications.

Choudhary, Sunil K (2024). 'Grassroots Governance and Legislation', *Manthan* [Legislation Special], Year 45, No.1, January-March 2024.

Dhal, Sangita (2022). E-*Governance and Citizen Engagement: New Directions in Public Administration*. Delhi: Sage.

Hough, Eleanor M (2019). The Cooperative Movement in India. New Book Corner.

Facilitating the Achievement of Course Learning Outcomes:

This course adopts a comparative and thematic approach to analyze the diversity of state politics in India. Through lectures, regional case studies, and group discussions, students will critically examine issues of caste, class, identity, and governance at the state level. Emphasis will be placed on understanding electoral trends, decentralization, policy implementation, and the impact of globalization. The use of real-world examples, participatory exercises, and local governance frameworks will help students build analytical perspectives on federalism, inclusion, and democratic transformation across Indian states.

Master of Arts in Political Science

PS-DSE 11: Elections and Electoral Process in India

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if Any
		Lecture	Tutorial		
PS-DSE 11: Elections and Electoral Process in India	4	3	1	Bachelor's degree in any course	None

Course Objectives

The course acquires importance in view of the growing interest among students of Indian politics about the ways in which Indian citizens exercise their vote, contributing to the success of India's democracy. This course aims to understand the evolution of election studies in India. Furthermore, immense light would be thrown on the role of media in directing election campaigns and the need for reforms in conduct of elections and electoral system.

Course Learning Outcomes

The course familiarizes students with the role of the Election Commission of India in conducting free and fair elections in the context of the interplay between structure and agency. The course seeks to answer questions like: what influences voters' behaviour, and what is the possibility of simultaneous elections in India?

Course Content:

Unit I: Electoral Systems and Election Studies
   a) Classification of Electoral Systems
   b) Electoral Laws and Party System
   c) Evolution of Election Studies

Unit II: Election Commission and Electoral Reforms
   a) Interplay of Structure and Agency
   b) Model Code of Conduct and Violation
   c) Administration of Elections
   d) Reforms: Structural Reforms, Administrative Reforms, Finance Reforms

Unit III: Election Management and Campaigns
      a) Campaign Management
      b) Modes of Communication
      c) Manifestoes
      d) Speeches and Slogans

Unit IV: Voting Behaviour and Political Dynamics
      a) Role of Social Cleavages in Indian Elections: Exploring Caste, Class, Religion, Ethnicity and Gender
      b) Strategic / Tactical Voting
      c) Clientelism and Money

Essential Readings:

Unit I: Electoral Systems and Election Studies

Duverger, M. (1964). *Political parties: Their organization and activity in the modern state*. Methuen.

Hasan, Z. (Ed.). (2001). *Parties and party politics in India*. Oxford University Press.

Mair, P. (2006). Party system change. In R. S. Katz & W. Crotty (Eds.), *Handbook of party politics* (pp. 63–73). Sage.

Sartori, G. (2005). *Parties and party systems: A framework for analysis*. ECPR Press.

Sreedharan, E. (2002). The origins of the electoral system: Rules, representation, and power sharing in India's democracy. In Z. Hasan (Ed.), *India's living constitution* (pp. 344–369). Anthem Press.

Unit II: Election Commission and Electoral Reforms

McMillan, A. (2010). The Election Commission. In P. B. Mehta (Ed.), *The Oxford companion to politics in India* (pp. 98–116). Oxford University Press.

Quraishi, S. Y. (2014). *An undocumented wonder: The great Indian election*. Rupa.

Roy, A. (2012). Identifying citizens: Electoral rolls, the right to vote and the Election Commission of India. *Election Law Journal, 11*(2), 226–240.

Saxena, R. (2009). Is a centralized Election Commission compatible with federalism? *Think India Journal, 12*(2), 47–57.

Singh, U. K. (2012). Between moral force and supplementary legality: A Model Code of Conduct and the Election Commission of India. *Election Law Journal, 11*(2), 226–240.

Unit III: Election Management and Campaigns

Banducci, S. A., & Karp, J. A. (2003). How elections change the way citizens view the political system. *British Journal of Political Science, 33*(3), 443–467.

Chakrabarty, B., & Hazra, S. (2016). *Winning the mandate: The Indian experience*. Sage.

Norris, P., & Sanders, D. (2003). Message or medium? Campaign learning during the 2001 British general election. *Political Communication, 20*(3), 233–262.

Wallace, P. (2015). Introduction: Single party and strong leadership. In P. Wallace (Ed.), *India's 2014 elections: A Modi-led BJP sweep*. Sage.

Unit IV: Voting Behaviour and Political Dynamics

Ahmed, B. (1970). Caste and electoral politics. *Asian Survey, 10*(11), 979–992.

Blais, A., & Nadeau, R. (1996). Measuring strategic voting: A two-step procedure. *Electoral Studies, 15*(1), 39–52.

Chandra, K. (2004). *Why ethnic parties succeed? Patronage and ethnic head counts in India*. Cambridge University Press.

Evans, G. (2000). The continued significance of class voting. *Annual Review of Political Science, 3*(1), 401–417.

Heath, A., & Yadav, Y. (1999). United colours of Congress: Social profile of Congress voters, 1996 and 1998. *Economic and Political Weekly, 34*(34/35), 2518–2528.

Singh, M. P., & Saxena, R. (2003). *India at the polls*. Orient Longman.

Suggested Readings

Banducci, S. A., & Karp, J. A. (2003). Campaigns, media effects and electoral outcomes in comparative perspective. *British Journal of Political Science, 33*(3), 443–467.

Blais, A., Gidengil, E., Dobrzynska, A., Nevitte, N., & Nadeau, R. (2003). Candidate effects in the Canadian election of 2000. *Canadian Journal of Political Science, 36*(3), 657–664.

Chandra, K. (2007). Counting heads. In H. Kitschelt & S. I. Wilkinson (Eds.), *Patrons, clients and policies* (pp. 84–140). Cambridge University Press.

Chandra, K. (2016). *Democratic dynasties: State, party, and family in contemporary Indian politics*. Cambridge University Press.

Choi, J. (2009). Strategic voting in India. *Asian Survey, 49*(4), 609–624.

Converse, P. E. (2000). Assessing the capacity of mass electorates. *Annual Review of Political Science, 3*, 331–353.

Heath, A., & Evans, G. (1994). Tactical voting: Concepts, measurement and findings. *British Journal of Political Science, 24*(4), 557–561.

Kinder, D. R. (2006). Belief systems today. *Critical Review, 18*(1–3), 197–216.

Knutsen, O. (2004). Religious denomination and party choice. *International Political Science Review, 25*(1), 97–128.

Marsh, M. (2007). Objects of electoral choice in Ireland. *Party Politics, 13*(4), 501–528.

Ornit, S. (2017). *How India became democratic*. Penguin.

Riker, W. H., & Mair, P. (2002). Comparing party systems. In *Comparing democracies 2* (pp. 88–107). Sage.

Shah, G. (2010). Beyond caste voting. *Economic and Political Weekly, 45*(4), 54–61.
Shepard, M., & Jones, R. (2008). Candidate image and electoral preference. *British Politics, 3*(3), 324–349.

Wilkinson, S. I. (2005). Elections in India: Behind the Congress comeback. *Journal of Democracy, 16*(1), 153–167.

Yadav, Y. (2004). The elusive mandate of 2004. *Economic and Political Weekly, 39*(51).

Yadav, Y., & Palshikar, S. (2009). Between fortuna and virtu. *Economic and Political Weekly, 44*(39).

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. These include:
- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide a training ground for students to test their theoretical knowledge and develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research.
- Students are trained in undertaking election surveys

Master of Arts in Political Science

PS-DSE 12: Contemporary Debates in Indian Federalism

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 12: Contemporary Debates in Indian Federalism	4	3	1	Bachelor's degree in any course	None

Course Objectives

The interest in how India is governed, through its multilevel structures of federal democracy, received a significant boost when constitutional recognition was given to panchayati raj local self-government institutions. The salience of various intergovernmental institutions such as Independent Regulatory Institutions (SEBI, CABE), National Green Tribunal has increased in recent times. Moreover, the policy concerns requiring cooperation between centre and states have multiplied in recent times. The recent policies are related to infrastructure and construction (smart cities), environment, education and health, internal security etc. This course discusses new areas and perceptions of federalism studies in India.

Course Learning Outcome

The course explores varied dimensions of federalism and their relationship with the institutions of the state. It locates policy-making at the axis of intergovernmental interactions in the multilevel federal structure.

Course Content:

Unit I. Constitutional Organs in Federal Equilibrium
a) Legislative Federalism: Rajya Sabha as a Federal Second Chamber
b) Executive Federalism: Vertical And Horizontal Interactions
c) Judicial Federalism: Role of courts in federal jurisprudence

Unit II. Fiscal Federalism
a) Intergovernmental Transfers
b) NITI Aayog
c) Tax Reforms (GST)
d) Centrally Sponsored Schemes

Unit III. All India Services: A Unique Feature of Indian Federalism
a) Indian Administrative Service
b) Indian Forest Service
c) Cadre deputation

Unit IV: New Arenas in Federal Governance
a) Green Federalism: Natural Resources, Water Management, Climate Change
b) Gendering Federalism: Asymmetrical Provisions, Distribution of Competencies, Intergovernmental Relations, Gender Budgeting
c) Federal Issues: Education, Health and Internal Security

Essential Readings:

Unit I

Arora, B., Kailash, K. K., Saxena, R., & Suan, H. K. (2013). Indian federalism. In K. C. Suri (Ed.), *Indian democracy* (ICSSR Survey Research). Oxford University Press.

Akhtar Majeed. (2005). Republic of India. In J. Kincaid & A. Tarr (Eds.), *Constitutional origins, structure, and change in federal countries* (pp. [insert page numbers]). McGillQueen's University Press.

M. P. Singh, & Saxena, R. (2015). Intergovernmental relations in India. In J. Poirier, C. Saunders, & J. Kincaid (Eds.), *Intergovernmental relations in federal systems*. Oxford University Press.

Saxena, R. (2014). The Rajya Sabha: A federal second secondary chamber? In B. D. Dua, M. P. Singh, & R. Saxena (Eds.), *Indian Parliament: The changing landscape*. Manohar.

Saxena, R., & Singh, M. P. (2010). Role of judiciary in federalization of the Indian polity. In J. Erk & W. Swenden (Eds.), *New directions in federalism studies*. Routledge.

Saxena, R., & Swenden, W. (2017). The Indian Supreme Court and federalism. *Federalism and Regionalism Journal, 17*.

Unit II

Govinda Rao, M., & Singh, N. (2005). *The political economy of federalism in India*. Oxford University Press.

Swenden, W., & Saxena, R. (2017). Rethinking central planning: A federal critique of the Planning Commission. *India Review, 16*(1).

Swenden, W. (2019, May). 'Team India' and the NITI Aayog. Seminar: The Monthly Symposium, 717, 28–33. Retrieved from https://www.india-seminar.com/2019/717/717_wilfried_swenden.htm

Saxena, R., Dhingra, A., & Pathak, R. (2023). Centrally-sponsored schemes and cooperative federalism in India: A case study of Integrated Child Development Scheme. Indian Journal of Public Administration, 69(2), 261–274. https://doi.org/10.1177/00195561221149981

Unit III

Arora, B., & Radin, B. (Eds.). (2000). *The changing role of the All India Services*. University of Pennsylvania Institute of Advanced Study of India and Centre of Policy Research.

Saxena, R., & Ranjan, R. (2020). Indian Forest Service: Mandate and state governments. In R. Saxena (Ed.), *New dimensions in federal discourse in India* (pp. 51–59). Routledge India. https://doi.org/10.4324/9781003032663-4

Unit IV

Chakrabarti, P. G. D., & Srivastava, N. (Eds.). (2015). *Green federalism: Experiences and practices*. The Energy and Resources Institute.

Swenden, W. & Saxena, R. (2019). Environmental competencies in India's federal system. In K. Jorgensen & D. Raghunandan (Eds.), *Environmental policies in India*. Oxford University Press.

Saxena, R. (2018). Gendering federalism in India? *Occasional Paper*, Forum of Federations, Ottawa, Canada.

Jeffery, R. (2021). Health policy and federalism in India. Territory, Politics, Governance, 10(1), 67–85. https://doi.org/10.1080/21622671.2021.1899976

Saxena, R. (2023). Federalising Education: New Education Policy 2020 and the way ahead. In N. Akhtar (Ed.), Revolutionizing Education: Navigating the NEP 2020 era. New Delhi: VL Media Solutions.

Suggested Readings

Unit 1

Alonso, S. (2012). *Challenging the state: Devolution and the battle for partisan credibility. A comparison of Belgium, Italy, Spain and the United Kingdom*. Oxford University Press.

M. P. Singh. (2002). Towards a more federalized parliamentary system in India: Explaining functional change. *Pacific Affairs, 74*(4), 553–568.

Saxena, R. (2013). India: A hybrid federal-unitary state? In J. Loughlin, J. Kincaid, & W. Swenden (Eds.), *Routledge handbook of regionalism and federalism*. Routledge.

Watts, R. L. (2007). Federal second chambers compared. *Special Working Paper Series on Senate Reform 2007–2008*. Institute for Intergovernmental Relations, Queen's University.

Unit II

Govinda Rao, M. (2007). Republic of India. In A. Shah (Ed.), *The practice of fiscal federalism: Comparative perspectives* (pp. 151–177). McGill-Queen's University Press.

M. P. Singh, & Saxena, R. (2013). *Federalizing India in the age of globalization*. Primus Books.

Noronha, L., Srivastava, N., Datta, D., & Sridharan, P. V. (2009). Resource federalism in India: The case of minerals. *Economic and Political Weekly, 44*(8).

Unit III

Saxena, R (2022). The All India Services and Cadre Deputation. Economic and Political Weekly, 57(5).

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop a keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future

Master of Arts in Political Science

PS DSE 13: International Relations of South Asia

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 13: International Relations of South Asia	4	3	1	Bachelor's degree in any course	None

Course Objective

International relations of South Asia are based on the study of South Asia as a region. The course will consider a number of conceptual and policies 'questions and explore how the South Asian region has been transforming with the globalization of its economy, the resurgent ethnic conflicts, situated in a nuclearized security environment and the ever deepening and rapidly pervading connections with the global and local extremism and terrorism. The students will then be introduced to international relations theories and discuss their applicability to understand various strands of South Asian dynamics. Further, the course will cover a broad spectrum of security issues wherein focus is on the conflict between India and Pakistan; nuclear proliferation in the region; the spread of transnational terrorist forces; left wing insurgency and ethno-nationalistic conflicts. Besides, major issues and prospects involved in regional cooperation will also be discussed. Additionally, aspects relating to democratization, development, energy security and environmental concerns will also be dealt with. So, keeping in view the nature of South Asia's engagement with the complex global dynamics, the course attempts at touching upon the broad contours, which have shaped the diverse spectrum of international relations scholarship pertaining to the region.

Course Learning Outcome

By the end of the course, the students would have gained a fair understanding of the various theories of International relations and explore the myriad ways in which various issues pertaining to South Asia may be viewed through these theoretical lenses. The students would further be able to gauge the implications of such issues for the regional and global environments.

Course Content:

Unit I: Historicising and Defining the Concept of South Asia and its Understanding as a region

a) The Origins and nature of South Asian States.

b) Socio-Cultural Structures and the Post-colonial challenges of State construction and nation-building.

Unit II: Theorizing the "International" in South Asia

a) Limits of Structural realism and South Asian security.

b) Deterrence theory and Nuclearization of South Asia.

Unit III: Conflict and Cooperation in South Asia

a) Borders and Boundaries : Security Challenges

b) Internal Conflict and Porous Borders

Unit IV: Contemporary Issues in South Asia

a) Democratization and the Crises of Governance.

b) Migration, Refugee problems and their impact on peace, stability and development.

c) Human development.

d) Issues involved in sharing of water.

e) Issues of climate change.

f) Search for energy security

Essential Readings:

Unit 1: Historicising and Defining the Concept of South Asia and its Understanding as a region

Chatterjee, Partha (1993). The Nation and its Fragments: Colonial and Post Colonial Histories. Princeton NJ: Princeton University Press.

HM, S. K. (2020). The colonial genealogies of political decay and legitimation crises: an enquiry into the predicament of state-construction in post-colonial South Asia. India Quarterly, 76(2), 276-293.

HM, S. K. (2023). Colonial Governmentality and the Native Intellectual Response: Cultural Plurality, Imperial Education and the Foundations of Democratic Governance in Modern South Asia. Indian Journal of Public Administration, 69(2), 289-302.

HM, S. K. (2025). Orientalism, Liberalism and Colonial Governmentality: Deconstructing the Imperialized Historiography of Modern South Asia. Bloomsbury Publishing.

Kumar HM, S. (2022). An Orientalised Historiography and the Colonised Geography. Social Scientist, 50(3/4 (586-587), 3-22.

Talbot, I. (2016). A history of modern South Asia: Politics, states, diasporas. Yale University Press.

Unit II: Theorizing the "International" in South Asia

Barthwal-Datta, M. (2012). Understanding security practices in south Asia. Taylor & Francis.

Barthwal-Datta, M., & Basu, S. (2017). Reconceptualizing regional security in South Asia: A critical

security approach. Security Dialogue, 48(5), 393-409. (Original work published 2017)

Behera, N. C. (Ed.). (2008). International relations in South Asia: Search for an alternative paradigm. New Delhi: Sage Publications.

Buzan, Barry, and Ole Waever (2003), Regions and Powers: The Structure of International Security, Cambridge: Cambridge University Press.

Ganguly, S., & O'Donnell, F. (Eds.). (2022). Routledge Handbook of the International Relations of South Asia. Taylor & Francis Group.

HM, S. K. (2023). Decolonizing Grand Theories: Postcolonial Ontology, Historical Sociology and Mid-level Theories in International Relations. Springer Nature.

Unit III: Conflict and Cooperation in South Asia

Ahmed, Z. S. (2016). Regionalism and regional security in South Asia: The role of SAARC. Routledge.

Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the south asian association for regional cooperation (SAARC). Politics & Policy, 50(1), 154-179.

Chakma, B. (2018). SAARC and region-building: is South Asia a region?. Journal of the Indian Ocean Region, 14(2), 189-205.

DeVotta, Niel (2004), Blowback: Linguistic Nationalism, Institutional Decay, and Ethnic Conflict in Sri Lanka, Stanford: Stanford University Press.

Dixit, Kanakmani (2011), Peace Politics in Nepal: An Opinion from Within, Katmandu: Himal Publishers.

Ganguly, S. (2016). Deadly impasse. Cambridge University Press.

Ganguly, S. (2021). Mending fences: confidence-and security-building measures in South Asia. Routledge.

HM, S. K. (2023). Deconstructing India-Pakistan Relations: State Security and Colonial History. Taylor & Francis.

Miller, Benjamin (2010). "State, nations and the regional security order of South Asia", in T.V. Paul (ed.) South Asia's Weak States: Understanding the Regional Security Predicament, Stanford: Stanford University Press.

Saez, L. (2012). The South Asian association for regional cooperation (SAARC): An emerging collaboration architecture. Routledge.

Unit IV: Contemporary Issues in South Asia

Adeney, K., & Wyatt, A. (2004). Democracy in South Asia: Getting beyond the structure-agency dichotomy. Political Studies, 52(1), 1-18.

Bisht, M. (2019). From the edges of borders: reflections on water diplomacy in South Asia. Water Policy, 21(6), 1123-1138.

Bisht, M. (2025). Rational and Relational Paradigms: A Case Study of the Indus Basin. Water Alternatives, 18(1), 42-58.

Chellaney, B. (2013). Water, peace, and war: Confronting the global water crisis. Rowman & Littlefield

Chowdhory, N. (2018). Refugees, citizenship and belonging in South Asia. New Delhi: Springer.

Ebinger, C. K. (2011). Energy and Security in South Asia: Cooperation or Conflict? Brookings Institution Press. http://www.jstor.org/stable/10.7864/j.ctt127x8w

John, W. (2011). Water security in South Asia: Issues and policy recommendations. Observer Research Foundation.

Kar, M., Mukhopadhyay, J., & Deb Sarkar, M. (Eds.). (2021). South Asia and climate change: Unravelling the conundrum. Routledge.

Nandy, D., & Roy, S. (2022). Refugees, migration, and conflicts in South Asia: Rethinking lives, politics, and policy. Peter Lang.

Tiwari, N. (2021). Analysing the Status of Human Development in South Asia. In: Rahman, A., Tiwari, N. (eds) Development, Governance and Gender in South Asia. Springer, Singapore. https://doi.org/10.1007/978-981-16-5109-0_1

Tudor, M. (2013). Explaining democracy's origins: lessons from South Asia. Comparative Politics, 45(3), 253-272.

Suggested Readings

Unit 1

Bose, Sugata and Ayesha Jalal (2004). Modern South Asia: History, Culture, Political Economy, London: Routledge.

Ludden, David (2002). India and South Asia: A Short History, Oxford: One World Publishers.

Jalal, Ayesha (1995). Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press.

Pathak, Dev N. And Sanjeev Kumar H.M.(Ed.). Modern South Asian Thinkers. New Delhi: Sage.

Unit II

Sridharan, E. (ed.) (2011), International Relations Theory and South Asia. New Delhi: Oxford University Press.

Hewitt, Vernon M. (2005),The New International Relations of South Asia, Manchester: Manchester

University Press.

Kumar, Sanjeev H.M. (2014), 'Nuclear Weaponisation and the Nature of Conflict in South Asia', Turkish Journal of Politics, 5 (2) Winter, pp. 83-99.

Unit III

Behera, N. C., & South Asia Centre for Policy Studies. (2009). SAARC & beyond: Civil society and regional integration in South Asia.

Chatterjee, S. (2019). India's spatial imaginations of South Asia: Power, commerce, and community. Oxford University Press.

Singh, Deepak K. (2010), The Stateless in South Asia: The Chakmas Between Bangladesh and India. New Delhi: Sage India pvt ltd.

Unit IV

Ahmed, I., Dixit, A., & Nandy, A. (1999). Water, power and people: A South Asian manifesto on the politics and knowledge of water. Water Nepal, 7(1), 113-121.

Banerjee, Paula (2016). "Permanent exceptions to citizens: the stateless in South Asia", International Journal of Migration and Border Studies., 2(2) Pg no. 119-131.

Kohli, Atul (1991) . Democracy and Discontent: India's Growing Crisis of Governability. Cambridge: Cambridge University Press.

Kumar, Sanjeev H.M. (2006), "Democratic Paralysis in South Asia: Major Issues and India's Concerns", India Quarterly, 62[3]: 125-151.

Kumar, Sanjeev H.M.(2008), "Contesting Modernity: Crises of Democratisation in South Asia", India Quarterly, 64[4]: 124-155.

Samaddar, Ranabir (2016). "Forced migration situations as exceptions in history?", International Journal of Migration and Border Studies., 2(2) Pg no. 99-118.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. These include:
- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and in developing keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 14: Security Studies

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 14: Security Studies	4	3	1	**Bachelor's degree in any course**	**None**

Course Objectives

The course aims to provide students an introduction to the evolution of field of international security and discusses the notion of security through various theoretical frameworks. It deploys the use of sectors/vantage points to understand the new security agenda (political, economic, societal and environmental) and, emphasizes the salience of levels-of-analysis (individual, national, regional and global) in thinking about security. The course begins with the mainstream IR literature on the subject and then works its way towards understanding the security problematique of Third World with special focus on South Asian theorization of security.

Course Learning Outcomes

The students would gain an understanding of the mainstream and alternative theoretical approaches to security and shall be aware of the several sectors and levels of analysis that aim towards widening and deepening of the security agenda. The students shall be in a position to identify a particular security issue sectorally and analyse it using the core variables of an appropriate theoretical framework.

Course Content:

Unit I: Introducing Security Studies: Theoretical Approaches
   a) Structural Realism
   b) Critical Security Studies
   c) The Copenhagen School
   d) Feminist Conception

Unit II: Broadening the Security Agenda
   a) Environmental Security
   b) Economic Security and Migration

Unit III: Deepening the Security Agenda
   a) Human Security
   b) Regional Security
   c) Global Security

Unit IV: Security and the Non-Western World Third World
   a) Security Problematique of the Third World Countries
   b) South Asian Concept of Security

Essential Readings:

Unit I

Baldwin, D. A. (2000). The concept of security. In M. Shaheen (Ed.), *National and international security* (pp. 110–132). Routledge.

Booth, K. (1991). Security and emancipation. *Review of International Studies, 17*(4), 313–326.

Buzan, B., Wæver, O., & De Wilde, J. (2013). *Security: A new framework for analysis* (pp. 1–48). Lynne Rienner Publishers.

Tamang, D. (2016). Gendering international security: Seeing feminist theories as international relations. *International Studies, 50*(3), 226–239.

Waltz, K. N. (1959). *Man, the state, and war: A theoretical analysis* (pp. 224–238). Columbia University Press.

Waltz, K. N. (1979). *Theory of international politics* (pp. 79–128). Addison-Wesley.

Unit II

Akbulut, A. (2014). Environmental degradation as a security threat: The challenge for developing countries. *International Journal of Human Sciences, 11*(1), 1227–1237.

Pécoud, A., & de Guchteneire, P. (2006). International migration, border controls and human rights: Assessing the relevance of a right to mobility. *Journal of Borderlands Studies, 21*(1), 69–86.

Yunus, M. (2009). Economic security for a world in crisis. *World Policy Journal, 26*(2), 5–12.

Unit III

Buzan, B., & Wæver, O. (2003). *Regions and powers: The structure of international security* (pp. 27–88). Cambridge University Press.

Makinda, S. M. (1998). Sovereignty and global security. *Security Dialogue, 29*(3), 281–292.

Newman, E. (2010). Critical human security studies. *Review of International Studies, 36*(1), 77–94.

Unit IV

Acharya, A. (1995). The periphery as the core: The Third World and security studies. Centre for International and Strategic Studies, York University.

Ayoob, M. (1995). *The Third World security predicament: State making, regional conflict, and the international system* (pp. 1–45). Lynne Rienner Publishers.

Behera, N. C. (2008). The security problematique in South Asia: Alternative conceptualizations. In H. G. Brauch et al. (Eds.), *Globalization and environmental challenges* (Hexagon Series on Human and Environmental Security and Peace, Vol. 3, pp. 819–828). Springer.

Suggested Readings

Unit 1

Kolodziej, E. A. (2005). The foundations of security studies: Hobbes, Clausewitz, and Thucydides. In *Security and international relations* (pp. 48–76). Cambridge University Press.

Mearsheimer, J. J. (2014). *The tragedy of Great Power politics* (pp. 1–52). W. W. Norton & Company.

Singer, J. D. (1961). The level-of-analysis problem in international relations. *World Politics, 14*(1), 77–92.

Walt, S. M. (1991). The renaissance of security studies. *International Studies Quarterly, 35*(2), 211–239.

Unit II

Cable, V. (1995). What is international economic security? *International Affairs, 71*(2), 305–324.

De Wilde, J. (2008). Environmental security deconstructed. In H. G. Brauch et al. (Eds.), *Globalization and environmental challenges* (Hexagon Series on Human and Environmental Security and Peace, Vol. 3). Springer.

Unit III

Acharya, A. (2001). Debating human security: East versus the West. *International Journal, 56*(3), Summer, 442–460.

Bilgin, P., Booth, K., & Jones, R. W. (1998). Security studies: The next stage? *Nação e Defesa, 84*(2), 131–157.

Unit IV

Ayoob, M. (1991). The security problematic of the Third World. *World Politics, 43*(2), 257–283.

Buzan, B. (2011). The South Asian security complex in a decentering world order: Reconsidering *Regions and Powers* ten years on. *International Studies, 48*(1), 1–9.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research

Master of Arts in Political Science

PS-DSE 15: Power Transition and the Dynamics of Foreign Policy in International Relations

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 15: Power Transition and the Dynamics of Foreign Policy in International Relations	4	3	1	Bachelor's degree in any course	None

Course Objectives

Power Transition has both a structural and a dynamic form. Structurally, it envisions global politics as composed of a hierarchy of nations with varying degrees of cooperation and competition. It specifies the relative roles of nations within this hierarchy, the system of governing rules, and then outlines how powerful countries attempt to manage global politics. This course shall introduce the theoretical foundations of power transition in international relations, and the changing nature of power relationships that led to the dynamic structure of international system. Further, the foreign policy implications for the major global and regional powers – the United States, Russia, China, the European Union, BRICS and the African Union shall be examined through the lens of power transition in establishing a multi polar international system.

Course Learning Outcomes

By the end of the course, the student shall have a fair idea of power transition theory and would be able to analyze any foreign policy shifts, and altered structural arrangements caused by the changing power equations.

Course Content:

Unit I: Structure, Power and International Order
   a) Power Transition Theory in International Relations
   b) Evolution of Countries into the Great Power Status
   c) Changing Nature of Power Structure: Great Powers, Middle Powers and Emerging Powers.

d) Understanding International Systems: Bipolarity to Multipolarity

Unit II: Declining Hegemony and the Making of US Foreign Policy
a) Bipolarity and the Making of US hegemony
b) Cold War and the Making of United States' Permanent War Economy
c) The End of US Hegemony: Towards Multipolarity
d) From Hegemony to Imperialism?

Unit III: From Ideological Romanticism to Economic Realism: Russian and Chinese Foreign Policy in a Globalized World
a) Liberal Reforms and the Demise of the Soviet Union
b) Resurgent Russia and its Foreign policy
c) Debating the "Peaceful" Rise of China

Unit IV: Multilateralism and EU's, BRICS and AU's Foreign Policy
a) EU's Approach towards Global Politics
b) BRICS and the Perspectives on Global Governance
c) AU and call for Economic Development
d) Migration and Debates on Security

Essential Readings:

Unit I

Bussmann, M., & Oneal, J. R. (2007). Do hegemons distribute private goods? A test of power-transition theory. *The Journal of Conflict Resolution, 51*(1), 88–111.

DiCicco, J., & Levy, J. (1999). Power shifts and problem shifts: The evolution of the power transition research program. *The Journal of Conflict Resolution, 43*(6), 675–704.

Kennedy, P. (1987). *The rise and fall of great powers: Economic change and military conflict, from 1500 to 2000*. New York: Random House.

Lemke, D. (1997). The continuation of history: Power transition theory and the end of the Cold War. *Journal of Peace Research, 34*(1), 23–36.

Mearsheimer, J. (2001). *The tragedy of great power politics*. Norton.

Unit II

Calleo, D. P. (2008). The tyranny of false vision: America's unipolar fantasy. *Survival, 50*(5), 61–78.

Du Boff, R. B. (2003). U.S. hegemony: Continuing decline, enduring danger. *Monthly Review, 55*(77), 11–21.

Ferguson, N. (2004). *Colossus: The price of America's empire*. Penguin.

Foster, J. B., et al. (2008). The US imperial triangle and military spending. *Monthly Review, 6*(7), 19–37.

Hardt, M., & Negri, A. (2000). *Empire*. Harvard University Press.

Kurth, J. (2007). American way in the world. *Orbis, 59*(2), 21–32.

Wallerstein, I. (2003). US hegemony and the struggle for hegemony. *Monthly Review, 55*(77), 21–40.

Unit III

Dunlop, J. B. (1993). *The rise of Russia and the fall of the Soviet empire*. Princeton University Press.

Fakiolas, T. E., & Fakiolas, E. T. (2009). Domestic sources of Russia's resurgence as a global great power. *Journal of International and Area Studies, 16*(2), 91–106.

Gaidar, Y., & Bouis, A. W. (2007). *Collapse of an empire: Lessons for modern Russia*. Brookings Institution Press.

Koslowski, R., & Kratochwil, F. V. (1994). Understanding change in international politics: The Soviet Empire's demise and the international system. *International Organization, 48*(2), 215-247.

Kuchins, A. C. (Ed.). (2002). *Russia after the fall*. Carnegie Endowment for International Peace.

Lieven, D. (1995). The Russian Empire and the Soviet Union as imperial polities. *Journal of Contemporary History, 30*(4), 607–636.

Mohan, C. R. (2004). Debating China's 'peaceful rise': The rhyme of the ancient mariner. *Economic and Political Weekly, 39*(33), 3699–3702.

Plokhy, S. (2015). *The last empire: The final days of the Soviet Union.*

Rafass, T. (2012). *The Soviet Union – Federation or empire?* London: Routledge.

Tsygankov, A. P. (2016). *Russia's foreign policy: Change and continuity in national identity.* Lanham: Rowman & Littlefield.

Vinhas de Souza, L. (2008). *A different country: Russia's economic resurgence*. Centre for European Policy Studies.

Zubok, V. M. (2007). *A failed empire: The Soviet Union in the Cold War from Stalin to Gorbachev*. Chapel Hill: University of North Carolina Press.

Unit IV

Bindi, F. (2012). European Union foreign policy: A historical overview. In F. Bindi & I. Angelescu (Eds.), *The foreign policy of the European Union: Assessing Europe's role in the world* (pp. 11–29). Brookings Institution Press.

Biscoff, P. (Eds.). (2020). *African Foreign Policies: Selecting Signifiers to Explain Agency*. Routledge.

Duggan, N., Hooijmaaijers, B., Rewizorski, M., & Arapova, E. (2022). Introduction: 'The BRICS, Global Governance, and Challenges for South–South Cooperation in a Post-Western World'. *International Political Science Review*. 43(4), 469 –480

Greenhill, K. (2016). Open arms behind barred doors: Fear, hypocrisy, and policy schizophrenia in the European migration crisis. *European Law Journal, 22*, 317–332.

Jeffray, C. (2017). *Fractured Europe: The Schengen Area and European border security*. Australian Strategic Policy Group.

Monyae, D. & Ndzendze, B. (2021). *The BRICS Order: Assertive or Complementing the West?*, Palgrave Macmillan Cham

Rumelili, B. (2004). Constructing identity and relating to difference: Understanding the EU's mode of differentiation. *Review of International Studies, 30*(1), 27–47.

Srinivas, J. (2022). *Future of the BRICS and the Role of Russia and China*. Palgrave Macmillan Singapore.

Warner, J. & Shaw, T. M. (Eds.). (2018). *African Foreign Policies in International Institutions*. Palgrave Macmillan New York.

Suggested Readings:

Unit I

Gaddis, J. L. (1987). *The long peace: Inquiries into the history of the Cold War*. Oxford University Press.

Kaplan, M. (1968). Social theory and political science. *Social Research, 35*(1), 30–47.

Unit II

Ferguson, Y. H. (2008). Approaches to defining empire and characterising United States influence in contemporary world. *International Studies Perspectives, 9*(3), 272–280.

Lake, D. A. (1999). *Entangling illusions: American foreign policy in its century*. Princeton, NJ: Princeton University Press.

Unit III

Allison, R. (2008). Russia resurgent? Moscow's campaign to "coerce Georgia to peace." *International Affairs, 84*(6), 1145–1171.

Bakken, B. (2018). Introduction: 'Chinese Dream 'and Chinese reality; voices from the margins. In B. Bakken (Ed.), *Crime and the Chinese dream* (pp. 1–19). Hong Kong University Press

Chandler, A. (2004). *Shocking Mother Russia: Democratization, social rights, and pension reform in Russia, 1990–2001.* Toronto; Buffalo; London: University of Toronto Press.

Fairbank, J. K. (1966). The People's Middle Kingdom. *Foreign Affairs, 44*(4), 574–586.

Popov, V. (2008). Resurgent Russian economy? Putin's policy without Putin? *International Journal, 63*(2), 247–261.

Reid, S. E. (2002). Cold War in the kitchen: Gender and the de-Stalinization of consumer taste in the Soviet Union under Khrushchev. *Slavic Review, 61*(2), 211–252.

Tymoshenko, Y. (2007). Containing Russia. *Foreign Affairs, 86*(3), 69–82.

Unit IV

Bickerton, C. J. (2007). The perils of performance: EU foreign policy and the problem of legitimization. *Perspectives* (28), 24–42.

Hill, C. (2007). Bringing war home: Foreign policy making in multicultural societies. *International Relations*, 21(3), 259–281.

Huysmans, J. (2006). *The politics of insecurity: Fear, migration, and asylum in the EU.* Routledge.

Lundestad, G. (1998). *Empire by invitation: The United States and the European integration.* Oxford University Press.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 16: United States of America in the Transforming Global Order

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if Any
		Lecture	Tutorial		
PS-DSE 16: United States of America in the Transforming Global Order	4	3	1	Bachelor's degree in any course	None

Course Objectives

The way in which the United States of America is being critically analyzed and scrutinized in contemporary international relations indicates an underlying churning in the global order. We live in a complex and transforming global order where the rapidly changing beliefs, norms, and order are being pushed to an extent so as to test their limits. The United States of America, which has been the world's most powerful country, is protecting its turf in the global order. In doing so, it employs various methods and ingenuity that is rare to be seen. This paper will therefore reflect upon the theoretical insights of global order and study in depth the behaviour, pattern, and large array of activities conducted by the United States of America.

Course Learning Outcomes

The students will be introduced to contemporary international relations, which will help them to understand and factor in the diplomatic manoeuvres of the United States of America. It will therefore enable them to shape their own independent understanding of complex international events in the world and prepare them for future challenges. This course will also focus on India-US relations.

Course Content:

Unit I: Theoretical Insights into Global Order
   a) Making of the Global Order
   b) One World – Many World Debate
   c) Non-Western Understanding of Global Order
   d) Contesting Hegemony in Global Order

Unit II: Belief in American Exceptionalism

a) Understanding American Exceptionalism

b) Relevance of Wilsonian Ideology

c) Building an Empire

Unit III: United States as Permanent War Economy

a) Military Industrial Complex

b) Control over the Global Economy

c) Economic Aid as Strategy

Unit IV: The US-India Relationship

a) The Evolution of India-US Relations

b) The Nature of India-US Strategic Partnership in the 21st Century

c) India, the US, and the Changing World Order

Essential Readings:

Unit I

Acharya, A, and Barry B. (2010). "Why is there no non-Western international relations theory?: An introduction", in Acharya, Amitav and Barry Buzan, eds. Non-Western International Relations Theory: Perspectives on and Beyond Asia. London: Routledge. pp. 1-25.

Bull, H. (1977). The Anarchical Society: The Study of Order in World Politics, New York: Palgrave. Chapters 1, 2 and 3.pp. 3-73.

Hoffman, S. (1978). Primacy or World Order: American Foreign Policy since the Cold War, New York: McGraw-Hill. Chapter 1. pp. 5-32.

Hurrell, A. (2007). "One World? Many Worlds? The Place of Regions in the Study of International Society". International Affairs, 83(1): 127-146.

Hurell, A (2007). On Global Order. Power, Values and the Constitution of International Society. Oxford, UK: Oxford University Press. Chapter 10. pp. 239-261.

Ikenberry, G. J. (2012). Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order, Princeton, N.J.: Princeton University Press. Chapter 5. pp. 159-220.

Jacques M. (2009). When China Rules the World: The End of the Western World and the Birth of a New Global Order, New York: Penguin. Chapter 11.pp. 363- 413.

Khanna, P. (2008). The Second World: Empires and Influence in the New Global Order. New York: Random House. Chapter 14, pp. 329-355.

Unit II

Anthony, C. (2008). "American Democratic Interventionism: Romancing the Iconic Woodrow Wilson". International Studies Perspectives, 9(3): 239-253.

Calleo, D. P. (2008). 'The Tyranny of False Vision: America's Unipolar Fantasy', Survival. 50(5): 61-78.

Ceaser, J. W. (2012). "The Origins and Character of American Exceptionalism", American Political Thought, 1(1): 3-28.

Feruson, N. (2004). Colossus: The Price of America's Empire. New York: Penguin.Chapter 1. pp. 33-60.

Ferguson, Y. H. (2008). 'Approaches to Defining "Empire" and Characterizing United States Influence in the Contemporary World', International Studies Perspective. 9(3): 272-280.

Hardt, M. and Negri, A,. (2000). Empire. Cambridge, MA: Harvard University Press. Chapter 2.5. pp. 160-182.

Holsti, K. J. (2011). "Exceptionalism in American Foreign Policy: Is It Exceptional?" European Journal of International Relations 17(3): 381-404.

Skowronek, S. (2006). "The Reassociation of Ideas and Purposes: Racism, Liberalism, and the American Political Tradition", The American Political Science Review 100 (3): 385-401.

Smith, T. (2017). Why Wilson Matters: The Origin of American Liberal Internationalism and Its Crisis Today, New Jersey: Princeton University Press.Chapter 7. pp. 235-275.

Walt, S. M. (2011). "The Myth of American Exceptionalism", Foreign Policy, available at http://foreignpolicy.com/2011/10/11/the-myth-of-american-exceptionalism/

Unit III

Acharya N. (2016). The India-US Partnership $1 Trillion by 2030. Oxford University Press.

Boutton, A. and Carter D.B. (2014). "Fair-Weather Allies? Terrorism and the Allocation of US Foreign Aid", The Journal of Conflict Resolution, 58 (7): 1144-1173.

Estrada K.S. (2023). India and Order Transition in the Indo-Pacific: Resisting the QUAD as a 'Security Community. *The Pacific Review* 36, no. 2 378-405.

Foster, J.B., Holleman, H and McChesney, R.W. (2008). 'The US Imperial Triangle and Military Spending', Monthly Review. 6(7): 19-37.

Garrett, G. (2010). "G2 in G20: China, the United States and the World after the

Global Financial Crisis." Global Policy 1(1): 29-39.

Jain B.M. (2016). India-US Relations in the Age of Uncertainty An uneasy courtship. Routledge.

 Kapur S. P. and Ganguly S. (2007). The Transformation of U.S.-India Relations: An Explanation for the Rapprochement and Prospects for the Future," *Asian Survey* 47, no. 4 (2007): 642–656.

Mahapatra C. (1998). Pokhran II and After: Dark Clouds over Indo-US Relations. *Strategic Analysis* 22, no. 5 (1998): 711-720.

Malone D. (2011). *Does the Elephant Dance*? Oxford University Press. New Delhi.

Mattoo, A., and Subramanian, A. (2009). "From Doha to the Next Bretton Woods: A New Multilateral Trade Agenda." Foreign Affairs 88(1): 15-26.

Mohan C.R. (2004). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan, 2004.

Phillips, K. (2002). Wealth and Democracy: A Political History of the American Rich. New York: Broadway Books. Chapter 4.

Tarnoff, C. and Mariann L.L. (2018). "Foreign Aid: An Introduction to U.S. Programs and Policy", Congressional Research Service, 25 April 2018.

Unit IV

Acharya N. (2016). The India-US Partnership $1 Trillion by 2030. Oxford University Press.

Estrada K.S. (2023). India and Order Transition in the Indo-Pacific: Resisting the QUAD as a 'Security Community. *The Pacific Review* 36, no. 2 378-405.

Jain B.M. (2016). India-US Relations in the Age of Uncertainty An uneasy courtship. Routledge.

 Kapur S. P. and Ganguly S. (2007). The Transformation of U.S.-India Relations: An Explanation for the Rapprochement and Prospects for the Future," *Asian Survey* 47, no. 4 (2007): 642–656.

Mahapatra C. (1998). Pokhran II and After: Dark Clouds over Indo-US Relations. *Strategic Analysis* 22, no. 5 (1998): 711-720.

Malone D. (2011). *Does the Elephant Dance*? Oxford University Press. New Delhi.

Mohan C.R. (2004). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan, 2004.

Pant, H.V. (2014). Modi's Unexpected Boost to India-U.S. Relations," *Washington Quarterly* 37, no. 3 93-112.

Suggested Readings

Ahmed M. (2021). A Matter of Trust: India-US relations from Truman to Trump. Harper Collins Publishers.

Ambrosius, L.E. (1990). Woodrow Wilson and the American Diplomatic Tradition: The Treaty Fight in Perspective. Cambridge: Cambridge University Press.

Betts, R. K. (1978). "Analysis, War, and Decision: Why Intelligence Failures Are Inevitable." World Politics 31(1): 61-89.

Betts, R. K. (2005). "The Political Support System for American Primacy." International Affairs 81(1): 1-14.

Carig, C. and Fredrik L. (2009). America's Cold War: The Politics of Insecurity, Cambridge: Harvard University Press.

Chaudoin, S, Milner H.V., and Tingley D.H. (2010). "The Center Still Holds: Liberal Internationalism Survives." International Security 35(1): 75-94.

Denney D.S. (2007). *U.S.-India Military Relationship: Matching Expectations* Carlisle Barracks: U.S. Army War College, Pp. 21-22

Drezner, D. W. (2010). "Will Currency Follow the Flag?" International Relations of the Asia- Pacific 10(3): 389-414.

Ganguly, S., & Mason, M. C. (2019). *An Unnatural Partnership? The Future Of U.S.-India Strategic Cooperation*. Strategic Studies Institute, US Army War College. http://www.jstor.org/stable/resrep20080

Ganguly, Š., & Mason, M. C. (Eds.). (2021). *The future of U.S.–India security cooperation*. Manchester University Press. http://www.jstor.org/stable/jj.21996579

Glaser, C.L. (2013). "How Oil Influences U.S. National Security". International Security 38

Heine, J. (2007). 'Review: Empire Defanged? Non-US Perspectives on US Foreign Policy', International Political Science Review. 28(5): 531-543.

Hornat, J. (2021). Hegemonic stability in the Indo-Pacific: US-India relations and induced balancing. *International Relations*, *37*(2), 324-347. https://doi.org/10.1177/00471178211059253.

Hurell, A.(2016). Towards the Global Study of International Relations, Revista Brasileira de Política Internacional, 59(2): e008.

Jones, B. D. and S.J. (2017). "Civil Wars & the Post–Cold War International Order", Daedalus 146(4): 33-44.

Krasner, S. (1978). Defending the National Interest: Raw Materials Investments and U.S. Foreign Policy. Princeton, NJ: Princeton University Press.

Kupchan, C.A., and Trubowitz P.L. (2010). "The Illusion of Liberal Internationalism's Revival." International Security 35(1): 95-109.

Ladwig, W. C., & Mukherjee, A. (2019). India and the United States: The Contours of an Asian Partnership. *Asia Policy*, *14*(1), 3–18. https://www.jstor.org/stable/26642261

Layne, C. (2006). "The Unipolar Illusion Revisited: The Coming End of the United States' Unipolar Moment". International Security 31(2): 7-41.

Legro, J.W. (2012). "The Politics of the New Global Architecture: The United States and India." Strategic Analysis 36(4): 640-644.

Magdoff, H. (1969). The Age of Imperialism: Economics of US Foreign Policy. New York: Monthly Review.

Mahapatra, C. (2020). Indo-US Relations under the Biden Administration: Predictable Difficulties Ahead. *Indian Foreign Affairs Journal*, *15*(4), 280–285. https://www.jstor.org/stable/48630192

Mitchell, D. and Massoud T.G. (2009). "Anatomy of Failure: Bush's Decisionmaking Process and the Iraq War." Foreign Policy Analysis 5(3): 265-286.

Njolstad, O. (ed.). (2004). The Last Decade of the Cold War: From Conflict Escalation to Conflict Transformation, London: Frank Cass.

Nye J. (2002). The Paradox of American Power: Why the World's Only Superpower Can't Go It Alone. New York: Oxford University Press.

O'Rourke, R. and Moodie M. (2017). "U.S. Role in the World: Background and Issues for Congress", Congressional Research Service, available at https://fas.org/sgp/crs/row/R44891.pdf

Spiro, D. E. (1999). The Hidden Hand of American Hegemony: Petrodollar Recycling and International Markets, Ithaca: Cornell University Press.

Tourangbam, M. (2021). Shifting Geopolitics and Anatomy of India-US Relations. *Indian Foreign Affairs Journal*, *16*(2), 153–166. https://www.jstor.org/stable/48720487

Verma R. (ed.) (2025). India-US Convergence and Divergence under the Trump Administration. Routledge.

Vijayalakshmi, K. P. (2018). India–US Strategic Partnership: Shifting American Perspectives on Engaging India. *International Studies*, *54*(1-4), 42-61. https://doi.org/10.1177/0020881718791403 (Original work published 2017).

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community

development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 17: Public Policy in South Asia

Credit: 4   **Duration: 4 hours/ week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 17: Public Policy in South	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course adopts an interdisciplinary framework to critically examine public policy processes and governance structures in South Asia. It aims to equip students with the knowledge and analytical tools necessary to navigate complex policy environments, particularly within the developmental and institutional contexts of the Global South. Through comparative and critical approaches, the course explores how political, economic, and socio-cultural dynamics shape policy outcomes in South Asian countries.

Emphasis is placed on understanding the relationship between state institutions, political actors, civil society, and global forces in the formulation and implementation of public policy. The course also investigates key policy sectors—including health, education, environment, gender, and social protection—through empirical case studies and comparative analysis. Ultimately, students will gain a nuanced understanding of how public policies are conceptualized, rationalized, and executed within the diverse policy landscapes of South Asia.

Course Learning Outcomes

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

1. Understand and explain major theoretical approaches to public policy and apply them in comparative South Asian contexts.

2. Critically analyze the roles of institutions, political and bureaucratic actors, and socio-economic structures in the policy-making process.

3. Evaluate the influence of civil society, corporate actors, international agencies, and multilateral institutions on public policy in South Asia.

4. Develop foundational skills in policy analysis, planning, and evaluation, with particular emphasis on complex governance environments in the Global South.

Course Content:

Unit I: Public Policy in Comparative Perspective
      a) Evolution of Comparative Policy Theory
      b) South Asian Contexts: Historical and Geographical Specificities
      c) Politics–Administration Interface

Unit II: Policy Institutions and Actors in South Asia
      a) Bureaucracy and Political Executives
      b) Legislatures and Specialized Policy Institutions
      c) Civil Society and Policy Networks

Unit III: Comparing Public Policies in South Asia
      a) Urban Housing
      b) Environmental and Water Governance
      c) Sanitation and Public Health

Unit IV: Non-State and Global Actors in Policy-Making
      a) Civil Society and Citizen Engagement (NGOs, Cooperatives, Social Action Groups)
      b) Corporate Actors and Multinational Corporations
      c) Global Institutions and Policy Transfer (e.g., WTO, UN, World Bank)

Essential Readings:

Unit I: Public Policy in Comparative Perspective

DeLeon, P., & Vogenbeck, D. M. (2019). *Policy sciences at the crossroads*. In F. Fischer, G. J. Miller, & M. Sidney (Eds.), *Handbook of public policy analysis* (pp. 1–10). Routledge.

Gupta, K. (2012). *Comparative public policy: Using the comparative method to advance our understanding of the policy process. Policy Studies Journal*, 40(S1), 11–26.

Howlett, M., & Ramesh, M. (2003). *Studying public policy: Policy cycles and policy subsystems*. Oxford University Press.

Koehler, G., & Chopra, D. (2014). *Development and welfare policy in South Asia*. Routledge.

Unit II: Policy Institutions and Actors in South Asia

Haque, M. S. (2001). *The diminishing publicness of public service under the current mode of governance. Public Administration Review*, 61(1), 65–82.

Mathur, K. (2013). *Public policy and politics in India: How institutions matter*. Oxford University Press.

Painter, M., & Peters, B. G. (2010). *Tradition and public administration*. Palgrave Macmillan.

Wagle, U. R. (2014). *Political participation and civic engagement in South Asia: Trends, patterns, and determinants. Asian Journal of Political Science*, 22(2), 113–133.

Unit III: Comparing Public Policies in South Asia

Bandyopadhyay, J. (2009). *Water governance in South Asia: Issues and challenges*. *International Journal of Water Resources Development*, 25(2), 157–171.

Harris, D. (2015). *Sanitation and public health in South Asia: Policy challenges and opportunities*. *IDS Bulletin*, 46(2), 50–58.

Raza, R. (2020). *Environmental governance in South Asia: Legal and institutional challenges*. *Asian Journal of Comparative Politics*, 5(3), 157–170.

Shatkin, G. (2014). *Contesting the Indian city: Global visions and the politics of the local*. *International Journal of Urban and Regional Research*, 38(1), 74–92.

Unit IV: Non-State and Global Actors in Policy-Making

Kamat, S. (2004). *The privatization of public interest: Theorizing NGO discourse in a neoliberal era*. *Review of International Political Economy*, 11(1), 155–176.

Nay, O. (2014). *International Organisations and the Production of Hegemonic Knowledge: How the World Bank and OECD Helped Invent the Fragile State Concept*. *Third World Quarterly*, 35(2), 243–256.

Shankar, S., & Mehta, P. B. (2008). *Courts and socioeconomic rights in India*. In Gauri & Brinks (Eds.), *Courting Social Justice*. Cambridge University Press.

Facilitating the achievement of course Learning Outcomes:

The Department employs a variety of pedagogical tools to facilitate learning and assess student performance, in accordance with university guidelines. These include:

- Regular classroom engagement through discussions and student-led presentations cultivates analytical reasoning, comparative thinking, and effective communication skills.
- Assignments that encourage critical engagement with course themes, policy evaluation, and real-world problem-solving.
- Opportunities to connect theory with practice, especially in the context of South Asian governance challenges.
- Structured evaluations to test conceptual understanding, analytical depth, and the ability to apply theoretical frameworks to empirical contexts.

Master of Arts in Political Science

PS-DSE 18: Urban Governance

Credits: **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial/Practical		
PS- DSE 18 Urban Governance	4	3	1	Bachelor's degree in any course	None

Course Objectives
- Understanding the theoretical foundations and global frameworks of urban governance.
- Analyze the institutional and policy structures of urban governance in India.
- Explore challenges like informality, inequality, infrastructure, environment, and participation in urban contexts.
- Equip students with practical and critical tools to assess and engage with urban governance policies and reforms.

Course Learning Outcomes
- By the end of this course, students will be able to: Understand key ideas and global discussions around how cities are governed.
- Clearly explain how urban governance works in India, including laws, institutions, and policies.
- Identify major problems cities face today, like inequality, lack of services, and informal settlements, and environmental issues.
- Appreciate the importance of people's participation, gender sensitivity, and inclusive decision-making in city planning.
- Use what they learn to study real-life examples and suggest ways to improve urban governance and citizen.

Course Content:

Unit I: Foundations of Urban Governance
a) Urbanization and its governance challenges
b) Theoretical perspectives: David Harvey, Henri Lefebvre, Michel Foucault
c) Models of Urban Governance: Managerial, Entrepreneurial, Participatory

Unit II: Institutional Structures and Legal Frameworks in India

a) 74th Constitutional Amendment Act

b) Roles of Municipal Corporations, Councils, and Nagar Panchayats

Unit III: Urban Planning

a) Management of water and sewerage systems

b) Urban land Use and effect of migration

c) Transportation infrastructure and smart cities initiatives

Unit IV: Participatory and Inclusive Urban Governance

a) Gender perspectives and inclusive governance

b) Participatory Budgeting – Concepts and Meaning; Case Studies: Pune, Delhi, Kerala, Gujarat (Government Initiative)

c) Urban social movement and the Right to the City

d) Citizen participation and ward committees

Essential Readings:

Unit I

Foucault, M. (1991). Governmentality.

Harvey, D. (2012). Rebel Cities

Opportunities and Risks of the "New Urban Governance" in India. (n.d.). https://www.jstor.org/stable/26197975

Pierre, J. (2011). The Politics of Urban Governance.

UN-Habitat (2020). World Cities Report – The Value of Sustainable Urbanization. United Nations Human Settlements Programme. https://unhabitat.org.

Unit II

Government of India. (1992). *The Constitution (Seventy-fourth Amendment) Act, 1992*. Ministry of Law and Justice.

Mathur, O.P. Urban Local Governments in India, NIPFP

Ministry of Housing and Urban Affairs. Manual on the 74th Constitutional Amendment.

Sivaramakrishnan, K.C. Power to the People?

Unit lll

Benjamin, S. (2008). "*Occupancy Urbanism" in urban studies*.

Bhan, G., Srinivas, S., & Watson,V. (2018). *The Routledge Companion to planning in the. Global*

South.

NITI Aayog. (2018, March 31). *Sustainable urban transport is the way forward*. NITI Aayog. https://www.niti.gov.in/sustainable-urban-transport-way-forward

Roy, A. (2009). *"Why India cannot plan it's cities" in planning theory*.

Unit lV

Appadurai, A. (2001). *Deep Democracy. Governmentally and the Horizon of Politics*.

Citizen participation and ward committees Ghertner, D.A. (2015). *Rule by Aesthetics: World Class City Making in Delhi.*

Heller, P., Harilal, K. N., & Chaudhuri, S. (2007). Building local democracy: Evaluating the impact of decentralization in Kerala, India. *World Development*, 35(4), 626–648.

Isaac, T. M. T., & Heller, P. (2007). Democracy and development: Decentralized planning in Kerala. *World Development*, 35(4), 626–648. https://doi.org/10.1016/j.worlddev.2006.07.001

Roy, A. (2009). *The Right to the City*. *New Left Review*, 53.

Sanskriti, M., Madhale, A., & Amarnath (2013). *Participatory budgeting in Pune: A critical review*. Centre for Environment Education. http://.in/wp-content/uploads/2019/04/PB-Pune-a-critical-review.pdf

UN-Habitat. (2020). *Gender-responsive urban planning and design*. United Nations Human Settlements Programme. https://unhabitat.org/gender- ourpuneourbudget responsive-urban-planning-and-design

World Bank. (2003). *Case study 3: Gujarat, India – Participatory approaches in planning and financing urban infrastructure* (Water and Sanitation Program Case Study).

Suggested Readings

Unit I

Dupont, V. (2008). Slum demolitions in Delhi since the 1990s: An appraisal. *Economic and Political Weekly*, 43(28), 79–87.

Ministry of Housing and Urban Affairs (India) India Habitat III National Report (2016).

Unit II

Sivaramakrishnan, K. C. (2013). Revisiting the 74th Constitutional Amendment for better metropolitan governance. Economic & Political Weekly, XLVIII (13), 86–93.

"Unpacking Local SelfGovernment: The Uncertain Power of Cities in India." (2018). https://www.jstor.org/stable/27005212

Unit III

Migration and exclusionary urbanisation in India (2007). Discusses how migrant flows shape spatial exclusion. https://www.jstor.org/stable/23251688

Smart mobility in India: Urban mobility solutions (2019). Comprehensive overview of ITS, BRTS, e-vehicles, and transit integration. https://social-innovation.hitachi/en-in/knowledge-hub/techverse/smart-mobility-india

World Bank's urban water report on India: Institutional reform (2011). Explores public–private partnerships and financial governance of urban water services. https://www.jstor.org/stable/41720403

Unit IV

Kumari, R. (2023). Towards GenderInclusive Cities: Prioritizing Safety Parameters for Sustainable Urban Development Through AHP. *International Journal of Sustainable Building Technology & Urban Development*, 30, 361–374. https://www.sbt-durabi.org/articles/xml/Abem/

Kumar, S., & Ghosh, A. K. (2024). *Mapping Women's Leadership in Cities in India*. ORF Expert Speak.

Reports by respective State Finance Commissions Lefebvre, H. (1991). The Production of Space

Facilitating the achievement of Course Learning Outcomes:

This course combines theoretical grounding with empirical analysis and participatory learning to facilitate the achievement of the Course Learning Outcomes. Core concepts from leading urban theorists will be taught through lectures and critical readings. Students will engage with the institutional and legal dimensions of urban governance in India, particularly focusing on the 74th Constitutional Amendment and the roles of municipal bodies. Contemporary urban challenges will be explored through applied discussions and policy analysis, including informality, inequality, and infrastructure. The course will also integrate inclusive governance practices by examining gender perspectives and participatory mechanisms, encouraging students to assess urban governance models and propose contextually relevant reforms critically.

Master of Arts in Political Science

PS-DSE 19: Public Institutions and Governance

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 19: Public Institutions and Governance	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course aims to understand the foundations of Institutions, particularly public institutions and their publicness. It focuses on the processes of (de) hybridizing relationships between the public and the private and the salience of governance in it, both theoretically and at the Indian-context level. It provides students with an understanding of accountability challenges, transparency, and effectiveness in governance and the evolving relationship between state, society, and markets. The role of institutions and governance in implementing and analyzing public policy in India is the touchstone of the course.

Course Learning Outcomes

It enables the student to grasp the public sector's governance vis-à-vis the private sector, development processes, accountability and regulation issues, and social and physical infrastructure development. The course equips students to do research in the areas of public policy and governance issues.

Course Content:

Unit I: Public Institution and Development
a) State versus Markets
b) Structural Adjustment Programs to Comprehensive Development Framework.
c) Administration and Civil Service Reforms: Engagement and Accountability

Unit II: Public Finance and Management
a) Budget, deficit & subsidies
b) Financial Management & Accountability
c) Privatization, Public-Private Partnership, Service Delivery & Regulation
d) Public Enterprises in India

Unit III: State Governments: Comparative Development Performance
  a) Water
  b) Sanitation and Wastewater
  c) Transport
  d) Power

Unit IV: Social Development: Issues, Policies & Challenges
  a) Health & Population
  b) Education and Social Development

Essential Readings:

Unit I

Government of India. (2005). *Second Administrative Reforms Commission: 1st Report – Right to Information: Master Key to Good Governance*. Ministry of Personnel, Public Grievances and Pensions. https://darpg.gov.in/sites/default/files/rti_masterkey1.pdf

Leftwich, A. (1995). Bringing politics back in: Towards a model of the developmental state. *The Journal of Development Studies, 31*(3), 400–427.
Mehta, P. B. (Ed.). (2017). *Rethinking public institutions in India* (C. 2017th ed.). Oxford University Press.

Stiglitz, J. E. (1998). More instruments and broader goals: Moving toward the post-Washington Consensus. *WIDER Annual Lectures*, 2. United Nations University. https://www.wider.unu.edu/publication/more-instruments-and-broader-goals-0

World Bank. (2000). *Reforming public institutions and strengthening governance: A World Bank strategy*. World Bank.
https://documents1.worldbank.org/curated/en/994411468766776323/pdf/Reforming-public-institutions-and-strengthening-governance-a-World-Bank-strategy.pdf

Unit II

Government of India. (2025). *Union budget 2025–26*. Ministry of Finance. https://www.indiabudget.gov.in

Hanson (1971). *A. H. Managerial Problems of Public Enterprises India*.

Planning Commission of India. (2010). *Public-private partnership in infrastructure: A compendium of case studies*. Government of India.
https://www.pppinindia.gov.in/report/Compendium_July8.pdf_1685172056.pdf

Sen, S. (2019). *The State of India's public services: Benchmarking governance and service delivery*

across Indian states. Oxford University Press.

Unit III

Government of India. (2020). *Report of the Working Group on Urban Transport for the Twelfth Five Year Plan*. Ministry of Housing and Urban Affairs.
https://www.mohua.gov.in/upload/uploadfiles/files/UT_FYP_12.pdf

Kumar, A. (Ed.). (2011). *Rethinking state politics in India: Regions within regions*. Routledge.

Mehta, L. (Ed.). (2010). *The politics and poetics of water: Naturalising scarcity in western India*. Orient BlackSwan.

NITI Aayog. (2023, July). *Report on water neutrality framework for Indian industry*. https://www.niti.gov.in/sites/default/files/202308/Report_on_Water_Neutrality_Framework_WR%26LR_vertical.pdf

Planning Commission. (2014). *Integrated energy policy: Report of the Expert Committee*. Government of India. https://lpr.adb.org/sites/default/files/resource/846/india-integrated-energy-policy.pdf.pdf

United Nations Children's Fund (UNICEF), & World Health Organization (WHO). (2021). *Progress on household drinking water, sanitation and hygiene 2000–2020: Five years into the SDGs*. https://www.who.int/publications/i/item/9789240030848

World Bank. (2019). *WASH poverty diagnostic Initiative*. World Bank Group. https://www.worldbank.org/en/topic/water/publication/wash-poverty-diagnostic

Unit IV

NITI Aayog & Ministry of Health & Family Welfare. (2021). *Healthy States, Progressive India: Health Index Round I–III (2017–2020)*. NITI Aayog. https://www.niti.gov.in/sites/default/files/2023-02/SHI_Round_one%20_Report_09102021.pdf

NITI Aayog. (2019). *School Education Quality Index (SEQI)*. NITI Aayog. https://www.niti.gov.in/sites/default/files/2019-09/seqi_document_0.pdf

NITI Aayog. (2024). *Expanding Quality Higher Education through States and State Public Universities: Policy Report*. NITI Aayog. https://www.niti.gov.in/sites/default/files/2025-02/Expanding-Quality-Higher-Education-through-SPUs.pdf

Suggested Readings

Unit 1
Fukuyama, F. (2013). What is governance? *Governance, 26*(3), 347–368. https://datamx.io/dataset/9e67de6e-0ab0-48be-ab24-9f4bcff118ff/resource/fc5f0b3f-c54a-4c8e-b1f7-0e5a90b5515a/download/whatisgovernance.pdf

Robinson, Mark & White Gordon (Eds) (1999). *The Democratic Developmental State: Politics and Institutional Design*. Oxford University Press.

UNDP. (2007). *Public administration reform: Practice note*. United Nations Development Programme. https://www.undp.org/sites/g/files/zskgke326/files/publications/PARPN_English.pdf

Unit II
Bhargava, R. C. (2013). *The Maruti story: How a public sector company put India on wheels*. Collins Business.

Unit III
Centre for Science and Environment. (2012). *Excreta matters: How urban India is soaking up water, polluting rivers and drowning in its own waste* (Vol. 1 & 2). CSE.

Government of India. (2019). *Jal Jeevan Mission operational guidelines*. Ministry of Jal Shakti, Department of Drinking Water and Sanitation.
https://jaljeevanmission.gov.in

Unit IV
Dreze, Jean & Sen, Amartya (1995). *India: Economic Development & Social Opportunity*. Oxford University Press.

Ministry of Education. (2020). *National Education Policy 2020*. Government of India.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 20: The Political in Local Governance

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 20: The Political in Local Governance	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course introduces students to the politics of local governance within the broader framework of development and decentralization. It offers a theoretical and practical understanding of how institutional architectures, policy frameworks, and power relations shape governance outcomes at the grassroots level. Special emphasis is placed on rural–urban interfaces, decentralization laws including PESA, and participatory development.

Course Learning Outcomes

Upon completion of this course, students will be able to:
- Comprehend the role of local institutions in development governance.
- Critically analyze decentralization through a political lens.
- Assess the interplay of rural–urban dynamics and power asymmetries.
- Evaluate the institutional frameworks governing development and participation.
- Interpret the impact of legislations like PESA and 74th CAA on democratic deepening.

Course Content:

Unit I: Locating the Local in Development
  a) Economic development and the evolution of localism
  b) Historical perspectives on centralisation vs. decentralisation
  c) Conceptualising "local" in governance and development theories

Unit II: Understanding Rural–Urban Interface
  a) Defining the rural–urban continuum: space, identity, and function
  b) Peri-urbanization and hybrid spaces

Unit III: Institutional Frameworks and Legal Architecture

a) Political executives, planning institutions, and state-local interfaces

b) Implementation agencies and delivery mechanisms

c) Constitutional Amendments: 73rd, 74th, and PESA Act (1996)

Unit IV: Participatory Development and the Urban–Rural Continuum

a) Decentralized planning: case studies from states

b) Role of NGOs, citizens 'groups, and social audit mechanisms

c) Social movements in local governance

Essential Readings:

Unit I: Locating the Local in Development

Bardhan, P. (2002). Decentralization of governance and development. *Journal of Economic Perspectives*, *16*(4), 185–205.

Meier, G. M. (2001). The old generation of development economists and the new. *World Development*, *29*(11), 1875–1886.

Sen, A. (1999). *Development as freedom* (Ch. 6: The importance of democracy). Oxford University Press.

Singh, S., & Menon, A. (Eds.). (2024). *Environmental politics at the local: Natural resource governance in India*. Orient BlackSwan.

Unit II: Understanding Rural–Urban Interface

Bhagat, R. B. (2011). Emerging pattern of 127rbanization in India. *Economic and Political Weekly*, *46*(34), 10–12.

Narain, V., Anand, P. S., & Banerjee, P. (2013). *Periurbanization in India: A review of the literature and evidence* (Urbanization and Emerging Population Issues Working Paper 7). IIED–UNFPA.

Ravetz, J., Fertner, C., & Nielsen, T. S. (2013). The dynamics of peri-urbanization. In K. Nilsson et al. (Eds.), *Peri-urban futures: Scenarios and models for land use change in Europe* (pp. 13–44). Springer.

Tacoli, C. (1998). Rural–urban interactions: A guide to the literature. *Environment and Urbanization*, *10*(1), 147–166.

Unit III: Institutional Frameworks and Legal Architecture

Baviskar, B. S., & Mathew, G. (Eds.). (2009). *Inclusion and exclusion in local governance: Field studies from rural India*. Oxford University Press.

Johnson, C. (2003). *Decentralisation in India: Poverty, politics and Panchayati Raj* (ODI Working

Paper 199). Overseas Development Institute.

Kumar, S. (2006). Local government and decentralised planning in India. *Indian Journal of Public Administration*, *52*(3), 365–379.

Mathew, G. (2000). Status of Panchayati Raj in the states of India, 1994. *Economic and Political Weekly*, *35*(10), 587–590.

 Unit IV: Participatory Development and the Urban–Rural Continuum

De Wit, J., & Berner, E. (2009). Progressive patronage? Municipalities, NGOs, CBOs and the limits to slum dwellers 'empowerment. *Development and Change*, *40*(5), 927–947.

Isaac, T. M. T., & Franke, R. W. (2000). *Local democracy and development: People's campaign for decentralized planning in Kerala*. Rowman & Littlefield.

Kumar, S. (2002). Does "participation" in the PRIs ensure inclusion? A critical review of evidence from India. *IDS Bulletin*, *33*(2), 33–40.

World Bank. (2017). *World development report 2017: Governance and the law*. World Bank Publications.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. These include:

- Students' communication and analytical skills are evaluated through regular class presentations and group discussions.

- Term papers and field work provide a training ground for students to test their theoretical knowledge and develop a keen interest in community development programs, engage with the non-governmental sector, and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 21: Environmental Policies & Politics

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 21: Environmental Policies & Politics	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course seeks to equip students with a critical understanding of environmental challenges through the lens of political theory and policy analysis, particularly in the context of developing countries. It introduces key environmental philosophies and explores how institutions—state, market, community, and local governments—govern natural resources. Emphasis is placed on questions of equity, displacement, and sustainability, with the help of grounded case studies such as the Vedanta-Niyamgiri conflict and the 2013 Land Acquisition Act. The course also examines India's climate policy in relation to global environmental governance, fostering analytical insight into the political dimensions of ecological transformation.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:
1. Explain major environmental philosophies and their normative implications for politics and society.
2. Critically engage with theoretical and empirical debates on environmental governance in developing countries.
3. Analyze key resource governance issues and policy frameworks related to displacement, sustainability, and social justice.
4. Evaluate India's climate change strategy in relation to global negotiations and localized adaptation needs.
5. Apply conceptual knowledge to assess contemporary environmental case studies and policy interventions.

Unit I: Introducing Environmentalism
   a) Environmental Philosophies
   b) Environment and Politics
   c) Ethics and Environment

Unit II: Environmental Institutions and Governance: State, Market, Community & Local Governments

        a) State: Hardin and the Tragedy of the Commons

        b) Market: Pricing for Sustainability

        c) Community & Local Government Management: A Developing Country Perspective

Unit III: Resources and Equitable Distribution

        a) Forests and Biodiversity: State & Community

        b) Agriculture and Irrigation: State, Science & Inequities

        c) Land, Displacement & Resettlement: Power, Culture & Resistance

        d) Gendered Dimensions of Resource Displacement and Access Inequities

        e) Vedanta Mining and Tribal Resistance: Case of Niyamgiri

        f) The Right to Fair Compensation and Transparency in Land Acquisition Act, 2013

Unit IV: Climate Change: Global Concerns and Local Initiatives

        a) International Climate Politics: UNFCCC and COPs

        b) India's Evolving Climate Policies

        c) The Political Economy of Clean Energy and Net Zero

        d) Climate Change, Gender Vulnerability, and Adaptation Strategies

Essential Readings:

Unit I: Introducing Environmentalism

Dryzek, J. S. (2013). *The politics of the earth: Environmental discourses* (3rd ed.). Oxford University Press.

Guha, R. (2000). *Environmentalism: A global history*. Oxford University Press.

Guha, R., & Martinez-Alier, J. (1997). *Varieties of environmentalism: Essays North and South*. Earthscan.

Unit II: Environmental Institutions and Governance

Hardin, G. (1968). The tragedy of the commons. *Science, 162*(3859), 1243–1248.

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.

Peet, R., & Watts, M. (2004). *Liberation ecologies: Environment, development and social movements* (2nd ed.). Routledge.

Singh, S. (2016). *The local in governance: Politics, decentralization, and environment*. Oxford University Press.

Singh, S., & Menon, A. (Eds.). (2024). *Environmental politics at the local: Natural resource governance in India*. Orient BlackSwan.

Unit III: Resources and Equitable Distribution

Randell, H. (2022). The challenges of dam-induced displacement: Reducing risks and rethinking hydropower. *One Earth, 5*(8), 849–852.

Guha, R. (1992). *The unquiet woods: Ecological change and peasant resistance in the Himalaya* (Rev. ed.). Oxford University Press.

Johnston, R. J. (1996). *Nature, state and economy: A political economy of the environment* (2nd ed.). John Wiley & Sons.

Kothari, A., & Bajpai, A. (2019). Vedanta's mining and the battle for Niyamgiri: A study in state-corporate tribal conflict. *Economic and Political Weekly, 54*(6), 38–45.

Ministry of Law and Justice. (2013). *The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013*. Government of India.

Unit IV: Climate Change: Global Concerns and Local Initiatives

Agrawal, A. (2005). *Environmentality: Technologies of government and political subjects*. Duke University Press.

Houghton, J. T., Jenkins, G. J., & Ephraums, J. J. (Eds.). (1992). *Climate change 1992: The supplementary report to the IPCC scientific assessment*. Cambridge University Press.

Redclift, M. (1987). *Sustainable development: Exploring the contradictions*. Methuen.

Terry, G. (2009). No climate justice without gender justice: An overview of the issues. *Gender & Development, 17*(1), 5–18.

Suggested Readings

Arnold, D., & Guha, R. (Eds.). (1996). *Nature, culture and imperialism: Essays on the environmental history of South Asia*. Oxford University Press.

Peet, R., & Watts, M. (1996). *Liberation ecologies: Environment, development and social movements*. Routledge.

Redclift, M., & Woodgate, G. (Eds.). (1997). *The international handbook of environmental sociology*. Edward Elgar.

Soden, D. L., & Steel, B. S. (1999). *Handbook of global environmental policy and administration*. Marcel Dekker.

Taylor, C. (1999). Two theories of modernity. *Public Culture, 11*(1), 153–174.

Zelezny, L. C., Chua, P.-P., & Aldrich, C. (2000). New ways of thinking about environmentalism: Elaborating on gender differences in environmentalism. *Journal of Social Issues, 56*(3), 443–457.

Facilitating the Achievement of Course Learning Outcomes

Student learning will be supported through a mix of lectures, interactive discussions, and case study analyses to strengthen conceptual and applied understanding. Group presentations, policy briefs, and classroom debates will enhance analytical, collaborative, and communication skills. Multimedia resources and thematic workshops will provide contextual depth, while reflective essays and structured assignments will help synthesize theoretical and empirical insights.

Master of Arts in Political Science

PS-DSE 22: Comparative Federalism: Theory and Practice

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 22: Comparative Federalism: Theory and Practice	4	3	1	**Bachelor's degree in any course**	**None**

Course Objectives

The purpose of this course is to familiarize the students with contemporary comparative federal theory and practice. In the discourse on comparative politics today, federalism is a buzz word in the domain of governance as well as in post conflict situations in the politics within as well as among nations. The course is primarily focused at the national level, but supranational confederal developments are also briefly explored. The successes and "best practices" of federal experiments in one or a group of countries will receive attention alongside the pathologies and failure of federations in a comparative perspective.

Course Learning Outcomes:

This course will help students to understand the development of national and supranational confederal systems especially focusing on the pathologies and failure of federations in a comparative perspective.

Course Content:

Unit I: Concepts and Theories:
  a) Territorial federalism (Canada, Switzerland and South Africa)
  b) Ethnic federalism (Nepal, Belgium, Sri Lanka)
  c) Asymmetrical federalism (India and Canada)

Unit II: Typology of Federal Systems
  a) Parliamentary: Canada, Australia and India

b) Presidential: USA, Switzerland and Russia

c) Devolutionary federalism: UK-Scotland and Sri Lanka

d) Supranational Federalism: European Union

Unit III: Dividing Powers
a) Legislative: India, Canada, Australia
b) Executive: Canada, USA and Germany
c) Judiciary: USA, India and South Africa
d) Fiscal: Switzerland, Canada and Brazil

Unit IV: Contemporary Debates
a) Federalism and Foreign Policy: treaty-making power, regional and global integration and governance
b) Pathology of Federations: post-conflict situation in Nepal and Ethiopia
c) Gendering Federalism: distribution of powers, gender budgeting, policy innovation and experimentation.

Essential Readings:

Unit I: Understanding Federalism – Classical Foundations and Core Concepts

Burgess, M. (2006). *Comparative Federalism: Theory and Practice*. Routledge.

Elazar, D. (1987). *Exploring Federalism*. University of Alabama Press.

Hamilton, A., Jay, J., & Madison, J. (1987). *The Federalist Papers* (M. Beloff, Ed.). Basil Blackwell Inc.

Watts, R. L. (2008). *Comparing Federal Systems* (3rd ed.). McGill-Queen's University Press.

Unit II: Comparative Designs and Institutional Innovation

Burgess, M., & Gagnon, A. (Eds.). (1993). *Comparative Federalism and Federation: Competing Trends and Future Directions*. Harvester Wheatsheaf.

Griffiths, A., Chattopadhyay, R., Light, J., & Stieren, C. (2020). *The Forum of Federations Handbook of Federal Countries*. Forum of Federations.

Saxena, R. (Ed.) 2011. *Varieties of Federal Governance: Major Contemporary Models*. Foundation Cambridge University Press.

Unit III: Institutions, Intergovernmental Relations, and Fiscal Federalism

Aroney, N., & Kincaid, J. (Eds.). (2017). *Courts in Federal Countries: Federalists or Unitarists?*. Toronto University Press.

Shah, A. (Ed.). (2006). *The Practice of Fiscal Federalism: Comparative Perspectives* (Vol. 4). Forum of Federations and International Association for Federal Studies, McGill-Queen's University Press.

Majeed, A., Watts, R. L., & Brown, D. (Eds.). (2006). *Distribution of Responsibilities in Federal Countries* (Vol. 2). Forum of Federations and International Association for Federal Studies, McGill-Queen's University Press.

Watts, R. L. (1989). *Executive Federalism: A Comparative Analysis*. Institute of Intergovernmental Relations, Queen's University Press.

Unit IV: Contemporary Themes – Conflict, Gender, and External Affairs

Keil, S. (2023). Federalism and conflict resolution: Mixed success? In *Political Science and Public Policy 2023* (pp. 154–164). Edward Elgar Publishing. https://doi.org/10.4337/9781800885325.00022

Michelmann, H. (2008). *Foreign Relations in Federal Countries* (Vol. 5). Forum of Federations and International Association for Federal Studies, McGill-Queen's University Press.

Sawer, M., & Vickers, J. (2010). Introduction: Political architecture and its gender impact. In Haussman, M., Sawer, M., & Vickers, J. (Eds.), *Federalism, Feminism and Multilevel Governance* (pp. 3–18). Ashgate.

Saxena, R. (2020). Gendering federalism discourse. In Steytler, N., Arora, B., & Saxena, R. (Eds.), *The Value of Comparative Federalism: The Legacy of Ronald L. Watts* (pp. 67–85). Routledge. https://doi.org/10.4324/9781003032656-5

Suggested Readings

Unit I

Agranoff, R. (1999). *Accommodating Diversity: Asymmetry in Federal States*. Nomos Verlagsgesellschaft.

Anderson, G. (2008). *Federalism: An Introduction*. Oxford University Press.

Arora, B., & Verney, D. V. (Eds.). (1995). *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*. Konark Publishers.

Unit II

Blindenbacher, R., & Koller, A. (Eds.). (2003). *Federalism in a Changing World: Learning from Each Other*. Queen's University Press.

Hueglin, T. O., & Fenna, A. (2006). *Comparative Federalism: A Systematic Inquiry*. Broadview Press Ltd.

Karmis, D., & Norman, W. (2005). *Theories of Federalism*. Palgrave Macmillan.

Marchetti, R. (2007). Global governance or world federalism? A cosmopolitan dispute on institutional models. *Global Society, 20*(3), 287–305.

Unit III

Kincaid, J., & Tarr, A. (Eds.). (2005). *Origins, Structure, and Change in Federal Countries*. McGill-Queen's University Press.

Poirier, J., Saunders, C., & Kincaid, J. (Eds.). (2015). *Intergovernmental Relations in Federal Systems*. Oxford University Press.

Shah, A. (Ed.). (2007). *The Practice of Fiscal Federalism: Comparative Perspectives* (Vol. 4). McGill-Queen's University Press.

Unit IV

Moreno, L., & Colino, C. (Eds.). (2010). *Diversity and Unity in Federal Countries*. McGill-Queen's University Press.

Saxena, R. (2007). Treaty-making powers: A case for 'federalisation' and 'parliamentarisation'. *Perspectives, 42*(1), 6 January.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:
- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research.

Master of Arts in Political Science

PS-DSE 23: The Modern State in Comparative Perspective

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 23: The Modern State in Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Objectives

The state has been the conceptual anchor around which Political Science evolved as a discipline. This course focuses on studying the state in its historically specific forms and conceptual variations. The purpose is to enable the students to understand state formation, evolution and transformation of states from pre modern to modern form and comprehend the ways in which state power makes itself manifest. Historically, global capitalism has produced diverse regimes, liberal democratic, authoritarian, welfare and populist, which requires an understanding of their political and ideological underpinnings. Technological revolution has also profoundly shaped the practices of the modern state and this gets reflected in the practices of state. Gender, class and race, constitute the social base of state and are relevant especially as analytical frameworks for understanding how the state and practices of rule are experienced.

Course Learning Outcomes

After studying this course the students would develop an understanding of the state in its varied forms. They would learn to distinguish between the state, government, and regime types. They course will also assist them in comprehending the linkages between technology and the modern state. The course would also enable the students to assess state policies and contribute in the policy making process.

Course Content:

Unit I Conceptual debates
a) Origins of the idea of state, debate over defining state
b) Approaches to the study of state: society centered perspective, state centered
perspective and state-in-society approach
c) Governmentality and governmentalization of the state

Unit II State formation
   a) European state formation: empire to modern state
   b) Pre-colonial, colonial and post-colonial states
   c) Capitalism and the modern state; welfare state

Unit III: Technology and the modern state
   Biometric state, security, surveillance

Unit IV: States and Regime types
   State of exception, fascism, authoritarianism, populism

Essential Readings:

Unit I: Conceptual debates

Abrams, P. 1988. 'Notes on the Difficulty of Studying the State (1977). *Journal of Historical Sociology*, 1(1).

Asad, T. 2004. 'Where are the Margins of the State'. In Das, v. And Poole, D. (eds.) *Anthropology in the Margins of the State*, Oxford University Press.

Easton, D. 1981. 'The Political System Besieged by the State'. *Political Theory*, 9(3), 303-325.

Foucault, M. 1991. 'Governmentality'. In Burchell, G., Gordon, C. and Miller, P. (eds.), *The Foucault Effect: Studies in Governmentality*. Harvester Wheatsheaf, London.

Migdal, J. S. 1997. 'Studying the State'. In Irving, M. et.al., *Comparative Politics, Rationality, Culture and Structure*. Cambridge University Press, Cambridge.

Runciman, D. 2003. 'The Concept of the State: The Sovereignty of a Fiction'. In Skinner Q. And Strath B., (eds.) *States and Citizens: History, Theory, Prospects*. Cambridge University Press, Cambridge.

Sarkar, B. K. 1921. 'The Hindu Theory of the State'. *Political Science Quarterly*, 36(1), 79-90.

Wang, Y. 2021. 'State-in-society 2.0: Toward fourth-generation theories of the state'. *Comparative Politics*, October.

Unit II: State formation

Chandra, B. 1980. 'Colonialism, Stages of Colonialism and the Colonial State'. *Journal of Contemporary Asia*, 1093).

Chatterjee, P. 1993. *Nation and its Fragments*. Oxford University Press, Delhi, (chapter 2: The Colonial State)

Garland, D. 2016. *The Welfare State: A Very Short Introduction*. Oxford University Press.

Held, D. 1982. 'The Development of the Modern State'. Hall, S., Gieben, B. (eds.), *Formations of Modernity*, Polity Press, Bridge.

Kaviraj, S. 1977. 'On the Construction of Colonial Power: Structure, Discourse, Hegemony'. In Engels, D. and Marks, S. (eds.), *Contesting Colonial Hegemony*, Academic Press, London.

Miliband, R. 'State Power and Class Interests'. *New Left Review*, 138.

Miliband, R. 1969. *The State in Capitalist Society*. Basic Books.

Poulantzas, N. 1969. 'The Problem of the Capitalist State', *New Left Review*, 58.

Stiglitz, J. E. 2018. The Welfare State in the Twenty-First Century. In Ocampo, J. A. and Stiglitz, J. E. (eds.) *The Welfare State Revisited*. Columbia University Press.

Unit III: Technology and the Modern State

Balkin, J. M. 2008. 'The Constitution in the National Surveillance State'. *Minnesota Law Review*, 93(1).

Breckenridge, K. 2014. *Biometric State, the Global Politics of Identification and Surveillance in South Africa, 1850 to the Present*. Cambridge University Press.

Hallsworth, S. and Lea, J. 2011. 'Reconstructing Leviathan: Emerging Contours of the Security State'. *Theoretical Criminology*, 15(2), 141-157.

Kerr, O. S. 2009-2010. 'The National Surveillance State: A Response to Balkin'. *University of Minnesota Law Review*, 93(2).

Young, I. M. 2003. 'The Logic of Masculinist Protection: Reflections on the Current Security State'. *Signs: Journal of Women in Culture and Society*, 29(1).

Unit IV: States and regime types

Agamben, G. 2005. *State of Exception* (translated by Kevin Attell). The University of Chicago Press, Chicago.

Anter, A. 2014. *Max Weber's Theory of the Modern State, Origins, Structure and Significance*, Palgrave MacMillan.

Chatterjee, P. 2020. *I am the People: Reflections on Popular Sovereignty Today*. Columbia University Press, New York.

Eco, U. 1995. 'Ur-Fascism'. *The New York Review of Books*. June 22.

Giroux, H. A. 2015. 'Totalitarian Paranoia in the Post-Orwellian Surveillance State'. *Cultural Studies*, 29(2), 108-140.

Linz, J. L. 2000. *Totalitarian and Authoritarian Regimes*. Lynne Rienner, Boulder.

Lyon, D. 2008. 'Surveillance Society'. Talk for Festival del Divitto, Piacenza, September 28,

available at http://www.festivaldeldiritto.it/2008/pdf/interventi/david_lyon.pdf

Lyon, D. 2016. 'Big Dataveillance: Emerging Challenges' . , May 3.

Mudde, C. and Kaltwasser, C. R. 2017. *Populism: A Very Short Introduction.* Oxford University Press.

Passmore, K. 2014. *Fascism: A Very Short Introduction*. Oxford University Press.

Poulantzas, N. (1979[1970]). *Fascism and Dictatorship: The Third International and the Problem of Fascism*. Veso.

Rosenberg, A. (2012 [1934]). 'Fascism as a Mass Movement'. *Historical Materialism*. 20(1), 144-189.

Scott, J. C. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, Yale University Press.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. The communication and analytical skills of students are evaluated through regular class presentations and group discussions.

Master of Arts in Political Science

PS-DSE 24: Society, State and Politics: Comparing India and Israel

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 24: Society, State and Politics: Comparing India and Israel	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course critically explores the changing nature of society, state, and politics in India and Israel—two vibrant democracies rooted in multicultural and parliamentary traditions. While recognizing the distinct socio-political contexts of South Asia and West Asia, the course identifies key comparative trajectories in democratic consolidation, party systems, civil-military relations, migration, and governance models. It also aims to deepen students' understanding of pluralism, identity, and conflict within diverse political societies.

Course Learning Outcomes

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

- Understand and analyze the structural and sociocultural factors influencing state formation and democratic development in India and Israel.

- Compare parliamentary institutions, electoral processes, and party systems in both countries.

- Examine the role of identity, ethnicity, and religion in shaping democratic practices.

- Evaluate policy challenges such as demographic shifts, national security, and governance from a comparative perspective.

Course Content:

Unit I: Nature of Society in India and Israel
   a) The concept of a multi-cultural society amid pluri-culturism
   b) India and Israel as multi-ethnic/multi-cultural societies: Similarities and differences
   c) Democratic politics in a multicultural milieu

Unit II: State Structures and Institutions in India and Israel
   a) State formation: A historical backdrop
   b) Parliamentary democracy: Commonalities and differences

c) Role of the state in the process of globalization

Unit III: Party Politics in India and Israel
a) Working of local political institutions
b) Parties and party systems
c) Coalition politics

Unit IV: Emerging Issues and Contemporary Challenges: India and Israel Compared
a) Peace and security
b) Demographic challenges
c) Governance and state capacity

Essential Readings:

Unit I: Nature of Society in India and Israel

Atal, Y. (2001). Managing multiplicity: The insider-outsider duality. *Economic and Political Weekly, 36*(36).

Atal, Y. (2012). *Sociology: A study of the social sphere* (Chapter 19, pp. 457–461). Pearson.

Eisenstadt, S. N. (1967). *Israeli society*. Weidenfeld and Nicolson.

Frankel, F. R., Hasan, Z., Bhargava, R., & Arora, B. (Eds.). (2000). *Transforming India: Social and political dynamics of democracy*. Oxford University Press.

Peled, Y. (1992). Ethnic democracy and the legal construction of citizenship: Arab citizens of the Jewish state. *American Political Science Review, 86*(2), 432–443.

Smooha, S. (1997). Ethnic democracy: Israel as an archetype. *Israel Studies, 2*(2), 198–241.

Unit II: State Structures and Institutions in India and Israel

Cohen-Almagor, R. (Ed.). (2005). *Israeli democracy at the crossroads*. Routledge.

Horowitz, D., & Lissak, M. (Eds.). (1989). *Trouble in utopia: The overburdened polity of Israel*. State University of New York Press.

Kohli, A. (2009). *Democracy and development in India: From socialism to pro-business*. Oxford University Press.

Rudolph, L. I., & Rudolph, S. H. (2008). *Explaining Indian democracy: A fifty year perspective, 1956–2006*. Oxford University Press.

Unit III: Party Politics in India and Israel

Arian, A., Atmor, N., & Hadar, Y. (2006). *Auditing Israeli democracy: Changes in Israel's political party system: Dealignment or realignment?* Israeli Democracy Institute.

Chakrabarty, B. (2006). *Forging power: Coalition politics in India*. Oxford University Press.

Choudhary, S. K. (2018). *The changing face of parties and party systems: A study of Israel and India*. Palgrave Macmillan.

Kothari, R. (1964). The Congress system in India. *Asian Survey, 4*(12), 1161–1173.

Palsikar, S., & Vora, R. (Eds.). (2007). *Indian political parties*. Sage Publications.

Singh, M. P., & Saxena, R. (Eds.). (1996). *India's political agenda: Perspectives on the party system*. Kalinga Publications.

Yishai, Y. (2001). Bringing society back in: Post-cartel parties in Israel. *Party Politics, 7*(6), 689–707.

Unit IV: Emerging Issues and Contemporary Challenges

Atal, Y., & Choudhary, S. K. (2014). *Combating corruption: The Indian case*. Orient Blackswan.

Choudhary, S. K. (2013). From conciliation to confrontation: Changing civil society–state relations in Israel and India. *IASSI Quarterly, 32*(2), 77–97.

Harel-Shalev, A. (2010). *The challenge of democracy: Citizenships, rights and ethnic conflicts in India and Israel*. Lexington Books.

Liebman, C. S. (Ed.). (1997). *Religion, democracy and Israeli society*. Harwood Academic Publishers.

Shindler, C. (2013). *A history of modern Israel* (2nd ed.). Cambridge University Press.

Vora, R., & Palshikar, S. (Eds.). (2004). *Indian democracy: Meanings and practices*. Sage Publications.

Facilitating the Achievement of Course Learning Outcomes

To achieve the stated outcomes, the following pedagogical tools will be employed:

- Lectures and guided discussions to build theoretical foundations.
- Student presentations and group debates to enhance articulation and critical thinking.
- Term papers and policy briefs for developing comparative analysis and academic writing.

Master of Arts in Political Science

PS-DSE 25: Key Concepts in Indian Political Thought

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 25: Key concepts in Indian Political Thought	4	3	1	Bachelor's degree in any course	None

Course Objectives:

The course aims to introduce students to the richness of Indian Political Thought, focusing on key ideas that have shaped India's socio-political and philosophical frameworks. It seeks to provide a comprehensive understanding of these concepts, encouraging critical engagement and research in this essential area of study.

Course Learning Outcomes:

Students will gain a deeper understanding of Indian Political Thought, analyzing its historical development and relevance in modern contexts.

Course Content:

Unit I: Dharam

Unit II: Satya, Gyan, Yoga

Unit III: Shakti

Unit IV: Swaraj

Essential Readings:

Unit I: Dharma
Bhatt, G. P. (1989). *The basic ways of knowing*. Motilal Banarsidass.

Sharma, C. (2000). *A critical survey of Indian philosophy*. Motilal Banarsidass.

Sinha, J. (1978). *Indian philosophy* (Vol. I). Motilal Banarsidass.

Radhakrishnan, S. (1926). *The Hindu view of life*. George Allen & Unwin.

Suda, J. P. (1970). Dharma: Its nature and role in ancient India. *The Indian Journal of Political Science, 31*(4), 356–366. https://www.jstor.org/stable/41854399

Unit II: Satya, Gyan, Yoga
Aurobindo, S. (1993). *The integral yoga: Sri Aurobindo's teaching and method of practice*. Sri Aurobindo Ashram Trust.

Kalé, S. S., & Novetzke, C. L. (2024). *The yoga of power: Yoga as political thought and practice in India* (E-book). Columbia University Press. https://cup.columbia.edu/book/the-yoga-of-power/9780231549462

Vivekananda, S. (1896). *Karma Yoga*. https://archive.org/details/karma-yoga-by-swami-vivekananda

Vivekananda, S. (1899). *Jnana Yoga*.

Wright, J. C. (1998). Ṛgvedic 'Satyá.' *Bulletin of the School of Oriental and African Studies, 61*(3), 519–526.

Unit III: Shakti
Aurobindo, S. (1980). *The Mother: Commentaries on Savitri (Book VI)*. Sri Aurobindo Ashram.

Chatterjee, B. (1882). *Anandamath*.

Kamala, G. (1990). Mother who is not a mother: In search of the great Indian goddess. *Economic and Political Weekly, 25*(42/43), WS58–WS64.

Palai, R. C. (n.d.). *The concept of Shakti in Indian philosophy*. Odisha Review.

Palai, R. C. (n.d.). *The concept of Shakti: A study*. Academia. https://www.academia.edu/73209007/The_Concept_of_Shakti_A_Study

Unit IV: Swaraj
Gandhi, M. K. (1938). *Hind Swaraj or Indian home rule*. Navajivan.

Parel, A. J. (Ed.). (1997). *Hind Swaraj and other writings*. Cambridge University Press.

Pal, B. (2020). *Swadeshi and Swaraj: The rise of new patriotism*. L.G. Publishers Distributors.

Chakrabarty, B. (2006). *Social and political thought of Mahatma Gandhi*. Routledge.

Mukherjee, R. (2009). Gandhi's Swaraj. *Economic and Political Weekly, 44*(50), 34–39.

Pradhan, R. C. (2021). *Raj to Swaraj: Tracing India's journey to freedom*.

Iyer, R. N. (1979). *The moral and political thought of Mahatma Gandhi*. Oxford University Press.

Suggested Readings
Kapoor, K., & Singh, A. K. (2005). *Indian knowledge systems* (Vol. 1). Indian Institute of Advanced Study.

Kuckkahn, T. (2005). Celebrating the Indian way of life. *American Indian Quarterly, 29*(3/4), 505–509. http://www.jstor.org/stable/4138987

Hindu renaissance and the significance of Shakti worship. *Pragyata*. https://pragyata.com/hindu-renaissance-and-significance-of-shakti-worship/

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. The teachers use varied pedagogical techniques, including class projects (in individual and group modes), term papers, class presentations, and field research to create a participative learning environment in the classes. Students' communication and analytical skills are evaluated through regular interactive modes of teaching and learning.

Master of Arts in Political Science

PS-DSE 26: Dalit-Bahujan Thought

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 26: Dalit Bahujan Thought	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course will focus on the political thoughts of Dalit-Bahujan thinkers in India. So far, the pedagogy has remained exclusive to the various egalitarian ideas put forward by Dalit-Bahujan thinkers. Still, caste, community, religion, and gender are the major categories on which society is governed. A complete understanding of the society, its evolution, and transformation needs to unfold the Dalit-Bahujan thinkers whose ideas and thoughts render it inclusive and egalitarian. Their ideas have contemporary relevance to a wider extent. Their ideas have remained confined as a critic and radical thinking of past times, but this course brings in a complete historical presence of egalitarian thought from ancient times to modern, from Buddha to Kanshi Ram.

Course Learning Outcome

Students will gain critical insights into the evolution of egalitarian ideas and alternative frameworks for understanding caste, gender, and social justice in India, as articulated by prominent Dalit-Bahujan thinkers. The course fosters analytical engagement with indigenous intellectual traditions that challenge Brahminical hegemony and reframe the normative ideas of justice and equality.

Course Content:

Unit I: Anti-Caste Ethics and Early Egalitarian Thought
a) Impact of Buddhism on Dalit-Bahujan Thought
b) Ravidas
c) Kabir

Unit II: Social Reform and Colonial Resistance
a) Jyotirao Phule
b) Tarabai Shinde
c) Periyar

Unit III: B. R. Ambedkar

Unit IV: Post-Ambedkar Dalit-Bahujan Thought - Kanshi Ram

Essential Readings :

Unit I

Callewaert, W. M., & Friedlander, P. (1992). *The life and works of Ravidass Ji*. Delhi: Manohar.

Narasu, L., & Aloysius, G. (Eds.). (2002). *Religion of modern Buddhist*. Delhi: Wordsmiths.

Tagore, R. (Trans.). (1915). *Songs of Kabir*. London: Macmillan.

Unit II

Deshpande, G. P. (Ed.). (2002). *Selected works of Jyotirao Phule*. Delhi: LeftWord.

O'Hanlon, R. (1994). *For the honour of my sister countrywomen: Tarabai Shinde and the critique of gender relations in colonial India*. Oxford: Oxford University Press.

O'Hanlon, R. (1995). *Caste, conflict and ideology: Mahatma Jyotirao Phule and low caste protest in nineteenth-century Western India*. Hyderabad: Orient Longman.

Omvedt, G. (2008). *Seeking Begumpura: The social vision of anti-caste intellectuals*. Delhi: Navayana.

Shinde, T. (1882/1993). Stripurushtulana (M. Pandit, Trans.). In S. Tharu & K. Lalita (Eds.), *Women writing in India: 600 B.C. to the early 20th century* (Vol. 1, pp. 221–230). New York: The Feminist Press at CUNY.

Unit III

Ambedkar, B. R. (1916). *Caste in India: Their mechanism, genesis and development*. Panjab: Patrika Publications.

Unit IV

Kanshi Ram. (2008). *Chamcha Yug*. Delhi: Gautam Book Centre.

Narayan, B. (2015). *Fractured tales: Invisibles in Indian democracy*. Delhi: Oxford University Press.

Facilitating the Achievement of Course Learning Outcomes

To ensure students internalize and apply the course content, a combination of participatory and reflective learning methods will be adopted. Faculty will employ diverse pedagogies such as close reading of original texts, reflective essays, class discussions, visual mapping of intellectual genealogies, and group presentations. These are complemented by internal assessments and end-semester evaluations. Students will be encouraged to engage critically with texts and ideas to draw connections between historical struggles and contemporary politics, thus strengthening their analytical and interpretive skills.

Master of Arts in Political Science

PS-DSE 27: Discourses on Hindu Nationalism

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 27: Discourses on Hindu Nationalism	4	3	1	**Bachelor's degree in any course**	None

Course Objectives:

The course examines the ideas of thinkers who look at India from non-Western lenses. Their reflections on certain issues and India as a nation go on to shape the definition and discourses of contemporary Hindu Nationalism in India. Their idea of India consists of and deals with some core issues which converge with the core of Hindu nationalism on the one hand and make a departure from modernists' explanations of India.

Course Learning Outcomes:

Students learn the core issues of Hindu Nationalism, which is the most contested subject of debate in Indian politics. Further, they will have insight into ideas that seek to define India in a way that is different from Modernists' arguments.

Course Content:

Unit I: Ideological Origins and Early Intellectual Foundations
   a) Core Premises of Hindu Nationalism: Cultural, Civilizational, and Religious Dimensions
   b) Dayanand Saraswati: Vedic Reform and National Identity
   c) Bankimchandra Chatterjee: Cultural Symbolism and Literary Nationalism

Unit II: Spiritual and Revolutionary Nationalism
   a) Swami Vivekananda: Universalism, Hindu Identity, and National Regeneration
   b) Aurobindo: Spiritual Evolution, Sanatana Dharma, and Anti-Colonialism
   c) Bipin Chandra Pal: Militant Nationalism and the Hindu Renaissance

Unit III: Doctrinal Consolidation and the Rise of Political Hinduism
   a) Mahatma Gandhi: Religion, Morality, and Pluralism in National Discourse
   b) V. D. Savarkar: Hindutva as Political Ideology
   c) M. S. Golwalkar: Nationhood, Identity, and the RSS Vision

Unit IV: Postcolonial Rearticulations and Contemporary Trajectories
   a) Deendayal Upadhyay: Integral Humanism and Political Philosophy
   b) Hindu Nationalism in Contemporary India

Essential Readings:

Unit I: Ideological Origins and Early Intellectual Foundations

Bhatt, C. (2001). *Hindu nationalism: Origins, ideologies and modern myths*. Oxford University Press.

Datta, B. (2000). *Resurgent Bengal: Rammohun, Bankimchandra, Rabindranath*. Minerva Associates.

Samya, & Haldar, M. K. (1977). *Renaissance and reaction in nineteenth century Bengal: Bankim Chandra Chattopadhyay (Trans.)*. Minerva Associates.

Saraswati, D. (1882). *Satyarth Prakash: The light of truth*. Sarvadeshik Arya Pratinidhi Sabha.

Unit II: Spiritual and Revolutionary Nationalism

Kiggley, D. (1990). Vivekananda's western message from the East. In W. Radice (Ed.), *Swami Vivekananda and the modernization of Hinduism*. Oxford University Press.

Pal, B. C. (1971). The spirit of nationalism. In E. Kedourie (Ed.), *Nationalism in Asia and Africa*. Weidenfeld & Nicolson.

Sen, A. P. (2011). Vivekanand: Cultural nationalism. In M. P. Singh & H. Roy (Eds.), *Indian political thought: Themes and thinkers*. Pearson.

Sri Aurobindo. (1969). *Nationalism*. Sri Aurobindo Ashram.

Unit III: Doctrinal Consolidation and the Rise of Political Hinduism

Gandhi, M. K. (n.d.). Hinduism. In *Collected Works of Mahatma Gandhi*. National Book Trust.

Golwalkar, M. S. (1980). *Bunch of thought*. Jagaran Prakashan & Suruchi Prakashan.

Kuruvachira, J. (2006). *Hindu nationalists of modern India: A critical study of genealogy of Hindutva*. Rawat Publications.

Parel, A. (Ed.). (2002). *Gandhi, freedom and self-rule*. Vistaar Publications.

Ragi, S. K. (2024). RSS and Gandhi: The idea of India (1st ed.). Routledge India.

Sampath, V. (2021). *Savarkar: A contested legacy, 1924–1966*. Penguin Random House India.

Savarkar, V. D. (1922). *Essentials of Hindutva*.

Sharma, J. (2011). *Hindutva: Exploring the idea of Hindu nationalism* (3rd ed.). Penguin Books.

Unit IV: Postcolonial Rearticulations and Contemporary Trajectories

Swaroop, D. (Ed.). (1992). *Deendayal Upadhyay's integral humanism*. DRI.

Upadhyay, D. D. (1968). *Political diary*. Suruchi Prakashan.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university to have internal assessments and end-of-semester exams. The teachers use varied pedagogical techniques, including class projects (in individual and group modes), term papers, class presentations, and field research, to create a participative learning environment in the classes. The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

Master of Arts in Political Science

PS-DSE 28- Interpreting Indian Classical Texts

Credits: 4   **Duration: 4 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 28 Interpreting Indian Classical Texts	4	3	1	Bachelor's degree in any course	None

Course Objectives

This course introduces the richness of Indian classics, focusing on key themes from ancient texts. It explores ancient Indian political thought and institutions, encouraging research and fostering a deeper understanding of India's intellectual heritage.

Course Learning Outcomes

The course will enable students to gain a deeper understanding of Indian classical texts. Students will learn and be encouraged to research this much-needed area of study.

Course Content:

Unit I: Introduction: How to study Indian Classics

Unit II:
a) Shanti Parva: Rajdharma
b) Digha Nikaya: Sangha : The Demaocratic Institution

Unit III:
a)   Charwak/Lokayat: Materialism

Unit IV: Arthshastra - Statecraft

Essential Readings:

Unit-1

Balgangadhara, S. N., & Rao, S. (2021). *What does it mean to be 'Indian'?* Notion Press.

Kapoor, K., & Singh, A. K. (Eds.). (2005). *Text and interpretation: The Indian tradition*. D. K. Printworld.

Mukherjee, A. (2010). What is a classic? International literary criticism and the classic question. *PMLA, 125*(4), 1026–1042. https://www.jstor.org/stable/41058302

Ramanujan, A. K. (1990). Is there an Indian way of thinking? An informal essay. In V. Dharwadker & S. H. Blackburn (Eds.), *The collected essays of A. K. Ramanujan* (pp. 36–43). Oxford University Press.

Unit-2

Ganatra, A. (2024). *Mahabharata Unravelled – II: The Dharma Discourses* (Vol. 2) Bloomsbury

Ganatra, A. (2024). *Mahabharata Unravelled: LesserKnown Facets of a WellKnown History* (Vol. 1). Bloomsbury

Gethin, R. (1998). *The foundations of Buddhism*. Oxford University Press.

Rajagopalachari, C. (1958). *Mahabharata*. Bharatiya Vidya Bhawan.

Sankrityayan, R., et al. (1990). *Buddhism* (5th ed.). People's Publication House.

Singh, M. P. (2017). Dhamma: Buddha's and Ashoka's. In H. Roy & M. P. Singh (Eds.), *Indian political thought* (2nd ed.). Pearson.

Unit-3

Bhattacharya, R. (2011). *Studies on the Cārvāka/Lokāyata*. Anthem Press. (Original work published 2009)

Chattopadhyaya, D. (1959). *Lokayata: A study in ancient Indian materialism*. New Delhi.

Chattopadhyaya, D. (1990). *The beginnings: Global philosophy for everyman*. Bangalore.

Sinha, A. K. (1994). Traces of materialism in early Vedic thought: A study. *Annals of the Bhandarkar Oriental Research Institute, 75*(1/4), 235–241. https://www.jstor.org/stable/41694419

Unit-4

Boesche, R. (2003). *Kautilya's Arthashastra on war and diplomacy in ancient India. Journal of Military History, 67*(1), 9–37.

Gray, S. (2014). *Reexamining Kautilya and Machiavelli: Flexibility and the problem of legitimacy in Brahmanical and secular realism. Political Theory, 42*(6), 789–815.

Kangle, R. P. (1965). *The Kautilya Arthashastra*. Bombay University Press.

Shamasastry, R. (1915). *Kautilya: Arthashastra*. Government Press.

Suggested Readings

Altekar, A. S. (1958). *State and government in India* (Original work published 1949). Motilal Banarsidass.

Brough, J. (1952, October 3). The study of the Indian classics. *Journal of the Royal Society of Arts*, 766–776.

Chattopadhyaya, D. (1959). *Lokayata: A study in ancient Indian materialism* [Hindi & English]. People's Publication House.

Choubey, B. B. (2009). *The Rig Veda (AsvalayanaSamhita) (Vol. 1)*. IGNCA.

Dasgupta, S. N. (1922). *History of Indian philosophy* (Vols. 1–5). Cambridge University Press.

Dharampal. (2017). *Bhartiya chitta, manas and kala*. In *Essential writings of Dharampal* (Revised ed.). Bharat Peetham.

Dutt, M. N. (1903). *The Mahabharata*. [Calcutta].

Ghosal, U. N. (1929). *The Hindu revenue system*. University of Calcutta.

Jayaswal, K. P. (1924). *Hindu polity: A constitutional history of India in Hindu times*. Butterworth.

Jha, V. (n.d.). Ashoka's dhamma in historical perspective. *Vikramshila Journal of Social Sciences*, 8(1).

Kane, P. V. *History of Dharmasāstra*. Bhandarkar Oriental Research Institute.

MacDonell, A. (1895). Mythological studies in the Rigveda. *Journal of the Royal Asiatic Society of Great Britain and Ireland*, 165–189. http://www.jstor.org/stable/25197247

Matilal, B. K. (1986). *Perception: An essay on classical Indian theories of knowledge*. Clarendon Press.

Minor, R. (1982). Sarvepalli Radhakrishnan on the nature of "Hindu" tolerance. *Journal of the American Academy of Religion*, 50(2), 275–290. http://www.jstor.org/stable/1463203

Mishra, S. C. (1997). *Evolution of Kautilya's Arthashastra: An inscriptional approach* (R. S. Sharma, Foreword). Anamika.

Pollock, S. (2011, Spring). Crisis in the classics. *Social Research*, 78(1), 21–48.

Prasad, B. (1925). *The state in ancient India: A study in the structure and practical working of political institutions in North India in ancient times* (Vol. 5). Cambridge University Press.

Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. Penguin Books India.

Rao, K. (2007). Vedic ideals and Indian political thought. *The Indian Journal of Political Science, 68*(1), 105–114. http://www.jstor.org/stable/4185882

Sankrityayan, R., & Kashyap, J. (1976). *Suttapitaka ka Digh-Nikaya*. Bharatiya Baudha Shiksha Parishad.

Sharma, R. S. (1989). *Origin of the state in India* (D. D. Kosambi Memorial Lecture, 1987). University of Bombay Publication.

Sri Rahula, W. (1974). *What Buddha taught* (Rev. & exp. ed.; P. Demieville, Foreword). Grove Press.

Facilitating the achievement of Course Learning Outcomes:

 To achieve the Course Learning Outcomes, teaching should combine lectures with discussions. These discussions will encourage students to think critically and express their interpretations. Short research assignments and presentations will be included to promote inquiry-based learning, with guidance on using translations and scholarly resources. Assessment should be ongoing, using quizzes, reflection notes, and a final project to track progress. Guest lectures by experts analyzing classical texts will enrich the learning experience.

Master of Arts in Political Science

PS-SBC 01: Elections and Data-Driven Electoral Analysis

Credits: 2   **Duration: 2 hrs./week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	**Practical**		
PS-SBC 01: **Elections and Data- Driven Electoral Analysis**	2	1	1	**Bachelor's degree in any course**	**None**

Course Objectives

1. Acquire a comprehensive understanding of India's electoral framework and data sources.
2. Develop methodological competence in analyzing polling data and voter sentiment.
3. Build foundational skills in visualizing electoral results and interpreting patterns.
4. Cultivate a critical and ethical lens in interpreting digital and offline electoral trends.

Course Outcomes

Upon successful completion of the course, students will demonstrate:
1. Demonstrate an in-depth knowledge of India's electoral system and identify key electoral data sources.
2. Apply appropriate analytical methods to interpret polling data and assess voter behavior.
3. Create effective visualizations to represent electoral results and derive meaningful insights.
4. Evaluate electoral data with critical reasoning and ethical awareness of its societal implications.

Course Content:

Unit 1: Electoral Systems and Constituency-Level Analysis
    a) Constituency-wise Patterns in Lok Sabha and Assembly Elections
    b) Sources and Types of Election Data (ECI, CSDS, ADR, Open Data platforms)

Hands-On Exercise: Students will analyze past Lok Sabha/Vidhan Sabha constituency-level data (e.g., vote share, turnout, winning margins) from two election cycles, and write a comparative analytical brief identifying patterns and shifts in voter behavior.

Unit 2: Polling Trends, Campaign Strategies and Voter Sentiment
    a) Electoral Surveys: Sampling Methods and Voter Profiling
    b) Electoral Data Visualization: Vote share, turnout, and swing interpretation
    c) Opinion Polls and Exit Polls: Methodologies and Challenges

Hands-On Exercise: Students will design and execute a small-scale electoral opinion survey or analyze existing polling data using basic statistical tools (Excel) to interpret voter mood across demographic categories.

Essential Readings:

Unit 1

Chhibber, P., & Nooruddin, I. (2004). Do Party Systems Count? The Number of Parties and Government Performance in the Indian States. Comparative Political Studies, 37(2), 152– 187.

Kumar, S. (2021). Elections in India: An Overview (1st ed.). Routledge India.

Norris, P. (2014). Why Electoral Integrity Matters. Cambridge University Press.

Unit 2

Ahuja, A., & Chhibber, P. (2012). Why the Poor Vote in India: "If I Don't Vote, I Am Dead to the State". Studies in Comparative International Development, 47, 389–410.

Jensenius, F. R., & Verniers, G. (2017). Studying Indian Politics with Large-scale Data: Indian Election Data 1961–Today. *Studies in Indian Politics*, *5*(2), 269-275. https://doi.org/10.1177/2321023017727984

Malhotra, N., & Krosnick, J. A. (2007). The Effect of Survey Mode and Sampling on Inferences about Political Attitudes and Behavior: Comparing the 2000 and 2004 ANES to internet surveys with nonprobability samples. Political Analysis, Cambridge University Press, vol 15(3), 286-323.

Mitra, S. K., & Singh, V. B. (1999). Democracy and Social Change in India: A Cross-Sectional Analysis of the National Electorate. Sage Publications.

Facilitating the achievement of Course Learning Outcomes:

To facilitate the effective achievement of the course learning outcomes, a multidisciplinary and experiential pedagogy will be adopted. Students will critically analyze electoral trends using

constituency-level and polling data to understand voter behavior and the impact of campaign strategies. They will work with demographic datasets, design small-scale surveys, and interpret polling outcomes using visualization and statistical tools. The course will introduce essential tools such as Excel for data handling and basic statistical analysis. Students will undertake individual or group projects on electoral themes using mixed methods, presenting insights through structured reports and data visualizations. Emphasis will be placed on ethical reasoning and critical reflection while interpreting electoral trends.

Master of Arts in Political Science
PS-SBC 02: Analysis of Policies

Credits: 2   **Duration: 2 hrs./ week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Practical		
PS-SBC 02: Analysis of Policies	2	1	1	Bachelor's degree in any course	None

Course Objectives

The course equips students with analytical frameworks to critically evaluate public policies across sectors. It enhances their ability to examine the design, implementation, and outcomes of policy interventions. Emphasis is placed on understanding the political, social, and institutional contexts that shape policy-making. Through practical tools, case studies, and applied exercises, students gain hands-on experience in deconstructing and assessing real-world policies, preparing them for roles in research, consultancy, and governance.

Course Learning Outcomes

Upon successful completion, students will be able to:
1. Apply critical and interpretive frameworks to analyze real policy texts.
2. Conduct short, structured evaluations of public policies using standard tools.
3. Map stakeholders, power relations, and processes of policy change.
4. Write policy deconstruction reports and stakeholder analysis briefs.
5. Demonstrate transferable skills for careers in think tanks, NGOs, consulting, and governance.

Course Content:

Unit I: How to Read and Analyze a Policy: Frameworks and Concepts
   a) Introduction to Critical and Interpretive Policy Analysis
   b) Frameworks for Evaluating Policy Goals, Instruments, Outcomes

Hands-On Exercise: Students will submit a Policy Deconstruction Table summarizing any public policy using a provided analytical framework.

Unit II: Policy Evaluation: Tools and Applications
    a) Evaluating Policy Effectiveness, Efficiency, and Equity
    b) Methods: SWOT, Logical Frameworks, Cost–Benefit Critique
    c) Innovation and Policy Learning

Hands-On Exercise: Students will select a recent public policy of their choice (national or state level) and prepare a 2–3 page evaluation report. The report should critically assess the policy's effectiveness, efficiency, and equity. Evaluation tools such as SWOT analysis **or** Logical Frameworks must be applied, along with a discussion on opportunities for policy learning or innovation.

Essential Readings:

Unit 1
Lejano, R. P. (2013). *Frameworks for policy analysis: Merging text and context*. Routledge.
Weimer, D. L., & Vining, A. R. (2017). *Policy analysis: Concepts and practice*. Routledge.
Yanow, D. (2000). *Conducting interpretive policy analysis* (Vol. 47). SAGE Publications, Inc.

Unit 2

Vedung, E. (2017). *Public policy and program evaluation*. Routledge.

Nagel, S. S. (1986). Efficiency, effectiveness, and equity in public policy evaluation. *Review of Policy Research, 6*(1), 99–120.

Gürel, E & Tat, M (2017). SWOT analysis: A theoretical review. *The Journal of International Social Research, 10*(51), 994–1006.

Couillard, J., Garon, S., & Riznic, J. (2009). The logical framework approach—Millennium. *Project Management Journal, 40*(4), 31–44.

Mytelka, L. K., & Smith, K. (2002). Policy learning and innovation theory: An interactive and co-evolving process. *Research Policy, 31*(8–9), 1467–1479

Facilitating the achievement of Course Learning Outcomes:

The course adopts an integrated approach combining theory and application. Students will learn to assess policy design, goals, and implementation strategies using critical frameworks. Case studies, group work, and guided hands-on exercises will foster the development of structured evaluation, stakeholder mapping, and contextual analysis skills. Emphasis will be placed on understanding real-world policy challenges, enabling students to bridge academic concepts with field-level applications. Peer review, reflective practice, and iterative assignments will help consolidate both analytical and practical competencies.

PS-SBC 03: Policy Innovation and Design Thinking

Credits: 2   **Duration: 2 hrs./ week**

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Practical		
PS-SBC 03: Policy Innovation and Design Thinking	2	1	1	Bachelor's degree in any course	None

Course Objectives:

This course introduces students to the tools and frameworks of policy innovation through the lens of design thinking. It emphasizes user-centered, iterative, and collaborative approaches to solving complex public problems. By integrating theory with real-world challenges, students will learn to generate, evaluate, and refine inclusive and sustainable policy ideas. The course aims to build critical thinking, creativity, and adaptability to equip students for effective policy formulation in dynamic governance environments.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Analyze the principles of design thinking and their relevance to public policy innovation.
2. Apply design thinking methods to develop creative policy solutions for complex governance issues.
3. Evaluate the effectiveness of user-centered design in addressing stakeholder needs.
4. Assess the feasibility and long-term sustainability of innovative policy ideas.
5. Examine the role of experimentation and creativity in policy reform.
6. Address contemporary policy challenges using structured, design-led strategies.

Course Content:

Unit I: Foundations of Policy Innovation and Design Thinking
   a) Introduction to Policy Innovation
   b) Principles of Design Thinking
   c) Identifying and Framing Policy Problems
   d) Empathy and User-Centered Research

Hands-on Exercise: Students will select a policy issue and conduct user research to understand the

needs and perspectives of affected stakeholders.

Unit II: Prototyping and Testing Policy Solutions
a) Ideation Techniques for Policy Solutions
b) Prototyping in Policy Design
c) Testing and Iteration Based on Feedback
d) Implementing Innovative Policy Solutions

Hands-on Exercise: Students will develop and test a prototype of their policy solution, incorporating feedback from stakeholders and peers.

Essential Readings:

Unit I

Fagerberg, J. (2017). Innovation policy: Rationales, lessons, and challenges. *Journal of Economic Surveys, 31*(2), 497–512.

Dorst, K. (2011). The core of 'design thinking' and its application. *Design Studies, 32*(6), 521–532.

Weiss, C. H. (1991). Policy research: Data, ideas, or arguments? In P. Wagner, C. H. Weiss, B. Wittrock, & H. Wollmann (Eds.), *Social sciences and modern states: National experiments and theoretical crossroads* (pp. 307–332). Cambridge University Press.

Hinnant-Crawford, B. (2023). *Problem identification and framing*. In *Leading continuous improvement in schools* (pp. 113–135). Routledge.

Yu, H. C., Chou, C. J., Luh, D. B., & Hsieh, M. H. (2023). User-centered empathy design: A prototype of school-age children learning aids system. *Journal of Ambient Intelligence and Humanized Computing*, *14*(1), 1–9.

Unit II

Graham, D., & Bachmann, T. T. (2004). *Ideation: The birth and death of ideas*. John Wiley & Sons, Inc.

Bocken, N. M. P., Allwood, J. M., Willey, A. R., & King, J. M. H. (2011). Development of an eco-ideation tool to identify stepwise greenhouse gas emissions reduction options for consumer goods. *Journal of Cleaner Production, 19*(12), 1279–1287.

Kimbell, L., & Bailey, J. (2017). Prototyping and the new spirit of policy-making. *CoDesign, 13*(3), 214–226.

Genov, A. (2005). Iterative usability testing as continuous feedback: A control systems perspective. *Journal of Usability Studies, 1*(1), 18–27.

Kapsali, M. (2011). How to implement innovation policies through projects successfully. *Technovation, 31*(12), 615–626.

Brorström, S. (2015). Implementing innovative ideas in a city: Good solutions on paper but not in practice? *International Journal of Public Sector Management, 28*(3), 166–180.

Kimbell, L. (2011). Rethinking design thinking: Part I. *Design and Culture, 3*(3), 285–306.

Facilitating the achievement of Course Learning Outcomes:

To ensure students grasp the complexities of policy innovation, the course adopts an integrated approach combining theory with practical application. Case studies, group projects, and design-based exercises will foster critical thinking, creativity, and problem-solving. Emphasis will be placed on ideation, prototyping, and iterative testing—core elements of design thinking. Through collaborative work on real-world policy challenges, students will explore the relationship between innovation and governance. Assessment will focus on the practical application of design frameworks to evaluate and propose policy solutions, equipping students with the skills to drive effective and sustainable public policy.

Department of History, University of Delhi

MASTER OF ARTS
(HISTORY)

**COURSES FOR TWO-YEAR PG (HISTORY) PROGRAMME
(BASED ON NEP-2020)**

Semester I

**DEPARTMENT OF HISTORY
FACULTY OF SOCIAL SCIENCE
UNIVERSITY OF DELHI
DELHI-110007**

**W.E.F FROM JULY 2025 AS PER PGCF
BASED ON NEP-2020**

CONTENTS

Department of History, University of Delhi

About the Department

The Act that created the University of Delhi on 1 May 1922, gave a major share in administration and teaching to representatives from colleges. For the next twenty years Delhi University was virtually the sum total of its small number of Colleges, St. Stephen's, Hindu and Ramjas where History was taught at the Intermediate and B.A. level. It was during the long stewardship of Sir Maurice Gwyer, Vice Chancellor from 1939-1950 that the University started assuming something of its present shape. The Delhi University Act was amended to provide a three-year Honours degree, Professorial Chairs were instituted in Economics, History, Physics and Chemistry, most M.A. teaching was shifted to the Departments.

The Department of History and Economics were the two basic social science departments that date back to the late 1930s. The first holder of the Chair in History was Ishtiaq Husain Qureshi, the distinguished historian of Medieval History, who moved from St. Stephen's College to preside over the University Department, while also holding the position of Dean of the Faculty of Arts. The late 1940s saw scholars like Bisheshar Prasad (Modern History) and Parmatma Saran, the well-known historian of the 13-15th centuries who joined the department after obtaining a Ph.D from the University of London. The early 1950s saw the beginning of the practice of the Department inviting distinguished teachers from the University's constituent Colleges to lecture for post-graduate classes. Notable among these was K.M. Ashraf (Kirori Mal College) major scholar of social history of Medieval India and Mohammad Amin (St. Stephen's College) who regularly taught the history of 16-18 century India from c. 1949-1990.

The major event in the Department of the early 1960s was the induction of Romila Thapar, who moved from Rohtak University to Delhi University (c. 1964-1972) , and who emerged as one of the major historians of Ancient India, before shifting to JNU. The next big expansion of the Department took place in the 1960s and early 1970s, when scholars of the stature of B.B. Misra (Modern History), K.S. Lal (Medieval History 1963-1973), R.S. Sharma (Ancient India) Parthasarathi Gupta (History of England and Europe) and Sumit Sarkar (Modern India) moved from Patna, Allahabad and Kolkata to strengthen the teaching and research in History. Since that time many renowned scholars of National and International repute have served as faculty in the Department and have enriched it with their scholarship.

Major revisions in the syllabi took place in the early 1970s and again in the 1980s when the teaching of areas other than India (Europe, China, Japan in terms of areas) and newer courses on Political Thought, Social History, peasant studies were framed and scholarship strengthened. It needs stressing that the quality of post-graduate teaching in History for which our Department was known, depended crucially on a very strong base that newer, redesigned courses and first rate teaching that was imparted in our numerous undergraduate Colleges. It was this symbiosis between a strong basic training in History and the inculcation of a research oriented graduate studies that won our students international recognition, as evident from the admission of our alumni for advanced research and teaching in the leading Universities in UK and the USA.

One of the outstanding features of the Department of History has always been its scholastic plurality – its faculty members have received their academic training around the globe; they have all written differing kinds of histories and follow their own political commitments. Although the faculty does not conform to a particular research methodology, this plurality in academic interests is sustained and reproduced through debate and discussions which we pursue through well-ingrained democratic impulses. We are the richer in the range of our courses, and sharper in debate and political commitments from the need to locate our intellectual positions cogently and respectful of plurality. All this, even when we argue passionately and vehemently.

The Department of History is now a UGC sponsored 'Centre of Advanced Studies'. Never has a bureaucratic appellation resided more comfortably as a signature of our past and our aspirations. This is a centre of learning, of reproduction of knowledge and debate and in foregrounding History we have always been aware of the multiplicity amongst our students to whom we owe the responsibility of

providing the finest possible programme in the teaching and learning of our discipline. This document, the Post Graduate curricula of courses, has been crafted keeping many of our past commitments to the discipline and its practitioners in mind.

M.A. History Programme scope, objectives and outcomes

The Department of History has gained a global reputation for its intellectual contributions to the discipline. At different junctures in the past its members heralded scholarship in the field of socio-economic history of a Marxist persuasion and this impacted the field of ancient, medieval and modern history. Over the years this scholarship was considerably nuanced, again by the Department's faculty members, and it is their work, once again, that has impacted the global academy in fields such as archaeology, numismatics, the study of religion, gender, sexuality, processes of acculturation and social formations, social and cultural history, the study of subalterns, tribes, peasantry, labour, economic history, agrarian studies, trans-regional and global studies, war, archives, language, literature, translations, printing, caste, law, intellectual history, state formations, border studies, education, medicine, art, cinema, merchants and litterateurs. It is a long list but the substance in the claim for global reputation and impact comes from the international reach of our faculty – they are on the governing body of many renowned institutions in India, editors of peer-reviewed journals in the field, key note speakers, panel discussants, paper presenters at conferences and workshops. Our faculty members have held visiting teaching positions in universities across the world. Our old students hold positions in the History Department of nearly every major university in the world.

The Department of History is one of the leading institutions in the field in India with a huge global footprint. Our international conferences and seminars host some of the world's distinguished scholars. Our seminar series brings students in close proximity to scholars that they study and our 'baithak' workshop series gives them an opportunity to question and learn how some of these scholars' question, research and write. Our post graduate and research students are intrinsic participants in the organisation and successful conclusion of all Departmental academic activities. We hold an Annual Conference for Research Students where our MA students learn how to prepare for the Research Programme and frame their research agendas.

In its turn, the MA Programme is organised so that fresh undergraduates can expand their interests in History and learn how to become historians in their own right. The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students.

The expansion in our courses reflects the new discipline of history where its association with the state and hegemonic power structures are no longer the major subjects of instruction. While we are still interested in state formations the enlarged understanding of politics to fields of power relations has meant that social, cultural, literary, religion, art and architectural fields are present with varying degrees of emphasis in these and all courses. Our courses are organised chronologically and thematically. This has the advantage of looking at aspects of human experience through new chronologies, opening up the historiographical space to questions that are epistemological and challenging to the ways in which the discipline of history has been conceptualised over time.

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.

2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.

3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same

4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones

5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis

6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.

7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.

8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.

9) Display sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues

10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values

11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.

12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.

13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.

14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.

15) Know the dangers of plagiarism.

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MA History First Semester

Semester-I
DSC-1: World history DSC-2: World history DSC-3: World history
DSE: 02 Courses can be opted from the pool of DSE
Skill-based course: 01 course may be opted from the pool

LIST OF COURSES-M.A. History Semester I:

Discipline Specific Core (DSC) Courses:
3 in one Semester

Serial No.	Title of the Course	Semester
1.	Ancient World	I
2.	Medieval Societies: Structures, Cultures, and Exchange (c.500-1500CE)	I
3.	Historiography and Modernity	I

Discipline Specific Elective (DSE) Courses:
Any 02 from the pool in one Semester

Serial No.	Title of the Course
1.	Ancient Mesopotamia
2.	Society and Culture in Early Cities
3.	Science, Religion and Techno-communities in Precolonial Asia, 1400-1700
4.	Philosophy and Methods of History
5.	History of North Africa and Spain (8th -15th Century)
6.	Revolutions and Revolutionary Thought in the West
7.	Colonialism and its Archives
8.	Forms of Resistance in Northern India, c. 1560-1740
9.	Green Legacies: Indigenous and Empires' Ecologies in India
10.	Select Issues in the History of Nationalism in India, c. 1860–1917

Additional Five Courses sent for the approval of the Committee

11.	Ancient Indian Religions and Philosophies (up to ca. 500 CE)
12.	Imaging Ancient India: Visual Arts and Archives
13.	History of Modern France (1760-1815)
14.	Conquest of America
15.	Approaches to Global History: 1492-1991

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Generic Elective (GE) Courses, - Any 01 from pool of DSE above in one Semester

Skill Based Courses (SBC), - Any 01 from pool in one Semester

Serial No.	Title of the Course
1.	Epigraphy and Paleography
2.	Epigraphic and Architectural Remains for the Study of Medieval Indian History
3.	Historical and Archival Records: Skills and Methods

Course Wise Content Details for MA (History) Programme:

DISCIPLINE SPECIFIC CORE COURSES

DSC-1: ANCIENT WORLD

Credit Distribution, Eligibility, and Pre-requisites of the Course						
Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Ancient World	4	3	1	0	Nil	Nil

Course Objective: This course intends to outline the transitions in the Socio-political and cultural development of the four representative ancient societies of the world, *viz* Mesopotamia, Egypt, Greece, and Rome. The Course is chronologically an ambitious one, covering an immense historical period from the earliest evidence of hunter-gatherers and early food-producing communities to the emergence of complex societies. In spite of the vast spatial and temporal span of the course, a pedagogical coherence will be achieved by studying **only two** ancient societies in a given year.

Learning Outcomes

After completing this course, students would be able to:
- How a variety of Sources from archaeological to literary and Art are deployed by historians to understand the dynamics of the ancient world.
- Through the study of specific case studies understand the various facets of a particular ancient society in its spatial and temporal frame.

Course Contents

Unit1: Political Structure: Tribal assemblies to state and empire; Pillars of state viz. Taxation, bureaucracy, army; Political personalities and their role in the running of the state. **(12 hours)**

Unit 2: Economy: Beginning of Agriculture; Primitive economy of Barter; Technological breakthrough; markets, money and Urbanisation. **(12 hours)**

Unit 3: Society: Different social groups; Free and Slave population; Role of Religion **(12 hours)**

Unit 4: Culture: Pre-literate to literate classical culture; Literature, Art and architecture**(12 hours).**

Essential Readings:

Unit-1: Political Structure: Tribal assemblies to state and empire; Pillars of state viz. Taxation, bureaucracy, army; Political personalities and their role in the running of the state.

- Crawford, Harriet E. W. *Sumer and the Sumerians*. 2nd edition. Cambridge: Cambridge University Press, 2004
- Perry Anderson (1985), *Passages from Antiquity to Feudalism,* Verso
- Yoffee Norman (2005), *Myths of the Archaic States: Evolution of the Earliest cities, States and Civilization*, CUP
- Mieroop, Mark,van de(2010), *A History of Ancient Egypt,* Willy Blackwell publishers
- Pollock, Susan. *Ancient Mesopotamia: The Eden That Never Was*. Cambridge: Cambridge University Press, 1999.
- Midant-Reynes, Béatrix. *The Prehistory of Egypt: From the First Egyptians to the First Pharaohs*. Translated by Ian Shaw. Malden, MA: Blackwell Publishing, 2000.
- Hopkins Keith (1980),' Taxes in the Roman Empire:200BC-400AD', *JRS*, 70, pp.101-125
- Finley, M.I, (1991), *The Ancient Greeks*, Penguin
- Grandazzi, A (1997), The Foundation of Rome: Myth and History, Cornell University Press

Unit-2: Economy: Beginning of Agriculture; Primitive economy of Barter; Technological breakthrough; markets, money and Urbanisation.
- Liverani, Mario. *The Ancient Near East: History, Society and Economy*. Translated by Soraia Tabatabai. London: Routledge, 2014.
- Adams, Robert McC. *Heartland of Cities: Surveys of Ancient Settlement and Land Use on the Central Floodplain of the Euphrates*. Chicago: University of Chicago Press, 1981.
- Mc Adams Robert, (1966), *The Evolution of Urban Society,* Chicago
- Finley, M.I (1973), *The Ancient Economy,* University of California Press
- Martin Thomas (2013), *Ancient Greece from Prehistoric to Hellenistic Times,* Yale University Press
- Hopkins, Keith(1978), Economic Growth and Towns in Classical Antiquity, in Abrams & Wrigley eds, *Towns in Societies: Essays in Economic History and Historical Sociology*, CUP
- Parkins, Helen eds (1997), *Roman Urbanism: Beyond the Consumer City*, Routledge
- Warburton, David A. *State and Economy in Ancient Egypt: Fiscal Vocabulary of the New Kingdom*. Fribourg: University Press Fribourg, 1997

Unit-3: Society: Different social groups; Free and Slave population; Role of Religion
- Bottéro, Jean. (2001) *Religion in Ancient Mesopotamia*. Translated by Teresa Lavender Fagan. Chicago: University of Chicago Press.
- Dalley, Stephanie, (2008) ed. *Myths from Mesopotamia: Creation, the Flood, Gilgamesh, and Others*. Revised edition. Oxford: Oxford University Press.
- David Rosalie (2002), *Religion and Magic in Ancient Egypt*, Penguin
- Ste. Croix (1981), *The Class Struggle in the Ancient Greek world*, Cornell University press
- Pomeroy Sarah (1995), *Goddesses, Whores, Wives and Slaves,* Schocken Books
- Mary Beard *etal* (1998), *Religions of Rome,* Vols.1&2, CUP
- Woods, E.M (2015), *Peasant citizen and the Slave: The Foundations of Athenian Democracy*, Verso
- Teeter, Emily. *Religion and Ritual in Ancient Egypt*. Cambridge: Cambridge University Press, 2011.

Unit-4: Culture: Pre-literate to literate classical culture; Literature, Art and architecture.
- Zainab Bahrani, (2017) Mesopotamia: Ancient Art and Architecture, Thames and Hudson Ltd
- Gamsey, Peter etal (2015), *The Roman Empire, Economy Society, and Culture*, University of California Press
- Gibbs Mathew etal (2013), *Themes in Roman Society and Culture*, OUP
- Foster, John L. (2001) *Ancient Egyptian Literature: An Anthology*. Austin: University of Texas Press.
- Smith, W. Stevenson. (1998) *The Art and Architecture of Ancient Egypt*. Revised with additions by William Kelly Simpson. Baltimore: Penguin Books.

Suggested Readings:
- Foster, Benjamin R., and Karen Polinger Foster. *Civilizations of Ancient Iraq*. Princeton: Princeton University Press, 2009.
- Roux, Georges. *Ancient Iraq*. 3rd edition. London: Penguin Books, 1992
- Redford, Donald ed (2001), *The Oxford Encyclopaedia of Ancient Egypt*, OUP
- Redfield, James M. *The Primitive World and Its Transformations*. Ithaca: Cornell University Press, 1985.
- Hallo, William W., and William Kelly Simpson. *The Ancient Near East: A History*. 2nd edition. Fort Worth: Harcourt Brace College Publishers, 1998.

- Fagan, Brian M. *People of the Earth: An Introduction to World Prehistory*. 14th edition. New York: Routledge, 2016.

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.

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Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Medieval Societies: Structures, Cultures and Exchanges (c. 500-1500)	4	3	1	0	Nil	Nil

**DSC-2: MEDIEVAL SOCIETIES: STRUCTURES, CULTURES AND EXCHANGES (C. 500-1500)
Credit Distribution, Eligibility, and Pre-requisites of the Course**

Course Objectives: The course introduces students to a critical examination of the structural, political, religious, and economic foundations of medieval societies across Europe, the Islamic world, and other interconnected regions. It allows them to analyse the impact of cross-cultural interactions, conquests, and migrations on evolving social hierarchies, institutions, and cultural expressions. It introduces advanced historiographical debates and interdisciplinary approaches central to the postgraduate study of medieval history. The course encourages comparative and connected historical perspectives that illuminate both convergences and divergences among medieval societies.

Learning Outcomes:
- Critically evaluate recent historiographical trends and theoretical frameworks concerning medieval Europe, the Islamic world, and other premodern contexts.
- Demonstrate an advanced understanding of processes of social formation, mobility, and economic and cultural exchange in medieval settings.
- Integrate comparative and transregional perspectives into the study of medieval societies.
- Develop and present original, well-substantiated arguments on the social, economic, and religious dynamics of the medieval world through written and oral formats.

Course Content:
Unit 1: Structures of Power and Social Hierarchies; Women's Condition and Slavery (**12 hours**)
Unit 2: Urban Life, Economy, and Trade Networks (**12 hours**)
Unit 3: Religious Communities and Cultural Production (**12 hours**)
Unit 4: Mobility, Encounters, and Empire (**12 hours**)

Essential Readings:
Unit 1: Feudalism and its critiques; aristocracy, peasantry, and serfdom in Europe; military slavery and mamlukism in Islamic lands; social stratification in other medieval societies (Byzantine, African, South Asian).
- Bentley, Jerry H. "Cross-Cultural Interaction and Periodization in World History." The American Historical Review 101, no. 3 (June 1996): 749–70.
- Chris Wickham, *Framing the Early Middle Ages: Europe and the Mediterranean 400–800* (Oxford, 2005) – Chapters on aristocracy and peasant societies.
- Wickham, Chris. "The Other Transition: From the Ancient World to Feudalism." Past & Present, no. 103 (May 1984): 3–36.
- Duby, Georges. The Three Orders: Feudal Society Imagined. Chicago: University of Chicago Press, 1980.
- Brown, Elizabeth A. R. "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." The American Historical Review 79, no. 4 (October 1974): 1063–88.
- Hodgson, Marshall. G.S., *The Venture of Islam, Vol I, The Classical Age of Islam*, Chicago: University of Chicago Press, 1974.

- Holt, P.M., Lambton, A.K.S. and Lewis, Bernard, *The Cambridge History of Islam: Volume 2B: Islamic Society and Civilisation*. Cambridge University Press, 1977.
- Perry, Craig, "Historicizing Slavery in the Medieval Islamic World", *International Journal of Middle East Studies, Vol. 49. Issue 1* (February 2017): 1216-1245.
- Reuven Amitai, "The Mamluk Institution: 1000 Years of Military Slavery in the Islamic World," *History Compass*, 5/5 (2007): 1216–1245.
- Duggan, J., ed. *Nobles and Nobility in Medieval Europe: Concepts, Origins, Transformations*. Woodbridge: The Boydell Press, 2002, pp. 246–262.
- Mollat, Michel. *The Poor in the Middle Ages: An Essay in Social History*. New Haven: Yale University Press, 1986.
- Zuber, Christiane Klapisch, "Women and the Family" in Jacques Le Goff ed., *The Medieval World: The History of European Society*, trans. Lydia G. Cochrane, London, 1977, pp. 285-312.

Unit 2: Urbanization and guilds; Commodity production; Hanseatic League and Oceanic trade; caravan trade routes in Central Asia and Africa. Maritime Cosmopolitanism
- Abu Lughod, Janet. *Before European Hegemony: The World System A.D. 1250–1350* (Oxford, 1989).
- Le Goff, Jacques. *Your Money or Your Life: Economy and Religion in the Middle Ages*, 1988.
- Avner Greif, *Institutions and the Path to the Modern Economy* (Cambridge, 2006) – Chs. on Maghribi traders.
- Lucassen, Jan, Tine De Moor, And Jan Luiten Van Zanden. 'The Return of the Guilds: Towards a Global History of the Guilds in Pre-industrial Times', *IRSH*, vol. 53, Supplement, 2008, Introduction, pp. 5–18.
- Jessica Goldberg, *Trade and Institutions in the Medieval Mediterranean: The Geniza Merchants and their Business World* (Cambridge, 2012).
- Ho, Engseng, *The Graves of Tarim: Genealogy and Mobility across the Indian Ocean*. California University Press. 2006
- Gurevich, Aron Ja. "The Merchant." In *The Medieval World: The History of European Society*, edited by Jacques Le Goff, translated by Lydia G. Cochrane, 243–283. London: Park Gate Books, 1977.
- Bentley, Jerry H. Bentley, Sanjay Subrahmanyam and Merry E. Wiesner-Hanks, *The Cambridge World History, Volume Vi, The Construction Of A Global World, 1400–1800 Ce Part 2: Patterns Of Change*. CUP, 2015. (Select chapters)

Unit 3: Christian monasticism; Islamic scholasticism; Jewish networks; pilgrimage and sacred geographies; Popular Beliefs and religiosity; Textual Networks and Translations
- Brown, Peter. *The Rise of Western Christendom Triumph and Diversity, A.D. 200-1000*, 10th Anniversary Revised Edition. (Wiley Blackwell, 2013) – Selected chapters.
- Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600–1800* (Cambridge, 2003).
- Miri Rubin, *Cities of Strangers: Making Lives in Medieval Europe* (Cambridge, 2020).
- Ginzburg, Carlo. *The Night Battles: Witchcraft and Agrarian Cults in the Sixteenth and Seventeenth Centuries*. Translated by John and Anne C. Tedeschi. [Introduction.]
- Biller, Peter. "Popular Religion in the Central and Later Middle Ages." In *Companion to Historiography*, edited by Michael Bentley, 209–234. London: Routledge, 1997.
- Burke, Peter. "The World of Carnival." In *Popular Culture in Early Modern Europe*, 178–204. London: Harper Torchbooks.
- Gurevich, Aron Ja. "Monks." In *The Medieval World: The History of European Society*, edited by Jacques Le Goff, translated by Lydia G. Cochrane, 37–74. London: Park Gate Books, 1977.

- Hodgson, Marshall. G.S., *The Venture of Islam, Vol I, The Classical Age of Islam*, Chicago: University of Chicago Press, 1974.
- Babayan, Kathryn. *Mystics, Monarchs, and Messiahs: Cultural Landscapes of Early Modern Iran*, Cambridge: Harvard Middle Eastern Monographs. 2002.

Unit 4: Nomadic societies and sedentary empires (Mongols, Turks); Religious Intimacy and Wars; imperial formations and clash of empires; travellers across the empires.

- Allse, Thomas. *Culture and Conquest in Mongol Eurasia*. Cambridge, 2001.
- Hodgson, Marshall. G.S., *The Venture of Islam, Vol 2 The Expansion of Islam in the Middle Periods*. Chicago: University of Chicago Press, 1977.
- **Peter Jackson**. *The Mongols and the Islamic World: From Conquest to Conversion.* Yale University Press. 2017
- Hillenbrand, Carole. *The Crusades: Islamic Perspectives* (Edinburgh, 2000).
- Phillips, Kim M. *Before Orientalism: Asian Peoples and Cultures in European Travel Writing, 1245–1510*. Philadelphia. 2013.
- Frankopan, Peter. *The Silk Roads: A New History of the World* (Bloomsbury, 2015) – Relevant chapters.
- Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages* (Princeton, 1996).
- *The Travels of Marco Polo*. Peacock Books. 2024.
- Gibb, H.A.R. trns., *Ibn Battuta Travels In Asia And Africa 1325-1354*. Manohar Classics, 2006.
- Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds.* New York: Farrar, Straus and Giroux/Hill and Wang. 2006.

Further Readings:
- Balzaretti, Ross. "The Creation of Europe." History Workshop, no. 33 (Spring 1992): 181–96.
- Pipes, Daniel. *Slave Soldiers and Islam: Genesis of the Military System*, New Haven: Yale University Press, 1981.
- Paul H. Freedman (ed.), *The Origins of Peasant Servitude in Medieval Catalonia* (Cambridge, 1991).
- Amitai, Reuven and Michal Biran (eds.), *Nomads as Agents of Cultural Change: The Mongols and Their Eurasian Predecessors*. Honululu: University of Hawai Press. 2015.
- Olivia Remie Constable, *Trade and Traders in Muslim Spain: The Commercial Realignment of the Iberian Peninsula, 900–1500* (Cambridge, 1994).
- Bloch, Marc. *Sāmantī Samāj* (Feudal Society), trans. into Hindi, 2 vols. New Delhi: Granthshilpi, 2012.
- Bloch, Marc. Feudal Society. 2 vols., 2nd ed. London: Routledge, 1962.
- Margariti, Roxani. *Aden and the Indian Ocean Trade: 150 Years in the Life of a Medieval Arabian Port* (Chapel Hill, 2007).
- Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP. 2007.
- Bang, Peter Fibiger and Dariusz Kołodziejczyk (ed.). *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press. 2012.
- Pomeranz, Kenneth and Steven Topik. *The World that Trade Created: Society, Culture, and The World Economy, 1400 to the Present*, Armonk: New York. 2006.

- P. M. Holt, P.M., Lambton, A.K.S. and Lewis, Bernard, *The Cambridge History of Islam: Volume 2A: The Indian Sub-Continent, South-East Asia, Africa And The Muslim West.* Cambridge University Press, 2008.
- Susan Reynolds, *Fiefs and Vassals: The Medieval Evidence Reinterpreted* (Oxford, 1994) – Reassessment of "feudalism."
- Bentley, Jerry H. Bentley, Sanjay Subrahmanyam and Merry E. Wiesner-Hanks, *The Cambridge World History, Volume Vi, The Construction Of A Global World, 1400–1800 Ce Part 2: Patterns Of Change*. CUP, 2015. (Select chapters)

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.

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	**Tutorial**	**Practical/ Practice**		
DSC-3: HISTORIOGRAPHY AND MODERNITY **Credit Distribution, Eligibility, and Pre-requisites of the Course**						
Historiography and Modernity	4	3	1	0	Nil	Nil

Course Objective: Modernity has been characterized by a specific understanding of the past. This understanding depends the specialized knowledge of the discipline of History which involves systematic study, analysis and reconstruction. This course introduces students to the problems of the historical method through a study of some of the canonical works of the discipline.

Learning Outcome:
At the end of the course, students would:
- Understand the relationship between concepts and historical change
- Understand the methodological aspects of history-writing.
- Understand the relationship between history and modernity
- Be able to read and analyse canonical historical works closely

Course Content:
Unit 1: Critical Appraisal of Annales Historiography
Unit 2: Critical Appraisal of Marxist Historiography
Unit 3: The Historiography on Gender
Unit 4: Orality, Written Cultures and Oral History

Essential Readings
Unit 1: Critical Appraisal of Annales Historiography (12 hours)
This unit engages with the diverse methodological orientations of the historians of the Annales School as critiques of the School. In doing so it also reflects on the nature of modernity.
- Peter Burke, *The French Historical Revolution: The Annales School 1929-89*, 1990.
- Lucien Febvre *The Problem of Unbelief in the Sixteenth Century* Harvard University Press 1985
- Marc Bloch, *The Royal Touch: Monarchy and Miracles in France and England* Routledge 1985
- Emmanuel Le Roy Ladurie *Montaillou: Cathars and Catholics in a French Village* 1294-1324 Penguin 1980
- Maurice Aymard and Harbans Mukhia, *French Studies in History*, Vols 1 and 2.
- Renato Rosaldo, 'From the Door of His Tent: The Fieldworker and the Inquisitor' in *Writing Culture, The Poetics and Politics of Ethnography,* University of California Press, 1986.
- Ginzburg, Carlo and John Tedeschi, Anne C. Tedeschi. (1993). 'Microhistory: two or three things that I know about it', Critical Inquiry, 20, 1, pp. 10–35.

Unit 2: Critical Appraisal of Marxist Historiography (12 hours)
This unit engages with the writings of Karl Marx, the debates within Marxism as well as the critiques of Marxism. In doing so it also reflects on the nature of modernity.
- Marx, K 1990 Capital I London, Penguin [pp. 163 - 178; 270-283; Part III (Chapter 7); Part 8.]
- Kevin Anderson Marx at the Margins University of Chicago Press 2010

- Claude Lefort "Marx, from one vision of History to Another" in The Political Forms of Modern Society MIT Press 1986
- Thompson, E P. 1991. *Customs in Common London*, Penguin
- Politics, Vol. 54, No. 1 (Winter, 1992), pp. 50-71
- Perry Anderson, Arguments within English Marxism Verson London 1980 [Selections]
- Engles, F. 2010 *Origin of the Family, Private Property and the State* London Penguin

Unit 3: The Historiography on Gender (12 hours)
This unit engages with the diverse methodological orientations present in the historiography on Gender. In doing so it also reflects on the nature of modernity.

- This unit engages with the diverse methodological orientations present in the historiography on Gender. In doing so it also reflects on the nature of modernity.
- Morgan, Sue (Ed.), (2006). *The Feminist History Reader*, London Routledge.
- Carole Pateman *The Sexual Contract* Stanford University Press 1988
- Scott, Joan. (1999). "Gender: A Useful Category of Historical Analysis," in Gender and the Politics of History, New York: Columbia University Press
- Butler, Judith. (2007). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge,
- Burton, Antoinette, (2003). *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India,* New York: Oxford University Press
- Wiesner-Hanks, Merry. (2007). 'World History and the History of Women, Gender and Sexuality', Journal of World History, 18 (1), March 2007: 53-67.

Unit 4: Orality, Written Cultures and Oral History (12 hours)
This unit engages with the metholological problems involved in studying the nature of orality, written cultures and the practices of oral history. In doing so it also reflects on the nature of modernity.

- Walter J Ong *Orality and Literacy* Routledge 2012
- Jack Goody, *The Interface Between the Written and the Oral* Cambridge University Press 1987
- Portelli, Alessandro. (1990). *The Death of Luigo Trastulli and Other Stories: Form and Meaning in Oral History* New York: CUNY Press.
- Confino, Alon. (1997). "Collective Memory and Cultural History: Problems of Method." The American Historical Review 102: 5, pp. 1386-1403.
- Thompson, Paul, with Joanna Birnat. (2017 revised edition). *The Voices of the Past: Oral History*. New York: Oxford University Press.
- Anirudh Deshpande, *The Practice of History*, 2020.

    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.

DISCIPLINE SPECIFIC ELECTIVE COURSES

Department of History, University of Delhi

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	**Tutorial**	**Practical/ Practice**		
Ancient Mesopotamia	04	3	1	0	Nil	Nil

DSE-1: ANCIENT MESOPOTAMIA
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objectives: This course offers an analytical survey of the ancient history of Mesopotamia, tracing the variety of cultural developments in the region from c. 9000 to c. 2000 BCE. The material culture of ancient Mesopotamian societies will be the main focus. This would include an exploration of archaeological remains from prehistoric to early historic times in context of rural and urban sites, based on archaeological, anthropological and art-historical sources. The course seeks to develop an understanding of ancient societies and their material culture, with the help of particular interpretative theories using an interdisciplinary approach. Along with the detailed reading of various bodies of archaeological evidence the course will entail a study of theoretical approaches and concepts used to study ancient Mesopotamia. Using this approach themes related to social ideas, institutions, religious and cultural practices of ancient Mesopotamia will be examined.

Learning Outcomes:
At the end of the course, the students would:
- Identify the geographical location, significance and environment changes of ancient Mesopotamia.
- Describe the key features of ancient Mesopotamian society, including religion, administration, economy, and social structure.
- Should be able to understand the origin of agriculture in the 'Fertile Crescent'.
- Analyse the role of advanced Neolithic cultures in the processes that led to rise of civilizations.
- Trace the various factors that led to urbanization especially in southern Mesopotamia.
- Comprehend the ideologies and institutions that were instrumental in the creation of complex societies and states.

Course Content:
Unit-1. Climatic and geographical contexts of ancient Mesopotamia; Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: A case study of Jarmo and other settlements on Zagros Mountains in the 'Fertile Crescent'.
Unit-2. Advanced Neolithic settlements and the cultures that represent them Hassuna, Samarra and Halaf Cultures.
Unit-3. Process and development of trade and urbanization in Mesopotamia and Social complexity: A case study of the Uruk and Jemdat Nasr Period (c.4000 to c. 2900 BCE).
Unit-4. Emergence of new institutions of power: Temples and Palaces; Legal system in Mesopotamia, Aspects of social stratification in Mesopotamia: Class and gender.

Essential Readings:
Unit-1 (12 hours)
- Bahrani, Zainab. "Conjuring Mesopotamia: Imaginative Geography and a World Past." In *Archaeology Under Fire: Nationalism, Politics and Heritage in the Eastern Mediterranean and Middle East*, edited by L. Meskell, 159–174. London and New York: Routledge, 1998.
- Cordova, Carlos E. "The Degradation of the Ancient Near Eastern Environment." In *A Companion to the Ancient Near East*, edited by Daniel C. Snell, 109–125. Malden, MA: Blackwell, 2005.

- Matthews, Roger. "Tracking a Transition: Hunters Becoming Farmers." In *The Archaeology of Mesopotamia: Theories and Approaches*, 67–92. London: Routledge, 2003.
- Pollock, Susan. "Geographic Setting and Environment." In *Ancient Mesopotamia: The Eden That Never Was*, 28–44. Cambridge: Cambridge University Press, 1999.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 16–49.
- Scheffler, Thomas. "'Fertile Crescent', 'Orient', 'Middle East': The Changing Mental Maps of Southwest Asia." *European Review of History* 10, no. 2 (2003): 253–272.
- Wilkinson, Tony J. "The Environmental Context." In *Archaeological Landscapes of the Near East*, 15–32. Tucson: University of Arizona Press, 2003.

Unit-2 (12 hours**)**
- Braidwood, Linda S., Robert J. Braidwood, Bruce Howe, Charles A. Reed, and Patty Jo Watson. *Prehistoric Archaeology Along the Zagros Flanks*. Oriental Institute Publications, Vol. 105. Chicago: University of Chicago Press, 1983, 1–541.
- Gruber, Jacob W. "Irrigation and Land Use in Ancient Mesopotamia." *Agricultural History* 22, no. 2 (1948): 69–77. Published by Agricultural History Society.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 88–140.
- Roux, Georges. *Ancient Iraq*. New edition. London: Penguin, 1992, 42–58.
- Wengrow, David. "The Changing Face of Clay: Continuity and Change in the Transition from Village to Urban Life in the Near East." *Antiquity* 72 (1998): 783–795.

Unit-3 (12 hours**):**
- Childe, V. Gordon. "Civilization, Cities and Towns." *Antiquity* 31 (1957): 36–37.
- Gates, Charles. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. London and New York: Routledge, 2003, 30–65.
- Karlovsky, C. C. L., and J. A. Sabloff. *Ancient Civilizations: The Near East and Mesoamerica*. Menlo Park, CA: The Benjamin, 1979, 90–112.
- Matthews, R. J. "Excavations at Jemdet Nasr." *Iraq* 51 (1988): 225–248. Published by the British Institute for the Study of Iraq.
- Matthews, Roger. "States of Mind: Approaches to Complexity." In *The Archaeology of Mesopotamia: Theories and Approaches*, 93–126. London: Routledge, 2003.
- Pollock, Susan. "Settlement Patterns." In *Ancient Mesopotamia: The Eden That Never Was*, 45–77. Cambridge: Cambridge University Press, 1999.
- Postgate, J. N. "Cities and Dynasties." In *Early Mesopotamia: Society and Economy at the Dawn of History*, 22–50. London and New York: Routledge, 1992.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 141–176.
- Van de Mieroop, Marc. "Origins: The Uruk Phenomenon." In *A History of the Ancient Near East*, 17–38. Oxford: Blackwell, 2004.
- Van de Mieroop, Marc. "The Origins and the Character of the Mesopotamian City." In *The Ancient Mesopotamian City*, 23–41. Oxford: Oxford University Press, 1997.
- Ratnagar, Shireen (1981), *Encounters: The Westerly Trades of the Harappan Civilisation*.
- Chakrabarti, D.K. (1990), *The External Trade of the Indus Civilisation*.

Unit-(12 hours**):**
- Bottéro, Jean. "The Religious System." In *Mesopotamia*, translated by Zainab Bahrani and Marc Van de Mieroop, 201–231. Chicago: University of Chicago Press, 1992.

- Hrůša, Ivan. *Ancient Mesopotamian Religion: A Descriptive Introduction*. Münster: Ugarit-Verlag, 2015.
- Lerner, Gerda. *The Creation of Patriarchy*. New York: Oxford University Press, 1986, 36–161.
- Postgate, J. N. *Early Mesopotamia: Society and Economy at the Dawn of History*. London: Routledge, 1992, 262–292.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 214–278.
- Roaf, Michael, et al. "Palaces and Temples in Ancient Mesopotamia." In *Civilizations of the Ancient Near East*, Vol. 1, 423–441. Edited by Jack M. Sasson. New York: Scribner, 1995.
- Roth Martha T, Ed. (1997), *Law Collections from Mesopotamia and Asia Minor,* 2nd Edition.

Suggested Readings:

- Adams, Robert McC. *Heartland of Cities: Surveys of Ancient Settlement and Land Use on the Central Floodplain of the Euphrates*. Chicago: University of Chicago Press, 1981.
- Adams, Robert McC. *The Evolution of Urban Society*. Chicago: Aldine, 1966.
- Boserup, Ester. *The Conditions of Agricultural Growth: The Economics of Agrarian Change under Population Pressure*. Chicago: Aldine, 1965.
- Braidwood, Robert J. *Prehistoric Men*. 8th ed. Glenview, IL: Scott, Foresman, 1975.
- Fagan, Brian M. *People of the Earth: An Introduction to World Prehistory*. Boston: Little, Brown and Company, 1977.
- Frankfort, Henri. *The Birth of Civilization in the Near East*. New York: Doubleday, 1951.
- Hammond, Mason. *The City in the Ancient World*. Cambridge, MA: Harvard University Press, 1972.
- Kuhrt, Amélie. *The Ancient Near East, c. 3000–330 BC*. London: Routledge, 1995, 56–73.
- Matthews, Roger. *The Archaeology of Mesopotamia: Theories and Approaches*. London and New York: Routledge, 2003, 1–92.
- McIntosh, Jane R. *Ancient Mesopotamia: New Perspectives*. Santa Barbara, CA: ABC-CLIO, 2005.
- Oates, David. *The Rise of Civilization*. Oxford: Oxford University Press, 1976.
- Pollock, Susan. *Ancient Mesopotamia: An Eden That Never Was*. Cambridge: Cambridge University Press, 1999.
- Postgate, J. Nicholas. *Early Mesopotamia: Society and Economy at the Dawn of History*. London and New York: Routledge, 1992.
- Reed, Charles A., ed. *Origin of Agriculture*. The Hague: Mouton, 1977.
- Riley, Carroll L. *The Origin of Civilization*. Carbondale: Southern Illinois University Press, 1969.
- Trigger, Bruce G. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press, 2003.
- Van de Mieroop, Marc. *A History of the Ancient Near East, ca. 3000–323 BC*. Oxford: Blackwell Publishing, 2004.
- Wright, G. Ernest, ed. *The Bible and the Ancient Near East*. New York: Doubleday, 1965.
- Yoffee, Norman. *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge: Cambridge University Press, 2005.

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.

Department of History, University of Delhi

DSE-2: SOCIETY AND CULTURE IN EARLY CITIES
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objectives: This course provides a theoretical introduction to urbanism in history, exploring various approaches to the phenomenon and the 'endemic problem of definition'. It examines the diverse roles of cities across different times and places. Additionally, it presents a selective survey of the character and forms of urbanism in the ancient civilizations of Mesopotamia, Greece, Rome, China, and South-East Asia. The focus will be on culturally profiling historical cities as physical, behavioral, ideological, and symbolic spaces, and understanding how 'ancient' cities have been studied and researched.

Learning Outcomes:
- Understand how urban centres are rooted in the cultural, social, and political histories of regions, shaping regional and cultural identities.
- Learn to distinguish the unique characteristics of different urban spaces in ancient societies through comparative and interdisciplinary approaches.
- Analyse how social and cultural practices within urban contexts reflect broader social complexities and diversities.
- Develop analytical and comprehension skills through case studies, enabling students to identify commonalities and differences across urban centres and their historical trajectories.

Course Content:
Unit 1: Definition(s) of Urbanism and Diverse Approaches to Early Urban History, the economy of ancient cities.
Unit 2: The origins of Mesopotamian cities
Unit 3: Ancient Indian Cities from Harappa to 5th C.BCE.
Unit 4: Urban Centres and Cultures of Greece and Rome.

Essential Readings:
Unit (12 hours): The unit will explore diverse definition(s) of Urbanism and problems related to Early Urban History: the archaeologist's, geographer's, sociologist's, and historian's approach will be studied along with factors in economy of ancient cities, how they were different from 'modern' cities, Weber's and MI Finley's notions of 'consumer' cities.
- Carneiro, Robert L. "Ascertaining, Testing, and Interpreting Sequences of Cultural Development." *Southwestern Journal of Anthropology* 24 (1968): 354–374.
- Finley, M. I. *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, 1973.

- Finley, M. I. "The Ancient City: From Fustel de Coulanges to Max Weber and Beyond." In *Economy and Society in Ancient Greece*, edited by Brent D. Shaw and Richard Saller. New York: Viking Press, 1982.
- Flannery, Kent V. "The Cultural Evolution of Civilizations." *Annual Review of Ecology and Systematics* 3 (1972): 399–426.
- May, Natalie, and Ulrike Steinert, eds. *The Fabric of Cities: Aspects of Urbanism, Urban Topography and Society in Mesopotamia, Greece and Rome*. Leiden and Boston: Brill, 2014.
- Sjöberg, Gideon. *The Preindustrial City: Past and Present*. New York: Free Press, 1960.
- Wirth, Louis. "Urbanism as a Way of Life." *American Journal of Sociology* 44 (1938): 1–24.

Unit Two (12 hours): The students will trace the origins of Mesopotamian cities- The ecological and cultural backdrop, emergence of city-states, the social, cultural features of early city states upto the Sargonid period.
- Pollock, Susan. (1999). Ancient Mesopotamia: An Eden that Never Was. Cambridge: Cambridge University Press.
- Mc Adams, Robert. (1981) Heartland of Cities. Chicago: University of Chicago Press.
- Mieroop, Marc Van de. (1997) The Ancient Mesopotamian City, New York: Clarendon Press
- Oppenheim, A.L. (1977 edition). Ancient Mesopotamia, Potrait of a dead civilization. Chicago: University of Chicago Press.
- Postgate, J.Nicholas (1994) Early Mesopotamia, Society and Economy at the dawn of history. Oxfordshire: Routledge

Unit Three (12 hours): This unit will focus on the emergence of ancient Indian cities from proto-historic to early-historical period.
Essential Readings:
- Ghosh, A, (1973), *The City in Early Historical India.*
- Possehl, G.L. (1979), *Ancient Cities of the Indus.*
- Erdosy (1988), Urabanisation in Early Historic India.
- Allchins, F. (1995), The Archaeology of Early Historic South Asia: The Emergence of Cities and States.
- Shrimali, K.M. (2021), "Pali Sahitya me Pratibimbit Nagar." *Itihaas Puratatva aur Vichaardhara, Granth Shilpi.*

Unit Four (12 hours): This unit will focus on the uraban centres and cultures of classical Greek city-states and the megapolis of Rome.
- Crouch, Dora P. *Water Management in Greek Cities*. New York: Oxford University Press, 1993.
- Hansen, Mogens H. "The Concept of the Consumption City Applied to the Greek Polis." In *Once Again: Studies in the Ancient Greek Polis*, edited by Thomas H. Nielsen, 9–48. Papers from the Copenhagen Polis Center 7. Munich: Franz Steiner Verlag, 2004.
- Ste. Croix, G. E. M. *The Class Struggle in the Ancient Greek World*. Ithaca, NY: Cornell University Press, 1981.
- Wood, Ellen Meiksins. *Peasant-Citizen and the Slave: The Foundations of Athenian Democracy*. London and New York: Verso, 2015 (reprint).
- Garnsey, Peter, Richard Saller, and Martin Goodman. *The Roman Empire: Economy, Society and Culture*. Oakland: University of California Press, 2015.
- Gibbs, Matthew, Milo Nilolic, and Pauline Ripat. *Themes in Roman Society and Culture*. Oxford: Oxford University Press, 2013.
- Hopkins, Keith. "Taxes in the Roman Empire (200 B.C.–400 A.D.)." *Journal of Roman Studies* 70 (1980): 101–125.

- Hopkins, Keith. "Economic Growth and Towns in Classical Antiquity." In *Towns in Societies: Essays in Economic History and Historical Sociology*, edited by P. Abrams and E. A. Wrigley, 35–77. Cambridge: Cambridge University Press, 1978.
- Huskinson, Janet, ed. *Experiencing Rome: Culture, Identity & Power in the Roman Empire*. London: Routledge, 2000.
- Lawrence, Ray. "Writing the Roman Metropolis." In *Roman Urbanism: Beyond the Consumer City*, edited by Helen Parkins, 62–76. London: Routledge, 1997.
- Lomas, Kathryn. "The Idea of a City." In *Roman Urbanism: Beyond the Consumer City*, edited by Helen Parkins, 21–40. London: Routledge, 1997.

Suggested Readings:

- Abrams, Philip, and E. A. Wrigley, eds. *Towns in Societies: Essays in Economic History and Historical Sociology*. Cambridge: Cambridge University Press, 1978.
- Anderson, Perry. *Passages from Antiquity to Feudalism*. London and New York: Verso, 1985 edition.
- Finley, M. I. *Ancient Slavery and Modern Ideology*. London: Penguin, 1983 reprint.
- Galinsky, Karl, and Kenneth Lapatin, eds. *Cultural Memories of the Roman Empire*. Los Angeles: J. Paul Getty Trust, 2015.
- Kousser, Rachel. "Monument and Memory in Ancient Greece and Rome: A Comparative Perspective." In *Cultural Memories of the Roman Empire*, edited by Karl Galinsky and Kenneth Lapatin. Los Angeles: J. Paul Getty Trust, 2015.
- Hammond, Mason. *The City in the Ancient World*. Cambridge, MA: Harvard University Press, 1972.
- McAdams, Robert. *The Evolution of Urban Society*. Chicago: Aldine Publishing Company, 1966.
- Oates, David, and Joan Oates. *The Rise of Civilization*. Oxford: Elsevier-Phaidon, 1976.
- Parkins, Helen M., ed. *Roman Urbanism: Beyond the Consumer City*. London: Routledge, 1997.
- Roux, Georges. *Ancient Iraq*. London: Penguin, 1992 edition.
- Shennan, Stephen. "After Social Evolution: A New Archaeological Agenda?" In *Archaeological Theory: Who Sets the Agenda?*, edited by Norman Yoffee and Andrew Sherratt, 53–59. New Directions in Archaeology. Cambridge: Cambridge University Press, 1993.
- Trigger, Bruce G. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press, 2003.
- de Vries, Jan. *European Urbanization, 1500–1800*. Harvard Studies in Urban History. Cambridge, MA: Harvard University Press, 1984.
- Yoffee, Norman. *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge: Cambridge University Press, 2005.

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.

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Science, Religion and Techno-communities in Precolonial Asia, 1400-1700	4	3	1	0	Nil	Nil

DSE-3: SCIENCE, RELIGION AND TECHNO-COMMUNITIES IN PRECOLONIAL ASIA, 1400-1700
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objective: The objective of the course is to examine various dimensions of science and technology in Precolonial Asia. It looks at how various societies in the region engaged with the concepts of science, technology, and medicine. Moving away from conventional Eurocentric narratives, it brings into discussion the contributions of non-European societies that cultivated their own languages of rational thought and systems of knowledge production.

This course intends to give students a comprehensive understanding of the developments in the field of science and technology during the medieval and early colonial periods. They will also be familiar with the economic and ideological contexts in which science and technology were defined and practiced across several regions in Asia before the colonial era.

Learning Outcome:
At the end of the course, students would be:
- Familiar with several geo-political regions that include medieval Turkey and early modern China. The scientific and technological developments in these regions will be very useful to make a comparative historical analysis of human thinking and knowledge production.
- Able to understand how medieval societies perceived science and technology.
- In a position to locate the social and cultural histories of the pre-colonial period through the prism of 'science' and 'rationality.'
- Finishing a range of diverse readings that deal with a variety of scientific, technological, and social turns in the medieval period that led to the birth of 'modern' science, technology, and medicine.

Course Content:
Unit 1: History of Science and Technology: A Theoretical Understanding (**12 hours**)
Unit 2: Translation and Transition: Exchange of Ideas in the Medieval World (**12 hours**)
Unit 3: Medicine, Hygiene, and Body in Medieval Asia (**12 hours**)
Unit 4: Privilege, Patronage, Religion, Science and Empire Building (**12 hours**)

Essential Readings:
Unit 1: This unit will introduce students to the historiography of science and technology in the medieval period.
- Bala, Arun. *The Dialogue of Civilizations in the Birth of Modern Sciences*. New York: Palgrave Macmillan, 2006, pp. 1-62.
- Habib, Irfan S. and Raina, Druv (eds.). *A Social History of Science: Themes in Indian History*. Delhi: Oxford University Press, 2006, pp. 1-70.
- Latour, Bruno. *We Have Never Been Modern*. Cambridge: Harvard University Press, 1993, pp. 1-88.

- Russell, Bertrand. *Religion and Science*. New York: Oxford University Press, 1997, pp. 1-81.
- Sarton, George. *Introduction to the History of Science; A History of Science; Appreciation of Ancient and Medieval Science During Renaissance (1450-1600)*. New York: Barnes, 1955, pp. 1-84.
- Rahman, Abdur (ed.). *Science and Technology in Indian Culture: A Historical Perspective*. New Delhi: National Institute of Science, Technology and Development Studies, 1984, pp. 1-122.
- White, Lynn, JR. *Medieval Religion and Technology: Collected Essays*. Berkeley: University of California Press, 1978, pp. 1-92.
- Bray, Francesca. *Technology, Gender and History in Imperial China: Great Transformations Reconsidered*. Oxon: Routledge, Taylor & Francis, 2013.
- Kheirandish, Elaheh. *Baghdad and Isfahan: A Dialogue of Two Cities in an Age of Science, CA. 750-1750*. Bloomsbury Publishing, 2021.

Unit 2: This unit discusses how scientific ideas circulated in the medieval and early colonial worlds.
- Raj, Kapil. *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*. London: Palgrave Macmillan, 2007, pp. 1-67.
- Livingstone, David N. *Putting Science in Its Place: Geographies of Scientific Knowledge*. Chicago: The University of Chicago Press, 2003, pp. 1-178.
- Gunergun, Feza and Raina, Dhruv (eds.). *Science between Europe and Asia: Historical Studies on the Transmission, Adoption, and Adaptation of Knowledge*. New York: Springer, 2011, pp. 1-76.
- Bala, Arun (ed.). *Asia, Europe, and the Emergence of Modern Science: Knowledge Crossing Boundaries*. 2012, pp. 1-80.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. Cambridge: The MIT Press, 2007.
- Morrison, Robert G. *Merchants of Knowledge: Intellectual Exchange in the Ottoman Empire and Renaissance Europe*. United States: Stanford University Press, 2025, Chapters 1 and 6.

Unit 3: This unit discusses various traditions of medicine, hygiene, and body in medieval and Early Modern Asia.

- *Ashok K Bagchi, Medicine in Medieval India: 11th to 18th Centuries*
- Pormann, Peter E. and Savage-Smith, Emilie. *Medieval Islamic Medicine*. Edinburgh: Edinburgh University Press, 2007, pp. 1-143.
- Leslie, Charles M. (ed.). *Asian Medical Systems: A Comparative Study*. Berkeley: University of California Press, 1976, pp. 1-81.
- Zimmer, H. R. *Hindu Medicine*. Baltimore: Johns Hopkins Press, 1948, pp. 1-165.
- Winterbottom, Anna and Tesfaye, Facil (eds.). *Histories of Medicine and Healing in the Indian Ocean World: The Medieval and Early Modern Period*, Vol. 1. New York: Palgrave, 2016, pp. 1-187.
- Gunergun, Feza and Raina, Dhruv (eds.). *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*. New York: Springer, 2011, pp. 209-270.
- Arnold, David (ed.). *Imperial Medicine and Indigenous Societies*. Manchester: Manchester University Press, 1988, pp. 1-26.
- Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. Berkeley: University of California Press, 1993, pp. 1-60.
- Shefer-Mossensohn, Miri. *Ottoman Medicine: Healing and Medical Institutions, 1500-1700*. State University of New York Press, 2010.

- Seema Alavi (2008), *Islam and Healing: Loss and Recovery of an Indo - Muslim Medical Tradition , 1600–1900*, Basingstoke : Palgrave Macmillan.pp.1-53

Unit 4: It discusses the relations between the state, royal patronage, religion, and scientific knowledge in medieval Asia.

- *Ancient Indian Medicine and Its Spread to China | Economic and Political Weekly* https://share.google/ocBFke1nMKQneGD6V *(On the Transmission of Indian Medical Texts to the Arabs in the Early Middle Ages by Oliver Kahl)*
- Mossensohn, Miri Shefer. *Science among the Ottomans: The Cultural Creation and Exchange of Knowledge*. Austin: University of Texas Press, 2015, pp. 1-157.
- Khaldūn, Ibn. *The Muqaddimah: An Introduction to History*, translated by Franz Rosenthal. Princeton: Princeton University Press, 1969, pp. 333-458.
- Pfeiffer, Judith. *Politics, Patronage and the Transmission of Knowledge in 13th - 15th Century Tabriz*. Leiden: Brill, 2014, pp. 1-170.
- Cohen, Floris H. *How Modern Science Came Into the World: Four Civilizations, One 17th-century Breakthrough*. Amsterdam: Amsterdam University Press, 2010, pp. 1-76.
- Akasoy, Anna and Raven, Wim, eds. *Islamic Thought in the Middle Ages: Studies in Text, Transmission and Translation in Honour of Hans Daiber*. Leiden: Brill, 2008, pp. 3-76.
- Garcia-Balleser, Luis. *Medicine in a Multicultural Society: Christian, Jewish and Muslim Practitioners in the Spanish Kingdoms, 1222-1610*. Burlington, VT: Ashgate Publishing, 2001, pp. 1-74.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. Cambridge, Massachusetts: Institute of Technology Press, 2007, pp. 1-170.
- Ragab, Ahmed. *Piety and Patienthood in Medieval Islam*. Oxon: Routledge, 2018, pp. 1-86.
- Gruber, Christiane. "In Defence and Devotion: Affective Practices in Early Modern Turco-Persian Manuscript Painting." In Kishwar Rizvi, ed. *Affect, Emotion, and Subjectivity in Early Modern Muslim Empires: New Studies in Ottoman, Safavid and Mughal Art and Culture*. Leiden: Brill, 2018, pp. 95-124.
- Joseph, George Gheverghese. Indian Mathematics: *Engaging With The World From Ancient To Modern Times*. London: World Scientific Publishing Company, 2016.pp. 427-465
- Gutas, Dimitri. *Greek Thought, Arab Culture: The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasid Society (2nd-4th/8th-10th centuries)*, London, Routledge, 1998 pp.1-45

Suggested Readings:
- Needham, Joseph. *Within the Four Seas: The Dialogue of East and West*. Oxfordshire: Routledge, 2005, pp. 11-88.
- Winterbottom, Anna, and Tesfaye, Facil, eds. *Histories of Medicine and Healing in the Indian Ocean World: The Medieval and Early Modern Period, Vol. 1*. New York: Palgrave, 2016, pp. 99-124.
- Joseph, George Gheverghese. *A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact*. New Delhi: Sage, 2009, pp. 1-40.
- Gottschalk, Peter. *Religion, Science, and Empire: Classifying Hinduism and Islam in British India*. New York: Oxford University Press, 2013.
- Findlen, Paula, ed. *Empires of Knowledge: Scientific Networks in the Early Modern World*. London: Routledge, 2018.
- Said, Edward W. *Orientalism: Western Conceptions of the Orient*. New York: Vintage Books, 1979.
- Ragab, Ahmed. *The Medieval Islamic Hospital: Medicine, Religion, and Charity*. New York: Cambridge University Press, 2015.

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- Beckwith, Christopher I. *Warriors of the Cloisters: The Central Asian Origins of Science in the Medieval World*. Princeton: Princeton University Press, 2012.
- Foucault, Michel. *The Archaeology of Knowledge*. London: Routledge, 2002.
- Khafipour, Hani. *The Empires of the Near East and India: Source Studies of the Safavid, Ottoman, and Mughal Literate Communities*. New York: Columbia University Press, 2019.
- Malekandathil, Pius, ed. *The Indian Ocean in the Making of Early Modern India*. Oxon: Routledge, 2017.
- White, Lynn, Jr. *Medieval Technology and Social Change*. London: Oxford University Press, 1974.
- Parkin, David and Barnes, Ruth, eds. *Ships and the Development of Maritime Technology in the Indian Ocean*. Oxon: Routledge, 2016, pp. 1-93.
- Chaudhuri, K.N. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 1985, pp. 119-159.
- Andrade, Tonio. *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History*. Princeton: Princeton University Press, 2016, pp. 15-74.
- Gommans, Jos. *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*. London: Routledge, 2002, pp. 39-98.
- Kolff, Dirk. *Naukar, Rajput, and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, 1990, pp. 32-116.
- A. L. Basham, 2020, *The Practice of Medicine in Ancient and Medieval India,* University of Columbia Press, Berkeley.

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.

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<table>
<tr>
<td colspan="7" align="center">DSE-4: PHILOSOPHY AND METHODS OF HISTORY
Credit Distribution, Eligibility, and Pre-requisites of the Course</td>
</tr>
<tr>
<td rowspan="2">Course Title and Code</td>
<td rowspan="2">Credits</td>
<td colspan="3">Credit Distribution of the Course</td>
<td rowspan="2">Eligibility Criteria</td>
<td rowspan="2">Prerequisite of the Course</td>
</tr>
<tr>
<td>Lecture</td>
<td>Tutorial</td>
<td>Practical/ Practice</td>
</tr>
<tr>
<td>Philosophy and Methods of History</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</table>

Course Objectives: The course studies the interface between critical historical thought and evolving methods of the actual writing of history. The philosophy part of the course therefore is aimed at gaining theoretical insights, which inform the debates among historians and challenges from outside the discipline on the parameters of historical research and doing history. It, thus, seeks to apprise students of various methods of doing research in the quest for historical knowledge.

Learning Outcomes:
Having successfully completed the course, students should be
- Thoroughly familiar with how historians work
- How different historians pursue research in contrasting ways
- What comprises the historians' craft
- How contending ideas about the nature and possibilities of historical knowledge can be understood
- Learn the more advanced methods of historical practice and knowledge

Course Content:
Unit 1: Philosophy of History; what is history and historian's craft; historical sources, evidence, facts and their interpretation; the question of objectivity, generalization and historical imagination **(12 hours)**
Unit 2: Challenges to the writing of modern professional/academic history; religion, competitive ideologies, and the writing of history; debates over contested identities and historical truth **(12 hours)**
Unit 3: Intersection between literature, gender and history; the women's question and sexual minorities and the writing of history **(12 hours)**
Unit 4: Historical Processes and the Problems of Periodization; premodern/modern/postmodern distinctions and global connected history **(12 hours)**

Essential Readings:
Unit 1: This unit will introduce students to the theoretical debates on philosophical and practical protocols of the writing of History; this unit will look at the critical apparatus of verifying and interpreting historical sources and evidence and presenting the findings in a narrative form that is devoid of any biases and prejudices.
- Bloch, Marc. *The Historian's Craft*. Reprint. New York: Vintage, 1964. (Chapters 4–5).
- Carr, E. H. *What is History?* Reprint. London: Penguin Books, 1961. (Chapters 1 and 4).
- de Certeau, Michel. *The Writing of History*. Translated by Tom Conley. New York: Columbia University Press, 1988. (Chapter: "The Historiographical Operation").
- Ginzburg, Carlo. "Checking the Evidence: The Judge and the Historian." *Critical Inquiry* 18, no. 1 (1991): 79–92.
- White, Hayden. *The Content of the Form*. Baltimore: The Johns Hopkins University Press, 1987. (Chapters 1–2).
- Radhakrishnan, S. (2006) *Indian Philosophy 2 volumes* (OUP)

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Unit 2: This unit will examine the challenges to the writing of modern professional or academic history from the protagonists of religion and competitive ideologies leading to continuous debates and occasional wrangling among historians and other stakeholders; this will also analyse debates over contested identities and historical truth and history as a weapon in popular politics of public domain.

- Collingwood, R.G. *The Idea of History*, reprint. Oxford: Oxford University Press, 1994.
- Drayton, Richard. "Where Does the World Historian Write From? Objectivity, Moral Conscience and the Past and Present of Imperialism." *Journal of Contemporary History* 46 (2011): 671–85.
- Evans, Richard J. *In Defence of History*, reprint. London: W.W. Norton and Company, 2000.
- Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations*, no. 26 (1989): 7–24.
- Sarkar, Sumit. "Post-Modernism and the Writing of History." *Studies in History* 15, no. 2 (1999).

Unit 3: This unit will interrogate into the intersection between literature, gender and history; the women's question, sexual minorities and the writing of history.

- Chatterjee, Partha. *Empire and Nation*. New York: Columbia University Press, 2010. (Chapter on "The Nationalist Resolution of the Women's Question").
- Kugle, Scott. *When Sun Meets Moon: Gender, Eros and Ecstasy in Urdu Poetry*. New Delhi: Orient Blackswan, 2016. (Chapter 1: "Celestial Bodies Seen from Deccan Soil").
- Najmabadi, Afsaneh. *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, 2005. (Epilogue: Feminism and Its Burden of Birth).
- Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (1986): 1053–75.
- Smith, Bonnie. "Women's History: A Retrospective from the United States," *Signs* 35, no. 3 (2010): 723–47.

Unit 4: This concluding unit will appreciate current concerns regarding conventional periodization, overlapping chronologies and difficulties with regard to time, place and sources for better understanding of independent and connected historical processes.

- Anagol, Padma. "Agency, Periodization and Change in the Gender and Women's History of Colonial India." *Gender and History* 20, no. 3 (2008): 603–27.
- Chakrabarty, Dipesh. "The Muddle of Modernity." *American Historical Review* 116, no. 3 (2011): 663–75.
- Fletcher, Joseph F. "Integrative History: Parallels and Interconnections in the Early Modern Period, 1500–1800." In *Studies on Chinese and Islamic Central Asia: Collected Articles of Joseph Fletcher*, edited by Beatrice F. Manz, 1–35. Aldershot: Variorum, 1995.
- Richards, J. F. "Early Modern India and World History." *Journal of World History* 8, no. 2 (1997): 197–209.
- Subrahmanyam, Sanjay. "Intertwined Histories: Cronica and Tarikh in the Sixteenth Century Indian Ocean World." *History and Theory* 49 (2010): 118–45.

Suggested Readings:

- Bilgrami, Akeel. *Secularism, Identity, and Enchantment*. Ranikhet: Permanent Black, 2014. (Chapters on secularism, liberalism and the academy).
- Chatterjee, Partha. "Introduction." In *History and the Present*, edited by Partha Chatterjee and Anjan Ghosh. Delhi: Permanent Black, 2002.
- Foucault, Michel. *The Foucault Effect*. Chicago: University of Chicago Press, 1991 (Chapter 4 on "Governmentality").
- Hambly, Gavin, ed. *Women, Patronage and Self-Representation in Islamic Societies*.
- Albany: State University of New York Press, 2000.

- Kesavan, Mukul. *Ugliness of the Indian Male and Other Propositions*. Ranikhet: Permanent Black, 2008. (Chapters 2 and 3).
- Philips, C. H. *Historians of India, Pakistan and Ceylon*. Oxford: Oxford University Press, 1967. (Selections).
- Steedman, Carolyn. *Dust: The Archive and Cultural History*. New Brunswick, NJ: Rutgers University Press, 2002 (selections).
- Sarkar, Sumit. *Essays of a Lifetime: Reformers, Nationalists, Subalterns*. Ranikhet: Permanent Black, 2017. (Chapter on One History or Many Histories).
- Upadhyay, Shashi Bhushan. *Historiography in the Modern World: Western and Indian Perspectives*. New Delhi: Oxford University Press, 2016 (Chapter on Postmodernism and History).

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.

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
History of North Africa and Spain (8th – 15th Century)	4	3	1	0	Nil	Nil

DSE-5: HISTORY OF NORTH AFRICA AND SPAIN (8TH -15TH CENTURY)
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objectives: This course delves into the expansion and evolution of Islamic civilization across North Africa and Spain from the 8th to the 15th century. It would examine the historical landscape before the Islamic conquest, providing a critical analysis of the socio-economic and political transformations that unfolded under the Umayyads and Abbasids. A particular emphasis will be placed on the society and culture of Islamic Spain—its intellectual vibrancy, artistic achievements, and enduring legacy. How did the cultural and scientific advancements of this period shape the course of European history? To what extent did the cross-pollination of ideas between civilizations influenced modern thought? These questions, among others, will guide our exploration. Students will engage with the works of philosophers, scientists, and mystics who defined this era, contextualizing their contributions within broader historiographical debates. The course will also encourage reflection on how history is constructed, interpreted, and reinterpreted—how the past, in many ways, continues to shape the present.

Learning Outcomes:
By the end of the course, students will:
- Acquire a broad understanding of the political and historical evolution of North Africa and Spain under various Islamic dynasties.
- Recognize the medieval Islamic world as a dynamic and interconnected civilization, emphasizing the transmission and transformation of knowledge across cultures.
- Analyze intercultural relations among Jewish, Christian, and Muslim communities in medieval Spain, with attention to religious tolerance and coexistence.
- Appreciate the advancements in science, philosophy, mysticism, art, architecture, and music, considering how Arabic scientific contributions shaped European intellectual traditions and how knowledge was preserved and transmitted over time.

Course Content:
Unit 1: The Maghreb and Early Islamic Expansion (12 hours)
Historical background of the Maghreb. Arab conquest and the establishment of Muslim rule.
- Islamization, Arabization, and Berber resistance.
- The Idrissids, Fatimids, and the emergence of local polities.

Unit 2: Berber Dynasties and the Muslim Conquest of Spain (12 hours)
- The Almoravids, Almohads, and others.
- Umayyad conquest of Spain and the independent Umayyad Emirate.
- The Cordoba Caliphate and political fragmentation.

Unit 3: Society, Culture, and Religious Pluralism in al-Andalus (12 hours)
- Muslim, Christian, and Jewish coexistence (*Convivencia*).
- Social structures, economic developments, and urbanization.
- Literary, scientific, and architectural achievements.

Unit 4: Decline, Reconquest, and the Legacy of al-Andalus (12 hours)
- Christian expansion and fall of Granada (1492).
- Consequences for Muslim and Jewish populations.
- Ibn Rushd, Ibn Tufayl, and Ibn Arabi: Philosophy and mysticism.

● Influence of Andalusian science, technology, and arts on European culture.

Essential Readings:
Unit 1: This unit will cover the historiographical backdrop of the Arab conquest and the Maghreb's transformation after the conquest, focusing on its integration into the Islamic world.

- Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*. Cambridge: Cambridge University Press, pp. 1–25, 26–59.
- Brett, Michael, and Elizabeth Fentress. (1997). *The Berbers: The Peoples of Africa*. Oxford: Blackwell, Chapters 3 & 4.
- Brown, Kenneth, and Michel Le Gal, eds. (1997). *The Maghrib in Question: Essays in History and Historiography*. Austin: University of Texas Press, Introduction and Chapter 1.
- Harmassi, Elbaki. (1973). "The Political Traditions of Maghrib." *Daedalus* 102, no. 1 (Post-Traditional Societies): 207–224. https://www.jstor.org/stable/20024116
- Lambton, A. K. S. (1981). *State and Government in Medieval Islam*. London: Routledge Curzon, pp. 152–177.
- Laroui, Abdallah. (1977). *The History of the Maghrib: An Interpretive Essay*. Princeton: Princeton University Press, Introduction and Chapter 6.
- Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*. Austin: University of Texas Press, pp. 1–14, 57–88.
- Ṭāhā, 'Abd al-Wāḥid Dhannūn. (1989). *The Muslim Conquest and Settlement of North Africa and Spain*. London: Routledge, pp. 19–31, 55–83.

Unit 2: This unit traces Berber rule, the Umayyad conquest, and the rise and fall of the Cordoba Caliphate, revealing shifting power, faith, and identity in medieval North Africa and Al-Andalus.

- Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*. Cambridge: Cambridge University Press, pp. 76–143.
- Brett, Michael, and Elizabeth Fentress. (1997). *The Berbers: The Peoples of Africa*. Oxford: Blackwell, Chapter 3.
- Imamuddin, S. M. (1981). *Muslim Spain 711–1492: A Sociological Study*. Leiden: E. J. Brill, pp. 1–22.
- Lapidus, Ira M. (2002). *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 309–19.
- Laroui, Abdallah. (1977). *The History of the Maghrib: An Interpretive Essay*. Princeton: Princeton University Press, Chapters 7 & 8.
- Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*. New York: Oxford University Press, pp. 15–42.
- Makki, Mahmoud. (1992). "The Political History of al-Andalus (711–1492)." In *The Legacy of Muslim Spain*, Part 1, edited by Salma Khadra Jayyusi, 3–87. Leiden: E. J. Brill.
- Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*. Austin: University of Texas Press, pp. 89–108.
- Safran, Janina. (2000). *The Second Umayyad Caliphate: The Articulation of Caliphal Legitimacy in Al-Andalus*. Cambridge: Harvard University Press.
- Ṭāhā, 'Abd al-Wāḥid Dhannūn. (1989). *The Muslim Conquest and Settlement of North Africa and Spain*. London: Routledge, pp. 31–54, 84–109, 234–253.
- Watt, W. Montgomery, and Pierre Cachia. (2007). *A History of Islamic Spain*. London: Aldine Transaction Publishers, Chapters 1 & 3; pp. 70–81.

Unit 3: This unit examines interfaith relations (Convivencia)in al-Andalus, focusing on social structures, economic growth, and cultural achievements in literature, science, and architecture.

- Gampel, Benjamin R. (2007). "Jews, Christians, and Muslims in Medieval Iberia: Convivencia through the Eyes of Sephardic Jews." In *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, edited by Thomas F. Glick, Vivian B. Mann, and Jerrilynn Denise Dodds, 11–36. New York: George Braziller.
- Glick, Thomas F. (2007). "Science in Medieval Spain." In *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, edited by Thomas F. Glick, Vivian B. Mann, and Jerrilynn Denise Dodds. New York: George Braziller.
- Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*. New York: Oxford University Press, pp. 71–78; 93–102; 199–208.
- Menocal, Maria Rosa. (2002). *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*. New York: Black Bay Books.
- Miller, H. D., and Hana E. Kassis. (2000). "The Mozarabs." In *The Literature of Al-Andalus*, edited by Maria Rosa Menocal et al., 417–34. Cambridge: Cambridge University Press.
- Roth, Norman. (1994). *Jews, Visigoths, and Muslims in Medieval Spain: Cooperation and Conflict*. Leiden: E. J. Brill, pp. 73–136; 163–204.

Unit 4: This unit explores the internal decline of Muslim rule, the Christian reconquest and fall of Granada (1492), and its impact on Muslim and Jewish communities, and the enduring intellectual and cultural legacy of al-Andalus in Europe.

- Lapidus, Ira M. (2002). *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 309–59.
- Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*. New York: Oxford University Press, pp. 15–65.
- Watt, Montgomery, and Pierre Cachia. (2007). *A History of Islamic Spain*. London: Aldine Transaction Publishers, pp. 70–81.
- Burke, J. (1995). *The Day the Universe Changed*. Boston: Little, Brown and Company, pp. 19–54.
- Gulick, Thomas F. (2007). 'Science in Medieval Spain: The Jewish Contribution in the Context of Convivencia' in *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, edited by Thomas F. Gulick, Vivian B. Mann, and Jerrilynn Denise Dodds, pp. 83–111. George Braziller.
- Imamuddin, S. M. (1981). *Muslim Spain 711-1492: A Sociological Study*. Leiden: E.J. Brill, pp. 187–205.
- Jayyusi, Salma Khadra, ed. (n.d.). *The Legacy of Muslim Spain*. Leiden: E.J. Brill, relevant sections.
- Menocal, Maria Rosa, et al., eds. (n.d.). *The Literature of Al-Andalus*. Cambridge: Cambridge University Press, pp. 318–44.
- Montada, Joseph Puig. (2004). 'Philosophy in Andalusia: Ibn Bajja and Ibn Tufayl' in *The Cambridge Companion to Arabic Philosophy*, edited by Peter Adamson and Richard C. Taylor, pp. 155–79. Cambridge: Cambridge University Press.
- Rizvi, Sajjad H. (2004). 'Mysticism and Philosophy: Ibn Arabi and Mulla Sadra' in *The Cambridge Companion to Arabic Philosophy*, edited by Peter Adamson and Richard C. Taylor, pp. 224–46. Cambridge: Cambridge University Press.
- Taylor, Richard C. (2004). 'Averroes: Religious Dialectic and Aristotelian Philosophical Thought' in *The Cambridge Companion to Arabic Philosophy*, edited by Peter Adamson and Richard C. Taylor, pp. 180–200. Cambridge: Cambridge University Press.
- Watt, Montgomery, and Pierre Cachia. (2007). *A History of Islamic Spain*. London: Aldine Transaction Publishers, pp. 52–69, 97–126, 143–152.

Suggested Readings:

- Blankinship, Khalid Yaya. (1994). *The End of the Jihâd State: The Reign of Hishām Ibn ʿAbd al-Malik and the Collapse of the Umayyads* (SUNY series in Medieval Middle East History). Albany: State University of New York Press.
- Brett, Michael. (1999). *Ibn Khaldun and the Medieval Maghreb*. Aldershot: Ashgate.
- Burke, Edmund III. (1975). 'Towards a History of the Maghrib,' *Middle Eastern Studies* 11, no. 3 (Oct.): 306–23.
- Burgat, Francois. (1993). *The Islamic Movements in North Africa*. Austin: University of Texas Press.
- Butterworth, Charles E., and Andrée Kessel, Blake. (1994). *The Introduction of Arabic Philosophy into Europe*. Leiden: E.J. Brill.
- Clancy, Julia Ann. (2001). *North Africa, Islam, and the Mediterranean World: From the Almoravids to the Algerian War*. London: Frank Cass & Co. Ltd.
- Elfasi, M. (1988). *General History of Africa III: Africa from the Seventh to the Eleventh Century*. Paris: UNESCO.
- Gaiser, Adam. (2010). *Muslims, Scholars, and Soldiers: The Origin and Elaboration of the Ibadi Imamate Traditions*. Oxford: Oxford University Press.
- Gulick, Thomas F. (1995). *From Muslim Fortress to Christian Castle: Social and Cultural Change in Medieval Spain*. Manchester: Manchester University Press.
- Harvey, Leonard Patrick. (1990). *Islamic Spain, 1250–1500*. Chicago: University of Chicago Press.
- Holt, Peter Malcolm, Ann K. S. Lambton, and Bernard Lewis. *The Cambridge History of Islam*, Volume 2.
- Kenney, Jeffrey T. (2006). *Muslim Rebels: Kharijites and the Politics of Extremism in Egypt*. New York: Oxford University Press, pp. 19–54.
- Lapidus, Ira M. (2002). *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 299–336.
- Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Christians, and Jews Created a Culture of Tolerance in Medieval Spain*.
- Nelson, Lynn H. (1979, December). 'Christian-Muslim Relations in Eleventh Century Spain,' *Military Affairs* 43, no. 4: 195–98.
- O'Callaghan, Joseph F. (1983). *A History of Medieval Spain*. Ithaca: Cornell University Press.
- Savage, Elizabeth. (1997). *A Gateway to Hell, a Gateway to Paradise: The North African Response to the Arab Conquest*, Studies in Late Antiquity and Early Islam. Princeton, N.J.: Darwin Press.

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.

Department of History, University of Delhi

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Revolutions and Revolutionary Thought in the West	4	3	1	0	Nil	Nil

Table title:

DSE-6: REVOLUTIONS AND REVOLUTIONARY THOUGHT IN THE WEST
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objective: This course will study the English, French and Russian revolutions to raise questions on the nature of the revolutions and its relationship with historical change. It will explore ideas and the relationship between ideas, historical consciousness and political movements, focussing on primary sources.

Learning Outcome:
At the end of the course, students would:
- Understand the relationship between concepts and history
- Understand foundational moments in the history of modernity.
- Understand key foundational concepts of modernity such as Sovereignty, Popular Sovereignty, the State, Progress and History
- Be able to read and analyse primary sources closely and read and analyse conceptually significant interventions in the history of political thought

Course Content:
Unit 1: Revolution: Concepts and Categories
Unit 2: The English Revolution(s): From the Civil Wars to the "Glorious Revolution": Natural Law, Feudal Law, and Common Law. The Social Contract. The Political and the Eschatological.
Unit 3: The French Revolution(s): Representation and the Body-Politic. Supreme Reason and General Will. Terror and Virtue. The State and the International Order
Unit 4: The Russian Revolution(s): Political Economy and History, Politics and the Vanguard. Capitalism and Imperialism. Class, State and Revolution.

Essential Readings:
Unit 1: (12 hours): This unit will study the conceptualization of citizenship as well as notions of time and space in relationship to the political.
- Pocock, J.G.A. (2014). "The Ideal of Citizenship since Classical Times" in Bellamy and Kennedy-Macfoy Ed. *Citizenship*, Routledge, New York
- Arendt, Hannah. (1977). *On Revolution*, London, Penguin, pp. 11- 49
- Koselleck, Reinhart. (2004). *Futures Past: On the Semantics of Historical Time*, New York, Columbia University Press, pp. 3-21
- Foucault, Michel. (2007). *Politics of Truth*, Semiotext(e) New York, pp. 9-29; 83-121

Unit 2: (12 hours): This unit will study notions of Kingship, popular sovereignty, natural rights, property, franchise and the contract in the context of the English Civil wars in particular.
- Kantorowicz, Ernst. (1957). *The Kings Two Bodies*, Princeton, Princeton University Press, [Selections]
- Brenner, Robert. (2003). *Merchants and Revolution,* Verso, London, pp. 639-716

- Hill, Christopher. (2019). *The World Turned Upside Down*, London, Penguin
- Franklin, Julian. (1981). *John Locke and the Theory of Sovereignty*, Cambridge, Cambridge, University Press, pp. 1-81
- Tuck, Richard. (1979). *Natural Rights: Their Origins and Their Development,* Cambridge, Cambridge, University Press
- Macpherson, C.B. (1964). *The Political Theory of Possessive Individualism*, London, Oxford University Press, pp. 107-157
- Pocock, J.G.A. (1987). *Ancient Constitution and Feudal Law*, Cambridge, Cambridge University Press
- Pateman, Carole. (2013) *The Sexual Contract*, Cambridge, Polity Press.
- Robertson, Geoffrey Ed. (2010). *The Putney Debates*, New York, Verso.
- Hopton, Andrew Ed. (2001). *Gerrard Winstanley*, New York Verso
- Hobbes, Thomas. (1990). *Behemoth Or the Long Parliament* Chicago, Chicago University Press
- Documents from the English Civil Wars available at http://www.hillsdalesites.org/personal/hstewart/ECW/index.htm

Unit 3(12 hours): This unit will study the conceptualization of the relations between Kingship and revolution, popular sovereignty and the contract, History and progress, gender and the notion of the public, and slavery and popular sovereignty in the context of the French Revolution.
- Soboul, Albert. (1988). *Understanding the French Revolution*, New York, International Publishers
- Furet, Francoise. (1981). *Interpreting the French Revolution*, Cambridge, Cambridge, University Press, pp. 1-131
- Hont, Istavan "The Permanent Crisis of a Divided Mankind: 'Contemporary Crisis of t he Nation-state' in Historical Perspective" *Political Studies* (1994) XLII 166-231
- Kolla, E.J. (2017). *Sovereignty, International Law and the French Revolution*, Cambridge, Cambridge University Press [Chapters 1-2]
- Habermas, Jurgen. (1989). *The Structural Transformation of the Public Sphere*, Cambridge, Polity Press, pp. 1-102
- Richard Blaufarb. (2019). *The Great Demarcation*, New York, Oxford University Press, pp. 1-119
- Birchall, Ian. (2016). *The Specter of Babeuf*, Chicago, Illinois, [Part I]
- James, C.L.R. (2001). *The Black Jacobins*, London, Vintage
- Rousseau, Jean-Jacques. (2012). *The Basic Political Writings*, New York, Hackett Classics
- Burke, Edmund. (2009) *Reflections on the Revolutions in France,* New York, Oxford University Press
- Howe, John Ed. (2007). *Virtue and Terror: Maximille Robespierre*, New York, Verso
- Documents from the French Revolution available at http://www.fordham.edu/halsall/mod/modsbook13.asp#The French Revolution

Unit 4 (12 hours): This unit will study notions of revolution, the party, the state and political-economy in the context of the historical development of Russia as much as the Bolshevik Revolution.
- Shanin, Theodore. (1972). *The Awkward Class*, Oxford, Oxford University Press, [Selections]
- Shanin, Theodore. (1983). *Late Marx and the Russian Road,* London, Routledge
- Dobb, Maurice. (1967). *Soviet Economic Development since 1917*, London. Routledge, [chapters 1-6]
- Figgs, Orlando. (1998). *A People's Tragedy*, London, Penguin, [Parts I-III]
- Losurdo, Domenico (2015). *War and Revolution*, London, Verso, pp. 1-31; 76-117
- Hurdis, P. and K. Anderson. (2004). *The Rosa Luxemburg Reader*, New York, Monthly Review

Press, pp. 128-312
- Lenin, V.I. (1987). *Essential Works of Lenin*, New York, Dover
- Lenin, V.I. (2004). *The Development of Capitalism in Russia*, Hawaii, University Press of the Pacific
- Trotsky, Leon. (2007). *Terrorism and Communism: A Reply to Karl Kautsky*, London, Verso

Suggested Readings:
- Arendt, Hannah. (1994). *Origins of Totalitarianism*, San Diego, Harcourt
- Lefort, Claude. (1988). *Democracy and Political Theory,* Cambridge, Polity Press
- Furet, Fracoise. (1988). *Marx and the French Revolution,* Chicago, University of Chicago Press
- Smith, S.A. (1983). *Red Petrograd: Revolution in the Factories 1917-18*, Cambridge, Cambridge University Press
- Fyk, Carolyn. (1990). *The Making of Haiti: Saint Domingue Revolution From Below*, University Tennessee Press
- Sorel, Georges. (1999). *Reflections on Violence*, Cambridge, Cambridge University Press
- Foucault, Michel. (1995). *Discipline and Punish*, New York, Vintage Books
- Pocock, J.G.A. (2016). *The Machiavellian Moment* Princeton, Princeton University Press
- Trotsky, Leon. (2017). *History of the Russian Revolution* London, Penguin
- Koselleck, Reinhardt. (2000). *Critique and Crisis: Enlightenment and the Pathogenesis of Modern Society* Massachusetts, MIT Press

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.

Department of History, University of Delhi

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Colonialism and Its Archives	4	3	1	0	Nil	Nil

DSE-7: COLONIALISM AND ITS ARCHIVES
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objective: This course examines the ways in which the past is narrated, recorded and remembered with a particular focus on the colonial archive. Using examples from around the world we will consider how power operates in the making and recording of history. We will focus on the retrieval of marginalized voices from the archive, especially of women. The course will also study particular archival genres, namely visual material in the form of photographs, and maps.

Learning Outcome:
By the end of the course, students will:
- Read seminal historiographical interventions on critically reading the colonial archive and retrieval of marginalized voices.
- Look at the importance of visual material in the colonial archive particularly photographs
- Understand how cartography is closely linked to imperial power
- Equip students with the ability to analyze primary sources from the colonial period.

Course Content:
1) **Unit 1:** Reading the colonial archive: power, voice and agency **(12 hours)**
2) **Unit 2** Women and the archive **(12 hours)**
3) **Unit 3:** The colonial visual archive **(12 hours)**
4) **Unit 4:** The colonial cartographic archive **(12 hours)**

Essential Readings:
Unit 1: Methodological and historical studies of the archive; retrieving marginal voices
- Amin, Shahid, *The Marginal Jotter: Chaube Scribe and the Making of the Great Linguistic Survey of India (1890–1920)*, India International Centre, Occasional Publication 27 (2011).
- Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in *Subaltern Studies V: Writings on South Asian History and Society*, ed. Ranajit Guha (Delhi: Oxford University Press, 1987), 166–202.
- Burton, Antoinette, ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Durham, NC: Duke University Press, 2005).
- B. Dirks, Nicholas, *Castes of Mind: Colonialism and the Making of Modern India* (Princeton, NJ: Princeton University Press, 2001), 81–125.
- Guha, Ranajit, "The Prose of Counter-Insurgency," in *Subaltern Studies II: Writings on South Asian History and Society*, ed. Ranajit Guha (Delhi: Oxford University Press, 1983), 1–42.
- Richards, Thomas, *The Imperial Archive: Knowledge and the Fantasy of Empire* (London: Verso, 1993).
- Schwaller, Robert C., "The Importance of Mestizos and Mulatos as Bilingual Intermediaries in Sixteenth-Century New Spain," *Ethnohistory* 59, no. 4 (2012): 713–38.
- Stoler, Ann Laura, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton, NJ: Princeton University Press, 2009).
- Wagoner, Philip B., "Precolonial Intellectuals and the Production of Colonial Knowledge," *Comparative Studies in Society and History* 45, no. 4 (2003): 783–814.

- Yannakakis, Yanna, *The Art of Being In-Between: Native Intermediaries, Indian Identity, and Local Rule in Colonial Oaxaca* (Durham, NC: Duke University Press, 2008).

Unit 2: Women in the Colonial Archive
- Ballantyne, Tony, and Antoinette Burton, eds. *Moving Subjects: Gender, Mobility, and Intimacy in an Age of Global Empire*. Urbana: University of Illinois Press, 2008.
- Burton, Antoinette. *Gender, Sexuality and Colonial Modernities*. New York: Routledge, 2005.
- Guha, Ranajit. "Chandra's Death." In *Subaltern Studies II: Writings on South Asian History and Society*, edited by Ranajit Guha, 135–165. Delhi: Oxford University Press, 1983.
- McClintock, Anne. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. New York: Routledge, 1995.
- Perry, Adele. *On the Edge of Empire: Gender, Race, and the Making of British Columbia, 1849–1871*. Toronto: University of Toronto Press, 2001.
- Sangari, Kumkum, and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989.
- Stoler, Ann Laura. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press, 2002.

Unit 3: Colonial visual archive with a focus on photography
- Edwards, Elizabeth, Chris Gosden, and Ruth Phillips, eds. *Sensible Objects: Colonialism, Museums and Material Culture*. London: Routledge, 2020.
- Harris, Clare. *Photography and Tibet: History, Politics, Aesthetics and Agency*. London: Reaktion Books, 2016.
- Maxwell, Anne. *Colonial Photography and Exhibitions: Representations of the "Native" and the Making of European Identities*. Manchester: Manchester University Press, 1999.
- Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago Press, 1997.
- ———. "The Aesthetics and Politics of Colonial Ethnography." In *Colonial Lives Across the British Empire: Imperial Careering in the Long Nineteenth Century*, edited by David Lambert and Alan Lester, 252–273. Cambridge: Cambridge University Press, 2006.
- Poole, Deborah. *Picturing Empire: Photography and the Visualization of the British Empire*. Chicago: University of Chicago Press, 1997.
- ———. *Vision, Race, and Modernity: A Visual Economy of the Andean Image World*. Princeton, NJ: Princeton University Press, 1997.
- Ryan, James R. *Picturing Empire: Photography and the Visualization of the British Empire*. Chicago: University of Chicago Press, 1997.
- Tagg, John. *The Burden of Representation: Essays on Photographies and Histories*. Minneapolis: University of Minnesota Press, 1988.

Unit 4: Cartography and Empire
- Akerman, James R., ed. *The Imperial Map: Cartography and the Mastery of Empire*. Vol. 15. Chicago: University of Chicago Press, 2009.
- Akerman, James R., ed. *Decolonizing the Map: Cartography from Colony to Nation*. University of Chicago Press, 2017.
- Anderson, Benedict. "Census, Map, Museum." In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 163–185. Rev. ed. London: Verso, 2006.
- Bassett, Thomas J. "Cartography and Empire Building in Nineteenth-Century West Africa." *Geographical Review* 84, no. 3 (1994): 316–335.
- Edney, Matthew H. *Mapping an Empire: The Geographical Construction of British India, 1765–1843*. Chicago: University of Chicago Press, 1997.

- Harley, J. B. "Maps, Knowledge, and Power." In *The Iconography of Landscape: Essays on the Symbolic Representation, Design, and Use of Past Environments*, edited by Denis Cosgrove and Stephen Daniels, 277–312. Cambridge: Cambridge University Press, 1988.
- Stone, Jeffrey C. "Imperialism, Colonialism and Cartography." *Transactions of the Institute of British Geographers* 13, no. 1 (1988): 57–64.

Suggested Readings
- Cook, Terry. "Archival Science and Postmodernism: New Formulations for Old Concepts." *Archival Science* 1, no. 1 (1997): 3–24.
- Davis, Natalie Zemon. *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France*. Stanford, CA: Stanford University Press, 1987.
- Foucault, Michel. *The Archaeology of Knowledge*. Translated by A. M. Sheridan Smith. New York: Pantheon Books, 1972.
- Mathur, Saloni. "History and Anthropology in South Asia: Rethinking the Archive." *Annual Review of Anthropology* 29 (2000): 89–106.
- Schwartz, Joan M., and Terry Cook. "Archives, Records, and Power: The Making of Modern Memory." *Archival Science* 2, no. 1–2 (2002): 1–19. https://doi.org/10.1007/BF02435636.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, 271–313. Urbana: University of Illinois Press, 1988.
- Steedman, Caroline. *Dust: The Archive and Cultural History*. New Brunswick, NJ: Rutgers University Press, 2001.
- Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995.
- Arondekar, Anjali. *For the Record: On Sexuality and the Colonial Archive in India*. Durham, NC: Duke University Press, 2009.

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.

Department of History, University of Delhi

<table>
<tr>
<td colspan="7">DSE-8: Forms of Resistance in Northern India, c. 1560-1740
Credit Distribution, Eligibility, and Pre-requisites of the Course</td>
</tr>
<tr>
<td rowspan="2">Course Title and Code</td>
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<td rowspan="2">Eligibility Criteria</td>
<td rowspan="2">Prerequisite of the Course</td>
</tr>
<tr>
<td>Lecture</td>
<td>Tutorial</td>
<td>Practical/ Practice</td>
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<tr>
<td>Forms of Resistance in Northern India, c. 1560-1740</td>
<td>04</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</table>

Course Objectives: The course introduces students to the varied forms of protest movements and rebellions that surfaced in the political landscape of North India from the mid-sixteenth to the mid-eighteenth century. The course aims to teach students the theories and methodology of popular resistance as an *oppositional act*. Like all acts, resistance is situated in a certain time, space, and relations, and engages with different types of actors, techniques, and discourses. While asking questions about what 'counts' as popular resistance, this course will consider how popular resistance is developed and deployed as a tactic for subverting, seizing, and transforming power relations. It underlines the divergent patterns of protest in Mughal India, ranging from 'everyday forms of resistance', to the 'recalcitrance' of elite service classes, revolts under the stewardship of sectarian leaders, and armed peasant revolts. It also explores the historical and imagined memory of these revolts in oral traditions and folklore.

Learning Outcomes: At the end of the course, the students would:

- Understand and identify with the 'history from below' approach by exploring marginalized voices, everyday resistance, and subaltern perspectives in medieval and early modern South Asia.

- Appreciate historiographical shifts that highlight popular forms of resistance, challenging traditional power-centric narratives through alternative readings of sources and cultural production.

- Analyze the role of cultural domination, subversion, and popular literature in reconstructing histories of marginalized groups and everyday social transformations.

- Develop critical and communication skills through the evaluation of primary and secondary sources, essays, and presentations to articulate historical arguments effectively.

Course Content:
- **Unit 1:** Meanings, Historiography, and sources of popular resistance, every day and routine forms of resistance. **(12 hours)**
- **Unit 2:** Nature of Peasant Revolts in Mughal India: Modes of Protest; Response of the State. **(12 hours)**
- **Unit 3:** Borderlines of Belief: Sikh Uprisings, Regional Resistance (Marathas and Jats) , Caravan Capital, and Resistance on the Margins **(12 hours)**
- **Unit 4:** The Elite Dissent: The Princes and the Nobles **(12 hours)**
- **Essential Readings:**

Unit 1: This unit would explain to the students the historiography, sources, and the concept of everyday forms of resistance, especially non-violent forms of resistance, understanding of infra politics, and how it challenges the existing scholarship on popular dissent and protest.

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- Ginzburg, Carlo. *The Cheese and the Worms: The World of a Sixteenth Century Miller*. Baltimore: Johns Hopkins University Press, 1992.
- Mayaram, Shail. *Against History, Against State: Counter Perspectives from the Margins*. New York: Columbia University Press, 2004.
- Mitchell, Timothy. "Everyday Metaphors of Power." *Theory and Society* 19, no. 5 (October 1990): 545–577.
- Scott, James C. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 1985.
- Sivaramakrishnan, K. "Some Intellectual Genealogies for the Concept of Everyday Resistance." *American Anthropologist* 107, no. 3 (September 2005): 346–355.
- Thompson, E. P. "The Moral Economy of the English Crowd in the Eighteenth Century." *Past & Present* 50, no. 1 (February 1971): 76–136.

Unit 2: Beyond the conventional understanding of peasant resistance, this unit would emphasise the recent understanding of peasant challenges to the cultural forms of dominance.

- Alam, Muzaffar. "Aspects of Agrarian Uprisings in North India in Early Eighteenth Century." In *The Mughal State, 1526–1750*, edited by Muzaffar Alam and Sanjay Subrahmanyam, 449–473. New Delhi: Oxford University Press, 1988.
- Habib, Irfan. "Peasant and Artisan Resistance in Mughal India." *Studies in International Development*, no. 34 (1984).
- Habib, Irfan. *Essays in Indian History: Towards a Marxist Perception*. Delhi: Tulika, 1995.
- Habib, Irfan. *The Agrarian System of Mughal India, 1556–1707*. 2nd ed. Delhi: Oxford University Press, 1999.
- Khan, Iqtidar Alam. "Muskets in the Mawas: Instruments of Peasant Resistance." In *The Making of History: Essays Presented to Irfan Habib*, edited by K. N. Pannikar et al., 200–220. Delhi: Tulika, 2000.
- Mayaram, Shail. *Against History, Against State: Counter Perspectives from the Margins*. New York: Columbia University Press, 2004.
- Rana, R. P. *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665–1735*. New Delhi: Manohar, 2006.

Unit 3: This unit examines the concept of the frontier in the Mughal context, not merely as a territorial periphery but as a dynamic cultural zone and the vernacular imagination of resistance. It also examines the modes and motivations behind merchant resistance and their consequences for the political system. The Unit also looks at Sikh, Jat and Maratha assertions under the Mughals.

- Gommans, Jos. *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500–1700*. London: Routledge, 2002.
- Bhadra, Gautam. "Two Frontier Uprisings in Mughal India." In *The Mughal State, 1526–1750*, edited by Muzaffar Alam and Sanjay Subrahmanyam. New Delhi: Oxford University Press, 1998.
- Chatterjee, Kumkum. "Goddess Encounters: Mughals, Monsters and the Goddess in Bengal." *Modern Asian Studies* 47, no. 5 (2013): 1435–1487.
- Eaton, Richard. *The Rise of Islam and the Bengal Frontier, 1204–1760*. Delhi: Oxford University Press, 1997.
- Singh, Surinder. "Mughal Centralization and Local Resistance in North Western India: An Exploration in the Ballad of Dulla Bhatti." In *Popular Literature and Pre-modern Societies in South Asia*, edited by Surinder Singh and Ishwar Dayal Gaur, 89–112. Delhi: Pearson, 2008.
- Banarsidas. *Ardhakathanak: Half a Tale*. Translated and annotated by Mukund Lath. Jaipur: Rajasthan Prakrit Bharati Sansthan, 1981.
- Chakrabarti, Ranjan. Ed., *Critical Themes in Environmental History of India.* Sage: 2020.
- Choudhary, Sushil. "The Gujarati Mahajans: An Analysis of Their Functional Role in the Surat Crisis of 1669." *Proceedings of Indian History Congress*, 41st Session (1980).
- Dhavan, Purnima. *When Sparrows Became Hawks: The Making of the Sikh Warrior Tradition, 1699-1799*. New York: Oxford University Press, 2011, pp. 124-148.
- Gordon, Stewart. *The Marathas 1600-1818: The New Cambridge History of India.* Cambridge University Press, 1993.
- Grewal, J.S. *The Sikhs of the Punjab. Cambridge University Press, 1991.*

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- Grewal, J.S. and Banga, Indu ed., *History and Ideology: The Khalsa Over 300 Years,* New Delhi: Tulika, 2001, pp. 40-47.
- Gupta, Hari Ram. *History of the Sikhs, Vol. 1 The Sikh Gurus, 1469-1708; Vol.2 Evolution of the Sikh Confederacies, 1708- 1769. Revised Ed. Delhi: Munshiram ManohaRLAL, 2007.*
- Gupta, Bhagwandas. *Life and Times of Maharaja Chhatarsal Bundela.* New Delhi: Radiant, 1980.
- Habib, Irfan. "Peasant and Artisan Resistance in Mughal India." *Studies in International Development*, no. 34 (1984).
- Hallissey, Robert. C. *The Rajput Rebellion Against Aurangzeb: A Study of the Mughal Empire in Seventeenth Century India.* Columbia: University of Missouri Press, 1977.
- Hasan, Farhat. *State and Locality in Mughal India: Power Relations in Western India, c. 1572–1730.* Cambridge: Cambridge University Press, 2004.
- Khuswant, Singh. *A History of the Sikhs, Vol. I: 1469-1839,* 2nd Ed. Oxford University Press, 2004.
- Laine, James.W. *Shivaji: Hindu King in Islamic India.*New York: Oxford University press, 2004.
- Marda, Amandeep. S and Singh, Paramjit ed., *Warrior Saints: Four Centuries of Sikh Military History*, Kashi House. 2017.
- Mehta, Shirin. "The Mahajans and the Business Communities of Ahmedabad." In *Business Communities of India*, edited by Dwijendra Tripathi, 173–184. Delhi: Manohar, 2004.
- Rana, R. P. *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665–1735*. New Delhi: Manohar, 2006.
- Syan, Hardip Singh. *Sikh Militancy in the Seventeenth Century: Religious Violence in Mughal and Early Modern India. I.B. Tauris, pp. 48-104.*

Unit 4: This unit analyses the political formations and revolts of the princes and as well as their role in shaping the nature of Mughal-centred *political culture* and institutions.

- Chandra, Satish. *Parties and Politics at the Mughal Court, 1707–1740*. New Delhi: Oxford University Press, 2003.
- Chandra, Satish. "Mughal-Rajput Relations during the Seventeenth Century—Problems of a Class Alliance." In *Essays on Medieval Indian History*. Delhi: Oxford University Press, 2003.
- Faruqui, Munis D. *The Princes of the Mughal Empire, 1504–1719*. Cambridge: Cambridge University Press, 2012.
- Khan, Iqtidar Alam. "The Nobility under Akbar and the Development of his Religious Policy, 1560–80." *The Journal of the Royal Asiatic Society of Great Britain and Ireland*, no. 1/2 (April 1968): 29–36.
- Streusand, Douglas E. *The Formation of the Mughal Empire*. Delhi: Oxford University Press, 1989.

Further Readings

- Burke, Peter. *Popular Culture in Early Modern Europe*. New York: New York University Press, 1978.
- Freedman, Paul. "Peasant Resistance in Medieval Europe: Approaches to the Question of Peasant Resistance." *Filozofski vestnik* 18, no. 2 (1997): 179–211.
- Gommans, Jos. "The Silent Frontier of South Asia, c. A.D. 1100–1800." *Journal of World History* 9, no. 1 (Spring 1998): 1–23.
- Habib, Irfan, ed. *Essays in Indian History: Towards a Marxist Perception*. Delhi: Tulika, 1995. See especially "Forms of Class Struggle in Mughal India," 233–258.
- Habib, Irfan. "Merchant Communities in Pre-colonial India." In *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World, 1350–1750*, edited by J. D. Tracy, 371–400. Cambridge: Cambridge University Press, 1990.
- Hanlon, Rosalind O'. "Recovering the Subject: Subaltern Studies and Histories of Resistance in Colonial South Asia." *Modern Asian Studies* 22, no. 1 (1988): 189–224.
- Smith, W. C. "Lower Class Uprisings in the Mughal Empire." In *The Mughal State, 1526–1750*, edited by Muzaffar Alam and Sanjay Subrahmanyam, 323–346. New Delhi: Oxford University Press, 1998.
- Hobsbawm, Eric. *Primitive Rebels: Studies in Archaic Forms of Social Movement in the 19th and 20th Centuries*. Manchester: Manchester University Press, 1959.
- Hobsbawm, Eric. "Peasants and Politics." *Journal of Peasant Studies* 1 (1973): 3–22.
- Hobsbawm, Eric. *Bandits*. London: Abacus, 2012.
- Marche, Guillaume. "Why Infrapolitics Matters." *Revue française d'études américaines*, no. 131 (2012): 3–18.
- Scott, James C. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press, 1976.
- Scott, James C. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press, 1990.
- Tripathi, Dwijendra, and M. J. Mehta. "Class Character of the Gujarati Business Community." In *Business Communities of India*, edited by Dwijendra Tripathi, 151–173. Delhi: Manohar, 1984.

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.

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Green Legacies: Indigenous and Empires' Ecologies in India	**4**	**3**	**1**	**0**	**Nil**	**Nil**

DSE - 9: Green Legacies: Indigenous and Empires' Ecologies in India
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objectives: This course explores the environmental history of India through thematic lenses such as Indian prudent traditions and environmental knowledge, rivers, floods, canals and dams, agricultural expansion and deforestation under Mughal and British rule, tribal societies, transformation of semi-arid landscapes, and conservation ideas. It examines how human-environment interactions have shaped India's ecological landscape across historical periods, emphasizing indigenous practices, colonial transformations, and modern challenges. Through lectures, discussions, and research, students will analyse primary and secondary sources to understand the historical roots of environmental issues in historical context.

Learning Outcomes

After completing this course, students should be able to -

Here is a summarized version of the points in four concise bullet points:

- Analyze indigenous environmental knowledge and ecological practices, including tribal-environment relationships and traditional water management systems.

- Examine historical transformations in landscapes, particularly under Mughal and British rule, and their environmental and socio-economic impacts.

- Compare indigenous and Western conservation ideas to understand their influence on past and present environmental policies.

- Develop critical research and analytical skills through the study of historical sources related to environmental history and sustainability.

Course Outline:

Unit1: Indian Prudent Traditions and Environmental Knowledge **(12 hours)**
  a. Indigenous environmental practices

  b. Conservation Philosophies

  c. Sacred groves, Water harvesting

  d. Sustainable agriculture

Unit 2: Rivers **(12 hours)**
  a. Ganga and Brahmaputra: Cultural, economic, and ecological significance of rivers in Indian history

  b. Management of Water: Floods, Embankments, Canals and Big Dams

Unit 3: Agricultural Expansion and Deforestation under the Mughals and the British **(12 hours)**
  a. Environmental impacts of agricultural intensification

  b. Forest clearance under Mughal and British rule

Unit 4: Conservation Ideas: Indigenous and Western Notions **(12 hours)**
  a. Evolution of conservation practices

  b. Indigenous and Western approaches

  c. Colonial environmentalism

Essential Readings:
Unit 1: This unit explores indigenous environmental practices, focusing on sacred groves, water harvesting, and sustainable agriculture as foundations of ecological wisdom in early India.
  - Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. Oxford: Oxford University Press, 1992. (Chapters 1–3)
  - Kapur, Nandini Sinha, ed. *Environmental History of Early India*. Delhi: Oxford University Press, 2011. (Selected chapters)
  - Singh, Vipul. "Could Religion Act as a Force for Conservation? Case of a Semi-Arid Zone in India." In *Conservation of Architecture, Urban Areas, Nature, and Landscape: Towards a Sustainable Survival of Cultural Landscape*, edited by Andrew Dolkart, Osama M. Al-Gohari, and Samia Rab, 2:427–38. Amman: CSAAR, 2011.
  - White, Lynn, Jr. "The Historical Roots of Our Ecological Crisis." *Science* 155, no. 3767 (1967): 1203–1207.
  - Velayuntam Sarvanan, Environmental History of Modern India: Land, Population, Technology and Development (2022)
  - Ranjan Chakrabarti (ed.), Critical Themes in Environmental History of India (2020)

Unit 2: This unit investigates the cultural, economic, and ecological significance of rivers like the Ganga and Brahmaputra, alongside historical water management practices, including floods, embankments, canals, and big dams.
  - D'Souza, Rohan. *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. Oxford: Oxford University Press, 2006.
  - Gilmartin, David. *Blood and Water: The Indus River Basin in Modern History*. Oakland: University of California Press, 2015.
  - Saikia, Arupjyoti. *The Unquiet River*. Delhi: Oxford University Press, 2019.
  - Singh, Vipul. *Speaking Rivers*. Delhi: Primus Books, 2018.
  - Whitcombe, Elizabeth. *Agrarian Conditions in Northern India*. Vol. 1. Berkeley: University of California Press, 1972.

Unit 3: This Unit explores the relationship between state policies, agrarian change, and environmental transformation in early modern and colonial media.
  - Bhattacharya, Neeladri. *The Great Agrarian Conquest*. Ranikhet: Permanent Black, 2018.
  - Fisher, Michael H. *An Environmental History of India*. Cambridge: Cambridge University Press, 2018. (Chapters 5 and 6)
  - Guha, Sumit. *Ecologies of Empire in South Asia, 1400–1900*. Ranikhet: Permanent Black, 2023.
  - Habib, Irfan. *The Agrarian System of Mughal India*. Delhi: Oxford University Press, 2013.
  - Kapur, Nandini Sinha, ed. *Environmental History of Early India*. Delhi: Oxford University Press, 2011.

Unit 4: This unit critically analyses how colonial environmentalism reshaped local ecologies and knowledge systems, often marginalizing indigenous conservation ideologies in favour of Western scientific paradigms.

  - Agarwal, Anil, and Sunita Narain. *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment, 1997.
  - Arnold, David, and Ramachandra Guha, eds. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Oxford: Oxford University Press, 1995. (Selected essays)
  - Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land*. Delhi: Oxford University Press, 1992.
  - Grove, Richard. *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of*

Environmentalism. Cambridge: Cambridge University Press, 1995. (Chapters 3 & 4)

- Kumar, Deepak. *Science and the Raj: A Study of British India*. Delhi: Oxford University Press, 1995.

Further Readings:

- Guha, Ramachandra. *Environmentalism: A Global History*. Delhi: Oxford University Press, 2000.
- McNeill, John, José Augusto Pádua, and Mahesh Rangarajan, eds. *Environmental History as if Nature Existed*. Delhi: Oxford University Press, 2010.
- Rangarajan, Mahesh. *India's Wildlife History: An Introduction*. Ranikhet: Permanent Black, 2001.
- Rangarajan, Mahesh, ed. *Environmental Issues in India: A Reader*. Delhi: Pearson Education India, 2007.
- Saberwal, Vasant, and Mahesh Rangarajan, eds. *Battles over Nature*. Ranikhet: Permanent Black, 2003.
- Skaria, Ajay. *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press, 1999.

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.

DSE-10: Select Issues in the History of Nationalism in India, c. 1860–1917

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		
Select Issues in the History of Nationalism in India, c. 1860– 1917	4	3	1	0	Nil	Nil

Course Objectives:
The objective of the course is to familiarise students with broad debates and theoretical formulations of the early phases of nationalist politics in India during 1860-1917. The course also engages with historiographical debates and alternative perspectives on early nationalism. It examines key themes such as the intellectual foundations of nationalism, the role of political associations, peasant and tribal participation, the impact of economic and social reforms, and the emergence of mass movements. It also deals with the response of the Indian intelligentsia to social and political reforms, the role of print and standardization of language in the formation of nationalist collectives, while also exploring intersections of caste, gender, and economic self-sufficiency (Swadeshi movement) in shaping Indian nationalism. The course focuses on the multiplicity of nationalist expressions and contestations within this period.

Course Learning Outcomes:

At the end of the course, students would:
- Engage with primary sources and key theories of nationalism to understand historiographical debates and methodological approaches.
- Examine the roles of various social groups—intellectuals, peasants, tribals, and revolutionaries—in shaping Indian nationalism.
- Analyze ideological and strategic shifts in nationalist movements, such as the Swadeshi Movement, and responses to colonialism.
- Explore interdisciplinary perspectives on nationalism in South Asia, from colonial times to the era of global integration.

Course Structure (12 hours)**:**
Unit 1: Approaches to Nationalism and their application to India; Historiography on early Indian Nationalism: conceptual problems, sources and methods. **(4 weeks)**
Unit 2: Early Nationalist Political Formations (1860–1890)**;** patterns of change under colonialism and Indian responses, Economic Nationalism and the Indian intelligentsia; intellectual cross-currents; print, press, societies, associations and socio-political reforms. **(12 hours)**

Unit 3: Popular Traditionalist and Modern Politics around Peasants, Caste, Tribal and Religious Communities and Nationalism; Social tensions, conflicts, and new Identities around Religions and Languages. **(12 hours)**

Unit 4: Visual Culture, Gender, and Evolving Nationalist Strategies, Moderate-Extremist Debate, Swadeshi Movement and its Aftermath, Revolutionary movement, Tagore's *Nationalism*, Gandhi's *Hind Swaraj* and the evolution of Nationalist Strategies. **(12 hours)**

ESSENTIAL READINGS AND UNIT WISE LEARNING OUTCOMES:

Unit 1: This unit will explain the history of nationalism as ideas, sentiments, and cultural identities in relation to recent historiography, nationalism in the Indian context and patterns of socio-political transformation in 19th-century India.

- Anderson, Benedict. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism,* London, ch. 1-3, till page 113.
- Balakrishnan, Gopal. (1999). *Mapping the Nation*, London: Verso.
- Bayly, C.A. (1998). *The Origins of Indian Nationality: Patriotism and Ethical Government in the Making of Modern India,* Delhi, 1998, Chapter 1, pp.1-35, Chapter 4, pp.98-13.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. New Delhi: Orient Blackswan. (Chapters 1-3)
- Chatterjee, Partha. (1995). *The Nation and its Fragments: Colonial and Postcolonial Histories*, Delhi, Introduction, Chapters 1- 5.
- Gallagher, J. A. et al, (eds.), (1973). *Locality, Province and Nation:Essays on Indian Politics 1870 to 1940,Modern Asian Studies*, Chapters 1 and 5.
- Goswami, Manu. (2004). *Producing India: from colonial economy to national* space, Chicago, Introduction and Chapter 1.
- Kaviraj, Sudipta. (2010). *Imaginary Institution of India*. Delhi: Permanent Black.
- Loomba, Ania. (2015). *Colonialism/Postcolonialism*, new ed., London, pp.154-end.
- Ray, Rajat Kanta. (2003). *The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism*, Delhi, Chapters 1 & 2.
- Smith, Anthony D. (1998). *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*, Routledge. Introduction, chapter 1 and Conclusion.
- पार्थ चटर्जी (2021) . राष्ट्रवाद के सत्य और झूठ*:* चावायक द्वारा वर्णथत,दिल्ली: परमानेंट ब्लैक.

Unit 2: This unit will assess the nature and role of new intelligentsia in modern transformation and development of modern political institutions and ideas like economic nationalism. Early objectives, debates, and leadership of early Associations and the Indian National Congress (INC) and their connection with larger nationalist issues.

- Bayly, C.A. (1975). *The Local Roots of Indian Politics: Allahabad 1880-1920,* Oxford, 1975, Chapters 4-5.
- Chandravarkar, Rajnarayan. (1998). *Imperial Power and Popular Politics: Class, Resistance and the State in India c. 1850-1950*, Cambridge, Chapter 8.
- Chandra, Bipan. (1996). 'Economic Nationalism' *idem*, *The Rise and Growth of Economic Nationalism in India*, Delhi, pp. 736-759.
- Johnson, Gordon. (2005). *Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880 to 1915,* Cambridge.
- McLane, J. R. (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
- Metcalf, Thomas R. (1995). *Ideologies of the Raj*, Cambridge: Cambridge University Press, chapters 1 and 2.
- Mehrotra, S.R. (1971). *Emergence of Indian National Congress,* Delhi.

- Naik, J.V. (2001). 'Forerunners of Dadabhai Naoroji's Drain Theory', *EPW*, Vol. 36, No. 46/47, pp. 4428-4432.
- Naoroji, Dadabhai (1901), *Poverty and Un-British Rule in India*, London
- Washbrook, D.A. (1976). *The Emergence of Provincial Politics: The Madras Presidency 1870-1920*, Cambridge 1976, Chapter 5, 'The Emergence of Provincial Politics'.

Unit 3: This unit will assess the role of popular uprisings and movements in shaping nationalist politics in terms of new identities of peasants, caste, tribal and religious communities in nationalist formation.
- Amin, Shahid. (2015). *Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan*, New Delhi.
- Dhanagare, D.N. (1983). *Peasant Movements in India: 1920-1950*. Delhi: Oxford University Press.
- Freitag, Sandria B. (ed.), (1989), *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, Berkeley, Chapters by Lutgendorf, King & Nita Kumar.
- Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press.
- Hardiman, David. (1981). *Peasant Nationalists of Gujarat: Kheda District, 1917–1934*. Delhi: Oxford University Press.
- Jones, Kenneth W. (1981), 'Religious Identity and the Indian Census' in N.G. Barrier, ed, *The Census in British India: New Perspective*, Delhi: Manohar, 73-101.
- Lelyveld, David (1978), *Aligarh's **First Generation: Muslim Solidarity in British India**,* Princeton: Princeton University Press.
- Metcalf, Barbara Daly. (1982). *Islamic Revival in British India: Deoband, 1860–1920,* Princeton, Introduction, Chapters 1-3, 5-8.
- O'Hanlon, Rosalind. (1985). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India.* Cambridge: Cambridge University Press.
- Pandey, Gyanendra. (1999). *Colonial Construction of Communalism in North India*, Delhi.
- Robinson, Francis (2000), *Islam and Muslim History in South Asia,* Delhi, Chapter 3- 'Islam and the Impact of Print in South Asia', pp. 66-104.
- Singh, Kumar Suresh, (1983). *Birsa Munda and his movement 1874-1901: a study of a millenarian movement in Chotanagpur*, London: Oxford University Press.
- Veer, Peter van dar, (1996), *Religious Nationalism: Hindus and Muslims in India*, Berkeley 1996, pp. 154-176.

Unit 4: This unit shall attempt to locate nationalism in its visual, symbolic and practicing forms with ambivalence of social hierarchies; visualization of nationalist discourse around the imagery of Bharat Mata, the nationalist ideas and actions like Swadeshi movement, self-reliance, Moderate-Extremist debate, economic boycott, rise of indigenous industries and revolutionary struggles (1880–1911). Further, the views of Mahatma Gandhi and Rabindranath Tagore shall help us examine the intellectual depth of the ideas of nationalism, patriotism and Swaraj. Nationalist strategies, including the Home Rule and cementing unity during the World War I.
- Bhattacharya, Sabyasachi. (2011). *Talking Back: The Idea of Civilization in the Indian Nationalist Discourse*, New Delhi, Introduction & Chapters 2 & 3.
- Bhattacharya, Sabyasachi (2016), 'Antinomies of Nationalism and Rabindranath Tagore', *Economic and Political Weekly*, Vol. 51, No. 6, pp. 39-45
- Bose, Sugata (1997), 'Nation as Mother: Representations and Contestations of "India" in Bengali Culture and Literature' in Sugata Bose and Ayesha Jalal ed., *Nationalism, Democracy and Development: State and Politics in India*, New Delhi, 1997, pp. 50-75.*@
- Chakravarty, Suhash (1981), *Anatomy of the Raj*, Delhi: PPH, pp.38-131, 226-250.
- Chatterjee, Partha. (1993). *The Nation and Its Fragments.* Princeton: Princeton University Press, Chapter 6- 'Nation and its Women'.

- Parel, Anthony J. (ed) (1997), *The Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press.
- Ghosh, Durba. (2017). *Gentlemen Revolutionaries: Violence and Nation in Colonial India*. Delhi: Cambridge University Press. (Chapters 2-4)
- Kumar, Ravinder. (1987). *The Rise of the Home Rule Movement*. Delhi: Orient Longman.
- Nanda, B.R. (1998). *The Making of a Nation: India's Road to Independence*, Delhi: HarperCollins.
- Pinney Christopher, (2004) '*Photos of the Gods': The Printed Image and Political Struggle in India*, London: Reakton Books, Introduction, Chapters 1, 2, 6 and Epilogue.
- Rachel Sturman. (2012). *The Government of Social Life in Colonial India: Liberalism, Religious Law and Women's Rights*, (Cambridge: Cambridge University Press), Introduction and chapter.
- Ramaswamy, Sumathi, (2010), *The Goddess and the Nation: mapping Mother India* , Durham: Duke University Press.
- Sarkar, Sumit. (1973). *The Swadeshi Movement in Bengal, 1903–1908*. Delhi: PPH. (Chapters 1-5)
- Sinha, Mrinalini. (1995). *Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century*, Manchester.
- Tagore, R.N. (1992). *Nationalism, With an Introduction by E.P. Thompson,* Calcutta, Rupa.
- Thakurta, Tapati Guha, (2004), *Monuments, Objects and Histories: Institutions of Art in Colonial and Post Colonial India*, New York: Columbia University Press, Chapters 4 & 5.
- Tripathi, Amales (1967), *The Extremist Challenge: India between 1890 and 1910,* Delhi: Orient Longmans.

Suggested Readings:
- Brown, Judith M. (1972). *Gandhi's Rise to Power: Indian Politics 1915-1922*. Cambridge: Cambridge University Press.
- Chatterjee, Partha. (1993). *Nationalist Thought and the Colonial World: A Derivative Discourse*, Minneapolis: University of Minnesota Press.
- Desai, A.R. (1948), *Social Background of Indian Nationalism*, Bombay: Popular Book Depot.
- Gopal, S. (1965), *British Policy in India 1858-1905*, Cambridge: Cambridge University Press
- Hardiman, David. (1992). *Peasant Resistance in India 1858-1914*. Vol. Oxford in India readings: themes in Indian history. Delhi: Oxford University Press.
- Hardy, Peter. (1972). *The Muslims of British India*, London, Cambridge University Press.
- Mayo, Katherine. (2003). *Mother India,* edited and with an introduction by Mrinalini Sinha (Ann Arbor: University of Michigan).
- Rabindranath Tagore,（2019）*The Home and the World*， London: Penguin Classics.
- Ravindar Kumār. (1983). *Essays in the Social History of Modern India*. Delhi: Oxford University Press.
- Robinson, Francis. (1974). *Separatism among Indian Muslims: The Politics of the United Provinces' Muslims, 1860-1923*. Vol. Cambridge South Asian studies. London: Cambridge University Press.
- हबीब, इरफान (2023) संपा., भारतीय राष्ट्रवाद : एक अन्वायथ पाठ, दिल्ली :राजकमल प्रकाशन.
- देसाई, ए.आर. (2023), भारतीय राष्ट्रवाद की सामान्जक पृष्ठभूर्म, म्ंबई : पॉप्लर प्रकाशन.
- चंद्र, बर्पन (2019), आध्र्नक भारत में उपर्नवशेवाद और राष्ट्रवाद, दिल्ली: अनार्मका प्रकाशन.

Additional Resources:
Documentary/Films: *The Making of the Mahatma*
Digital Archives: National Archives of India, British Library's India Office Records

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.

Additional Five Courses sent for the Committee Approval

DSE-11: Ancient Indian Religions and Philosophies (up to ca. 500 CE)

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		
Ancient Indian Religions and Philosophies (up to ca. 500 CE)	4	3	1	0	Nil	Nil

Course Objectives:

Objective of this course is to introduce students to the gradual progression, diversity, inclusion and dynamism of early Indian religions. Students will be familiarized with how prehistoric religions developed without any textual materials— and help them understand how religious beliefs gradually shifted through history. This paper will equip them with the basic knowledge to comprehend the development of different religious beliefs and philosophy like Vedism, Buddhism ,Jainism, Vaishnavism, Shaivism etc. and factors which contributed in their rise. The course will also teach the ways of understanding how different class, gender and communities contributed towards the development of philosophies of these religions.

Course Learning Outcome:

At the end of this course, students will:

- Understand dynamism in definition of religions through time in history. How these religions were developed in different societies in different periods of time. And how it affects the everyday lives of variety of people in ancient times.
- How to look for variety of sources to understand various religions of ancient times which includes not just religious texts but also monuments, traditions, rituals etc.
- How different religions affected each other and how the beliefs shifted in different directions. And how they have sustained till today through various institutions and rituals.
- Contribution of various tribes, classes and gender in the development, diversity and dynamism of various religious philosophies, beliefs and practices.

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Course Structure:

Unit 1: Understanding Dynamics of Religions. Beliefs and practices of hunters, gatherers and food producers: Palaeolithic, Neolithic to Chalcolithic Times **(12 hours)**
Unit 2: Study of Vedic Cosmology, Cosmogony, Conceptualizations, and Rituals **(12 hours)**
Unit 3: Development of various religious ideas and practices in the Gangetic Valley during c.700 to c.200 BCE : Early sramanic practices and Buddhism, Jainism, Ajivikas. **(12 hours)**
Unit 4: Development of Itihasa –Purana traditions, Vaishnavism, Shaivism, Jainism, emergence of Mahayana Buddhism and popular cults (*circa* 200 BCE to *Circa* 500 CE) **(12 hours)**

Essential Readings:

Unit 1: Understanding Dynamics of Religions. Beliefs and practices of hunters, gatherers and food producers: Paleolithic, Neolithic to Chalcolithic Times.

- B.B. Lal, 2002, the Saraswati Flows On: the Continuity of Indian Culture, Aryan Books International, (ch 5-8).
- Alekshin, V. A. (1983). "Burial Customs as an Archaeological Source." *Current Anthropology* 24 (2): 165–175.
- Atre, Shubhangana. (1987). *The Archetypal Mother: A Systematic Approach to Harappan Religion.* Pune: Ravish Publishers..
- Idinopulos, Thomas A., and Brian C. Wilson. (1998). *What Is Religion? Origins, Definitions, and Explanations.* Leiden: Brill.
- Insoll, Timothy, ed. (2001). *Archaeology and World Religions.* London: Routledge.
- Weber, Max. (1968). *The Religion of India: The Sociology of Hinduism and Buddhism.* Translated and edited by Hans H. Gerth and Don Martindale. New York: Free Press
- Allchin, F. R. (1985). "The Interpretation of a Seal from Chanhu-daro and Its Significance for the Religion of the Indus Valley." In *South Asian Archaeology 1983*, edited by J. Schotsman and M. Taddei, 369–84. Naples: Instituto Universitario Orientale, Dipartimento di Studi Asiatici, Series Minor 23.
- Mishra, Sheela. (2006). "The Indian Lower Palaeolithic." *Bulletin of the Deccan College Post Graduate and Research Institute* 66–67: 47–94.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective.* New Delhi: Vistaar Publications. Originally published by AltaMira Press, Lanham, MD, USA.
- Rami Reddy, V. (1985). "South Indian Neolithic Culture Seen in Retrospect." *East and West* 35 (1/3): 43–65.

Unit 2: Study of Vedic religion.

- Bhattacharya, Haridas. (1969). *The Cultural Heritage of India.* 2nd ed. Vol. 4. Kolkata: The Ramakrishna Mission Institute of Culture.
- Bhattacharyya, N. N. (1996). *Indian Religious Historiography.* Vol. 1. Delhi: Manohar.
- Erdosy, George, ed. (1995) *The Indo-Aryans of Ancient South Asia: Language, Material Culture and Ethnicity.* Indian reprint. New Delhi: Munshiram Manoharlal.
- Keith, A. B. (1925) 1970. *The Religion and Philosophy of the Veda and Upanishads.* Indian reprint. Delhi: Motilal Banarsidass.
- Lincoln, Bruce. (1981). *Priests, Warriors, and Cattle: A Study in the Ecology of Religions.* Berkeley: University of California Press.
- Mallory, J. P. (1989). *In Search of the Indo-Europeans: Language, Archaeology and Myth.*

London: Thames and Hudson.

- Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India.* New Delhi: Macmillan.
- Staal, Frits. (2008). *Discovering the Vedas: Origins, Mantras, Rituals, Insights.* London: Penguin Books.

Unit 3: Development of various religious ideas and practices in the Gangatic Valley during c.700 to c.200 BCE: Early Buddhism, Jainism, Materialism.

- Bailey, Greg, and Ian Mabbett (2003). *The Sociology of Early Buddhism.* Cambridge: Cambridge University Press.
- Bhattacharya, H. *Anekantavada.* Kolkata: The Ramakrishna Mission Institute of Culture.
- Bhattacharyya, N. N. (1976). *Jain Philosophy: Historical Outline.* Delhi: Munshiram Manoharlal.
- Bhattacharyya, N. N. (1993). *Buddhism in the History of Indian Ideas.* New Delhi: Munshiram Manoharlal.
- Dundas, Paul. (1992). *The Jains.* London: Routledge.
- Harvey, Peter. (1990). *An Introduction to Buddhism: Teachings, History and Practices.* Cambridge: Cambridge University Press.
- Hirakawa, Akira. (2009). *A History of Indian Buddhism: From Śākyamuni to Early Mahāyāna.* Edited and translated by Paul Groner. Honolulu: University of Hawai'i Press.
- Shrimali, Krishna Mohan. (2007). *The Age of Iron and the Religious Revolution (c. 700–c. 350 BCE).* New Delhi: Aryan Books International.
- Vibha Tripathi, 2008, History of Iron Technology in India: From Beginning to Pre-modern Times, New Delhi: Rupa & Co. (Chapter 1, 3 & 4)

Unit 4: Development of Vishnuism, Shivaism and Jainism and Emergence of Mahayana Buddhism and popular cults (*circa* 200 BCE to *Circa* 500 CE).

- Chattopadhyaya, Sudhakar. (1962). *The Evolution of Theistic Sects in Ancient India.* New Delhi: Munshiram Manoharlal.
- Encyclopaedia of Religions. (2005). Edited by Lindsay Jones. *Encyclopaedia of Religion* 15 vols. Detroit: Macmillan Reference USA. (Selected articles: "Ajivikas," "Animism," "Anthropomorphism," "Asceticism," "Carvakas," "Popular Religion.")
- Gonda, Jan. (1954). *Aspects of Early Vishnuism.* Leiden: E.J. Brill.
- Gonda, Jan. (1970). *Vishnuism and Shivaism: A Comparison.* The Hague: Mouton & Co.
- Gombrich, Richard F. (1988). *Theravada Buddhism: A Social History from Ancient Benares to Modern Colombo.* London: Routledge & Kegan Paul.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaishnavism.* 2nd ed. Varanasi: Vishwavidyalaya Prakashan.

Suggested Further Readings:

- Bronkhorst, Johannes. (2013). *Greater Magadha: Studies in the Cultures of Early India.* Delhi: Motilal Banarsidass.
- Chakravarti, Uma. (1987). *The Social Dimensions of Early Buddhism.* Delhi: Oxford University Press.
- Jones, Lindsay, ed. 2005. *Encyclopaedia of Religion.* 15 vols. Selected articles: "Ajivikas," "Animism," "Anthropomorphism," "Asceticism," "Belief," "Brahmanism," "Buddhism," "Carvakas," "Charisma," "Comparative Religion," "Cults and Sects," "Deification," "Deity," "Divinity," "Doctrine," "Doubt," "Ecology and Religion," "Esotericism," "Faith," "Feminine Sacrality," "Feminism," "Gender and Religion," "God," "Goddess Worship," "Heresy," "Hinduism," "History of Religions" (pp. 10041-10047), "History of Religions Approach" (pp. 4060-4068), "Holy," "Indian Religions," "Indo-European Religions," "Indus Valley Religion," "Jainism," "Krishnaism" (pp. 5251-5255), "Logos," "Magic,"

"Masculine Sacrality," "Materialism," "Myth," "Offerings," "Orthodoxy and Heterodoxy," "Pilgrimage," "Popular Religion," "Priesthood," "Rationalism," "Reason," "Relics," "Religion," "Religious Experience," "Ritual(s)," "Sacred," "Sacrifice," "Sanctuaries," "Saura Hinduism," "Secularization," "Shaivism" (pp. 8038-8050), "Shrines," "Study of Religion" (pp. 8760-8796), "Taboo," "Tamil Religions," "Tantrism," "Tapas," "Temples," "Texts," "Theism," "Totemism," "Transcendence and Immanence," "Transculturation," "Vaishnavism" (pp. 9498-9509; 10087-10089), "Vedism," "Zoroastrianism."

- Kane, P. V. *History of Dharmasastra.* Vol. 1, revised and enlarged, part 1, 1968; part 2, 1975. Vol. 2, 2nd ed., 2 parts, 1974. Vol. 3, 2nd ed., 1973. Vol. 4, 2nd ed., 1973. Vol. 5, 2nd ed., part 1, 1974; part 2, 1977. Poona: Bhandarkar Oriental Research Institute.
- Leoshko, Jan. (2003). *Sacred Traces: Buddhist Explorations of Buddhism in South Asia.* Aldershot, England: Ashgate.
- Olivelle, Patrick. (1998). *The Early Upanishads: Annotated Text and Translations.* Oxford: Oxford University Press.
- Mathpal, Y. (1984). *The Prehistoric Rock Art of Bhimbetka.* Delhi: B.R. Publishing Corporation.
- Moorti, U. 1994. *Megalithic Culture of South India: Socioeconomic Perspectives.* Varanasi: Ganga Kaveri Publishing House.
- Rami Reddy, V. (1985). "South Indian Neolithic Culture Seen in Retrospect." *East and West* 35 (1/3): 43-65.
- Schopen, Gregory. (1991). "Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism." *History of Religions* 31: 1-23.
- Wagle, Narendra. (1995). *Society at the Time of the Buddha.* 2nd ed. Delhi: Motilal Banarsidass.
- Whaling, Frank, ed. (1985). *Contemporary Approaches to the Study of Religion.* London: Macmillan.

- Young, Serinity, ed. (1999). *Encyclopaedia of Women and World Religions.* 2 vols. Detroit: Macmillan Reference USA.
- Kosambi, D. D. (1962). *Myth and Reality: Studies in the Formation of Indian Culture.* Bombay: Popular Prakashan.
- Shrimali, K. M. (2002). "The Rigveda and the Avesta: A Study of Their Religious Trajectories." In *A Shared Heritage: The Growth of Civilization in India and Iran*, edited by Irfan Habib, 23–57. New Delhi: Tulika Books.
- Basham, A.L. (1951). *History and Doctrines of the Ajivikas*. London
- Chattopadhyaya, Debiprasad. (1969). *Indian Atheism*. Calcutta : K.P. Bagchi & Company.
- Micheal Danino, 2010, *The Lost river: On the Trail of the Saraswati* , Penguin Books (Chapter8)
- Trautmann, Thomas R., ed. (2005). *The Aryan Debate.* Debates in Indian History and Society. New Delhi: Oxford University Press.
- Shilpi Verma, Alka Mishra, and Vandana Shrivastava, 2018, *Yagya Therapy in Vedic and Ayurvedic Literature: A Preliminary Exploration*, INTERDISCIPLINARY JOURNAL OF YAGYA RESEARCH 1(1).

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.

DSE-12: Imaging Ancient India: Visual Arts and Archives

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		
Imaging Ancient India: Visual Arts and Archives	04	3	1	0	Nil	Nil

Course Objectives:

The objective of this course is to direct the students' attention towards an understanding of the ways in which India's ancient and early medieval past has been imaged in visual arts and the visual archive. Students will be encouraged to investigate how visual language was structured in ancient and early medieval India and how it has been communicated since. They will learn to interpret meaning in the visual arts and its relationship to history. The overarching objective of the paper is to familiarize the student with the manner in which interpretations of visual culture impact the discipline of history.

Course Learning Outcome:

- By the end of the course the students would be familiar about with the methods of the discipline of art history and the critical debates that engage art historians.
- They would also know the scope of research in the field in ancient history and its changing character from colonial interventions to the present.
- They would have looked at a huge range of visual materials, honing their abilities to critically analyse non-textual materials.
- Students will learn to analyse the complex nature of inter-relationships between textual and visual sources in historical interpretation.
- Students will be trained in methods of visual analysis for history-writing.

Course Structure:
Unit 1: (12 Hours): Visual archives for ancient and early medieval India:
- 'Picturesque' views; early surveys and surveyors of sites and antiquities; institutional and individual efforts.

- Shared beginnings of archaeology and architectural history; Basis of classifications - racial, religious, dynastic, regional;

- European reactions to Indian art and architecture; the Nationalist response;

- Building, extending, and re-interpreting the visual archive in independent India.

Unit 2: (12 Hours): Issues and debates in interpreting art and architecture:
- Temporal and Regional Basis of Style;

- Debates on Origins and Antiquity, with special ref. to the Buddha image in Indian art.

Unit 3: (12 Hours): Word as 'image' and image as 'text': Text-Image relationships:
- History of Indian aesthetic thought: the creation and reception of art

- The treatise (*śāstra*) in relation to art practice (*prayoga*);

- Visualizing icons and narratives: religious and historical.

Unit 4 (12 Hours): Art and Society:
- Artists and Patrons.

- Gendered Histories of Art.

Essential Readings:

Unit 1:

- Chandra, Pramod. (1983). *On the Study of Indian Art.* Cambridge, MA, and London: Harvard University Press (for the Asia Society), 1-60.
- Dhar, Parul Pandya. (2009). "Historiography of Indian Temple Architecture (Post-Independence Writings): Some Methodological Concerns." In *Archaeology in India: Ideas, Individuals & Institutions,* edited by G. Sengupta and K. Gangopadhyay, 333-350. New Delhi: Munshiram Manoharlal.
- ———. (2011). "A History of Art History: The Indian Context." In *Indian Art History: Changing Perspectives,* edited by Parul Pandya Dhar, 1-32. New Delhi: D.K. Printworld and National Museum Institute.
- Guha-Thakurta, Tapati. (2004). *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India.* Ranikhet: Permanent Black, 3-42.
- Mitter, Partha. (1977). *Much Maligned Monsters: A History of European Reactions to Indian Art.* Oxford: Clarendon Press, 105-188; 189-251.
- Ray, Niharranjan. (1974). *An Approach to Indian Art.* Chandigarh: Panjab University Publication Bureau, 1-32; 33-110;187-203;241-272.
- Tartakov, G. M. (1994). "Changing Views of India's Art History." In *Perceptions of South Asia's Visual Past,* edited by C. Asher and G. Tartakov, 15-36. New Delhi: Oxford & IBH.
- Vatsyayan, Kapila. (2011). "The Multidimensional Nature of Indian Art History." In *Indian Art History: Changing Perspectives,* edited by Parul Pandya Dhar, 33-46. New Delhi: D.K. Printworld and National Museum Institute.
- Vatsyayan, Kapila ed (2015) Vasudeva Sharan Agrawala: "A Selection", Sahity Akadami Publication

Unit 2:

Coomaraswamy, A. K. (1927). "The Origin of the Buddha Image." *The Art Bulletin* 9 (4): 287-329.

- Dehejia, Vidya. (1991). "Aniconism and the Multivalence of Emblems." *Ars Orientalis* 21: 45-66.
- Huntington, John. (1985). "The Origin of the Buddha Image: Early Image Traditions and the Concept of Buddhadarśanapuṇya." In *Studies in Buddhist Art of South Asia,* edited by A. K. Narain, 23-58. Delhi: Kanak Publications.
- Huntington, Susan L. (1990). "Early Buddhist Art and the Theory of Aniconism." *Art Journal* 49 (4): 401-408.
- ———. 2015. "Shifting the Paradigm: The Aniconic Theory and its Terminology." *South Asian Studies* 31 (2): 163-186.
- Linrothe, Rob. (1993). "Inquiries into the Origin of the Buddha Image: A Review." *IsMEO* 43 (1-4): 241-256.
- Luczanits, Christian. (2011). "Approaches to Historic Indian and Indo-Tibetan Sculpture." In *Indian Art History: Changing Perspectives,* edited by Parul Pandya Dhar, 153-168. New Delhi: D.K. Printworld and National Museum Institute.
- Mosteller, John F. (1990). "The Problem of Proportion and Style in Indian Art History: Or Why All Buddhas in Fact Do Not Look Alike." *Art Journal* 49 (4): 388-394.
- ———. (1987). "A New Approach for the Study of Indian Art." *Journal of the American Oriental Society* 107 (1): 55-69.
- Rhi, Ju-Hyung. (1994). "From Bodhisattva to Buddha: The Beginning of Iconic Representation in Buddhist Art." *Artibus Asiae* 54 (3/4): 207-225.
- Schapiro, Meyer. (1953). "Style." In *The Art of Art History: A Critical Anthology,* edited by Donald Preziosi, 143-163. Oxford and New York: Oxford University Press.
- Schopen, Gregory. (1988-89). "On Monks, Nuns and 'Vulgar' Practices: The Introduction of the Image Cult into Indian Buddhism." *Artibus Asiae* 49 (1/2): 153-168.
- Sivaramamurti, C. (1950). "Geographical and Chronological Factors in the Study of Indian Iconography." *Ancient India* 6: 21-63.

Unit 3:

- Coomaraswamy, A. K. [1956] 2010. "The Theory of Art in Asia." In *The Transformation of Nature in Art*, 1-58. Delhi: Munshiram Manoharlal.
- Coomaraswamy, Ananda. (1918). *The Dance of Shiva: Fourteen Indian Essays.* New York: The Sunwise Turn Inc.
- ———. 2007 [1946]. "A Figure of Speech or a Figure of Thought?" In *Figures of Speech or Figures of Thought: The Traditional View of Art*, revised edition, 1-30. Bloomington: World Wisdom.
- Dehejia, Vidya. (1997). *Discourse in Early Buddhist Art: Visual Narratives of India*. Delhi: Munshiram Manoharlal.
- Goswamy, B. N. (1985). "Rasa: Delight of the Reason." In *The Essence of Indian Art*, 17-32. Asian Art Museum of San Francisco.
- Goswamy, B. N., and Vrinda Agrawal. (2018). "Aesthetic Theory." In *Oxford Readings in Indian Art*, 117-140. New Delhi: Oxford University Press.
- ———. (2018). "Icons and their Measurements." In *Oxford Readings in Indian Art*, 69-116. New Delhi: Oxford University Press.

- Kaimal, Padma. (1999). "Shiva Nataraja: Shifting Meanings of an Icon." *The Art Bulletin* 81 (3): 390-419.
- Nardi, Isabella. (2006). *The Theory of Citrasutras in Indian Painting: A Critical Re-evaluation of their Uses and Interpretations.* London and New York: Routledge.
- Excerpts from translations of the *Buddhacarita*, *Nidanakatha*, and *Lalitavistara* will be studied to relate these to their parallels in the visual arts of early India.

Unit 4:

- Dehejia, Vidya, ed. (1998). *Representing the Body: Gender Issues in Indian Art.* New Delhi: Kali for Women.
- Goswamy, B. N., and Vrinda Agrawal. (2018). "Artists and Patrons." In *Oxford Readings in Indian Art*, 296-321. New Delhi: Oxford University Press.
- Misra, R. N. (2009). *Silpa in the Indian Tradition: Concepts and Instrumentalities*. Simla: Indian Institute of Advanced Study, 1-35.
- Misra, R. N. (2011). "Ancient Indian Artists: Organizations in lieu of Guilds." In *Indian Art History: Changing Perspectives*, edited by Parul Pandya Dhar, 101-110. New Delhi: D.K. Printworld and National Museum Institute.
- Settar, S. (1992). "Artists and Craftsmen: Their Social and Economic Life," "Peregrinations of Artists," and "The Artists at Work." In *The Hoysala Temples*, Vol. I, 83-143. Bangalore and Dharwad: Kala Yatra and Karnatak University.

Suggested Further Readings:

- Desai, Devangana. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Gupte, R. S. (1972). *Iconography of the Hindus, Buddhists and Jains*. Bombay: D.B. Taraporevala Sons and Co.
- Huntington, Susan L. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Kramrisch, Stella. (1928). *The Vishnudharmottara: A Treatise on Indian Painting and Image Making*. Calcutta: Calcutta University Press.
- Meister, Michael W., ed. (1995). *Ananda K. Coomaraswamy: Essays in Architectural Theory*. Delhi: Indira Gandhi National Centre for the Arts and Oxford University Press.
- Misra, R. N. (1975). *Ancient Indian Artists and Art Activity*. Simla: Indian Institute of Advanced Study.
- Williams, Joanna G. (1982). *The Art of Gupta India: Empire and Province*. Princeton: Princeton University Press.
- Willis, Michael. (2009). *The Archaeology of Hindu Ritual: Temples and the Establishment of the Gods*. Cambridge: Cambridge University Press.

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.

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Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
History of Modern France (1760-1815)	4	3	1	0	Nil	Nil

Course Objectives:

- This course offers a critical appraisal of one very crucial period in human history in France when the Ancien Régime was taken apart and a new Age of Enlightenment and counter Enlightenment, revolution and reaction, liberation and subjugation ushered.
- The course evaluates the quality of this historical movement, drawing out the disjunctures and continuities, and makes a critical assessment of different historiographical debates.
- The course aims to enhance students' ability to comprehend dialectical phenomena of historical change and continuity, the power of ideas to shape material reality and vice versa, and an introduction to the formation of modernity along with the reinvigoration of tradition.
- The course also aims to introduce students with different socio-economic contestations and movements of rights and liberation specific to France but having global impacts.

Learning Outcomes:

- This course would hopefully make students more sensitive towards complexities of historical struggles against inequality and difference; modernist values of secularism and tolerance; and civic rights;
- Students would become familiar with major shifts in historiographical approaches in the study of French revolution in particular and with regard to modern historical thought in general;
- Students will improve their skills to read primary and secondary sources of historical writing; and
- It is expected that Enlightenment and print-culture being one prominent tenet of this course, students would also gain important training in intellectual history of modern world.

Course Content:

Unit 1: Critical Assessment of various Historiographical Approaches for the study of French Revolution of 1789. (12 Hours)
Unit 2 : State Formations and Political Tendencies from Ancien Régime to Revolution. (12 Hours)
Unit 3: Enlightenment Political Culture, its production and reproduction/dissemination and the French Revolution of 1789. (12 Hours)

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Unit 4: Impact of the French Revolution and Socio-Economic Aspects of French Revolution (12 Hours)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This topic critically surveys major historiographical approaches to the study of French Revolution of 1789. It traces historiographical trends from the early 19th to early 21st centuries. It begins with Conservative historians, followed by the emergence of Liberal, Democratic Republican, Socio-Economic, and class conflict perspectives during the 19th and early 20th centuries. The evolution of the Classic Social Interpretation through the first half of the 20th century and its continuation into the third quarter is examined next. Attention is given to the Early Revisionist challenges of the 1950s and 60s and the rise of Cultural and Political Discourse Analysis from the 1970s. The unit also explores how recent decades have witnessed criticisms of revisionist and cultural paradigms by Neo-Liberal, Neo-Marxist, and other historians offering alternative interpretations. Finally, it highlights how this historiography has been reassessed through the lenses of marginalized groups, including perspectives on gender, ethnicity, and social exclusion.

- Baker, Keith Michael (1990). *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century*. Cambridge: Cambridge University Press.
- Burke Edmund (1790) *Reflections on the Revolution in France* OUP edition 1999
- Comninel, George C. (1987). *Rethinking the French Revolution: Marxism and the Revisionist Challenge*. London: Verso.
- Furet, François (1981). *Interpreting the French Revolution*. Cambridge: Cambridge University Press. (Especially Part 1.)
- Kates, Gary, ed. (1998). *The French Revolution: Recent Debates and New Controversies*. New York: Routledge.
- Cobban Alfred (1955) *The Myth of the French Revolution*
- Soboul, Albert (1988). *Understanding the French Revolution*. New Delhi: People's Publishing House.

Unit 2: This unit will begin with some discussion on salient characteristic features and nature of Absolutism and social structure of pre-Revolutionary France. It will then examine various political tendencies and nature of respective state formations during late eighteenth and early nineteenth century like Conservative monarchists; Liberal supporters of constitutional monarchy; Radicals like Girondins, Jacobins and Sans Culottes; and restoration of the monarchy under Napoleon Bonaparte. Which forces shaped and reshaped these political formations and tendencies? Who were these historical actors? What programmes and objectives they championed? What changes and continuities can be seen between pre-revolutionary and revolutionary state formations?

- Andrews, Richard Mowery (1985). "Social Structures, Political Elites, and Ideology in Revolutionary Paris, 1792–94: A Critical Evaluation of Albert Soboul's 'Les sans-culottes parisiens en l'an II'," *Journal of Social History* Vol. 19, pp. 71–112.
- Beik, William (1985). *Absolutism and Society in Seventeenth-Century France: State Power and Provincial Aristocracy in Languedoc*, Cambridge, Cambridge University Press.
- Cochin, Augustin (2007). *Organizing the Revolution: Selections from Augustin Cochin*, Rockford, IL, Chronicle Press.
- de Luna, Frederick A. (1988). "The Girondins Were Girondins," *French Historical Studies* Vol. 15, pp. 506–518.
- Feher, Ferenc (1987). *The Frozen Revolution: An Essay on Jacobinism*, Cambridge, Cambridge

University Press.

- Gross, Jean-Pierre (2003). *Fair Shares for All: Jacobin Egalitarianism in Practice*, Cambridge,

Cambridge University Press.

- Palmer R.R (1941) *Twelve who Ruled : The Year of Terror in the French Revolution*
  Parker, David (1983). *The Making of French Absolutism*, New York, St. Martin's Press.
  Soboul, Albert (1972). *The Sans Culottes: The Popular Movement and Revolution (1793–1794)*, New York, Anchor Books.
- Tocqueville Alexis de (2008) *The Ancien Regime and the French Revolution*, Penguin

Unit 3: This unit first examines the meaning, chronology, main characteristic features and leading philosophers of French Enlightenment. Thereafter, it examines different aspects as well as historiographical contentions regarding the complex connection between Enlightenment and Revolution by studying different processes and agencies which could have facilitated the dissemination of newer ideas in France at the eve of and during the Revolution. This includes the role of printing; academies, masonic lodges, salons and theaters; paintings, festivals, music and education etc.

- Baker, Keith Michael (1981). "Enlightenment and Revolution in France: Old Problems, Renewed Approaches," *Modern Asian Studies* Vol. 2, pp. 281–303.
- Cobban Alfred (1968). *Aspects of the French Revolution*
- Chartier, Roger, ed. (1989). *The Culture of Print: Power and the Uses of Print in Early Modern Europe*, trans. Lydia G. Cochrane, Cambridge, Polity Press.
- Darnton, Robert (1996). *The Forbidden Best-Sellers of Pre-Revolutionary France*. New York: W. W. Norton & Company,.
- Hesse, Carla (1991). *Publishing and Cultural Politics in Revolutionary Paris, 1789–1810*, Berkeley, University of California Press.
- Juneja, Monica (2002). "Family Fictions: Painting and the Politics of Gender in the Making of Republican France," *Studies in History* Vol. 18, No. 2, pp. 335–358.
- Ozouf, Mona (1991). *Festivals and the French Revolution*, Cambridge, Massachusetts, Harvard University Press.
- Palmer, R. R. (2017). *The Improvement of Humanity: Education and the French Revolution*, Princeton, Princeton University Press.
- Wain, Kenneth (2011). *On Rousseau: An Introduction to His Radical Thinking on Education and Politics*, Rotterdam, Sense Publishers.

Unit 4: This unit examines the socio-economic history of French revolution first through a detailed study of people's struggle and then by looking at economic indices. This unit Makes a critical appraisal of the significance of French Revolution of 1789 through the lens of peoples' movements for citizenship rights; the issue of gender; rights of religious/ cultural/ethnic/racial minorities; and freedom of enslaved population; and so on and so forth. In order to develop a newer social interpretation of French Revolution of 1789, we will deconstruct it every year through the lens of at least two such movements. Within this topic, we will also study some key indices of French economy; condition of different sectors; and Major Historiographical perspectives about its nature and capitalist potentials. Unit may often juxtapose French case with other nations, particularly with Great Britain. Impact of the French Revolution.

- Dubois, Laurent (2006). "An Enslaved Enlightenment: Rethinking the Intellectual History of the French Atlantic," Social History Vol. 31, No. 1, pp. 1-14.
- Geggus, David P. (1989). "Racial Equality, Slavery, and Colonial Secession during the Constituent Assembly," The American Historical Review Vol. 94, No. 5, pp. 1290-1308.
  Gerson, Stéphane (1996). "The Jews in France during the French Revolution," French Historical Studies Vol. 19, No. 2, pp. 519-536.

- Goubert, Pierre (2001). The French Peasantry in the Seventeenth Century, Pennsylvania, The Pennsylvania State University Press.
- Hampsher-Monk Lain ed (2005). The Impact of the French Revolution.
- Heywood, Colin (1995). Development of the French Economy, 1750–1914, Cambridge, Cambridge University Press.
- Horn, Jeff (2006). The Path Not Taken: French Industrialization in the Age of Revolution, 1750–1830, Cambridge, Mass., MIT Press. (Especially Chapters 1, 5, 6, pp. 1–16, 127–210.) Hyslop, Beatrice Fry (1957). "Religious Minorities during the French Revolution," The Catholic Historical Review Vol. 43, No. 1, pp. 1-23.
- Melzer, Sara E., and Leslie Rabine, eds. (1992). Rebel Daughters: Women and the French Revolution, New York, Oxford University Press. (Especially chapters 4, 5, and 12.) Renshaw and Hunt (2008). The French Revolution and Napoleon: Crucible of the Modern World.
- Iain Hampsher-Monk, 2005, The Impact of the French Revolution: Texts from Britain in the 1790s, Cambridge Readings in the History of Political Thought (Volume 2), Cambridge: Cambridge University Press.
- Lynn Hunt and Jack R. Censer, 2017, The French Revolution and Napoleon: Crucible of the Modern World, London: Bloomsbury Publishing.

Suggested Readings:

- Burke, O. M. (1989). "Freemasonry, Friendship, and Noblewomen: The Role of Secret Society in Bringing Enlightenment Thought to Pre-Revolutionary Women Elites," *History of European Ideas* Vol. 10, pp. 283–294.
- Davis, David Brion (1971). "New Sidelights on Early Antislavery Radicalism," *The William and Mary Quarterly* Vol. 28, pp. 585–594.
- Furet, François (1991). *Revolutionary France (1770–1880)*, Oxford, Wiley Blackwell.
- Garrioch, David (1999). "The Everyday Lives of Parisian Women and the October Days of 1789," *Social History* Vol. 24, pp. 23–49.
- Hufton, Olwen H. (1971). "Women in Revolution, 1789–1796," *Past & Present* Vol. 53, pp. 90–108.
- Hunt, Lynn (1996). *The French Revolution and Human Rights: A Brief Documentary History*, Boston and New York, University of Pennsylvania Press.
- Kaplan, Cora (1998). "Black Heroes/White Writers: Toussaint L'Ouverture and the Literary Imagination," *History Workshop* Vol. 46, pp. 32–62.
- Kennedy, Emmet (1989). *A Cultural History of the French Revolution*, New Haven and London, Yale University Press.
- Landes, Joan B. (1988). *Women and the Public Sphere in the Age of the French Revolution*, Ithaca, Cornell University Press.
- Moulin, Annie (1991). *Peasantry and Society in France Since 1789*, Cambridge, Cambridge University Press.
- Ruth, Graham (1977). "Loaves and Liberty: Women and the French Revolution," in Renate Bridenthal and Claudia Koonz, eds., *Becoming Visible: Women in European History*, Boston, Houghton Mifflin.
- Van Kley, Dale K. (1996). *The Religious Origins of the French Revolution: From Calvin to the Civil Constitution, 1560–1791*, New Haven, Yale University Press. (Especially chapters 3, 4, and 5.)

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

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

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<table>
<tr>
<td colspan="8">DSE-14: CONQUEST OF AMERICA
Credit Distribution, Eligibility, and Pre-requisites of the Course</td>
</tr>
<tr>
<td rowspan="2">Course Title and Code</td>
<td rowspan="2">Credits</td>
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<td rowspan="2">Eligibility Criteria</td>
<td rowspan="2">Prerequisite of the Course</td>
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<td>Lecture</td>
<td>Tutorial</td>
<td>Practical/ Practice</td>
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<tr>
<td>Conquest of America</td>
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<td>3</td>
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<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</table>

Course Objective: This course examines the history of America by revisiting the Conquest and its impact from various perspectives. Revisiting existing European perspectives, this course explores the history of America with reference to "the vision of the vanquished". In such an endeavor, we will adopt the insights and methods of a range of disciplines that would include semiotics, anthropology, and intellectual history.

Learning Outcomes:

At the end of the course, the students would be able to -

- Appreciate various perspectives about Conquest in World History
- Comprehend the formation of America from an indigenous perspective
- Familiar with History from the point of view of brutalities
- Understand the ideas of others and their impact on cultural confrontation
- Understand the impact of the Conquest on America
- Skilled in the brief understanding of Area study – American Studies- and pave the way for Research
- Familiar with various aspects of cultural confrontation in world history
- Skilled in brutalities as a research method to understand history

Course Content:

Unit 1: Conquest and Signs (12 Hours)

Unit 2: Conquest and Brutalities (12 Hours)

Unit 3: Conquest and Philosophical Anthropology (12 Hours)

Unit 4: Conquest, Revolts and Emergence of 'New' Political Culture (12 Hours)

Essential Readings:

Unit 1: By the end of this unit, students will learn about the history of identity and the problem of recognition in the process of cultural confrontation. Also, it will examine the historical context of self and other.

- Norton, Marcy. "Conquest of Chocolate." *OAH Magazine of History* 18, no. 3 (2004): 14–17.
- Simmons, Merle L. "Pre-Conquest Narrative Songs in Spanish America." *The Journal of American Folklore* 73, no. 288 (1960): 103–111.
- Todorov, Tzvetan. *The Conquest of America.* New York: Harper Perennial, 1984.

Unit-2: By the end of this unit, students will learn about brutalities as a tool of research and types of brutalities, especially w.r.t Bartolome de las Casas. Along with the impact of genocide, the students will become familiar with changes in society and politics.

- Burns, E. Bradford. *Latin America: A Concise Interpretive History.* New Jersey: Prentice Hall, 1994.
- Stannard, David E. *American Holocaust: The Conquest of the New World.* New York: Oxford University Press, 1992.
- Vickery, Paul S. "Bartolomé de Las Casas: The Prophet of the New World." *Mediterranean Studies* 9 (2000): 89–102.

Unit 3: By the end of this unit, students will learn about the historical aspects of debates on understanding Indians from theological and anthropological perspectives.

- Alvares, Claudia. "New World Slavery: Redefining the Human." *Annali d'Italianistica* 26 (2008): 131–153.
- Heath, Malcolm. "Aristotle on Natural Slavery." *Phronesis* 53, no. 3 (2008): 243–270.
- Pagden, Anthony. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnography.* Cambridge: Cambridge University Press, 1986.

Unit 4: By the end of this unit, students will learn about the history of revolts and their role in shaping the evolution of society and politics in America.

- Popkin, Jeremy D. *A Concise History of Haitian Revolution.* West Sussex: Wiley Blackwell, 2012.
- Skidmore, Thomas E., and Peter H. Smith. *Modern Latin America.* New York: Oxford University Press, 2005.

Suggested Readings:

- Brunstetter, Daniel. "Sepulveda, Las Casas, and the Other: Exploring the Tension Between Moral Universalism and Alterity." *The Review of Politics* 72, no. 3 (2010): 409-435.
- Carl Schmitt. *Nomos of the Earth.* Telos Press, 2003.
- Certeau, Michel de. *The Writing of History.* New York: Columbia University Press, 1988.
- Foucault, Michel. *The Order of Things.* New York: Vintage Books, 1973.
- Jefferson, Ann, and Paul Lokken. *Daily Life in Colonial Latin America.* California: The Greenwood Press, 2011.
- Cohen, J. M., ed. *The Four Voyages: Being His Own Log-Book, Letters, and Dispatches with Connecting Narrative.* London: Penguin, 1969.
- Meek, Ronald. *Social Science and the Ignoble Savage.* Cambridge; New York: Cambridge University Press, 1976.
- Martin, Munro. "Cannot Stand up for Falling Down: Haiti, Its Revolutions, and Twentieth-Century Negritudes." *Research in African Literatures* 35, no. 2 (2004): 1-17.
- Pagden, Anthony. *Europeans Encounters with the New World: From Renaissance to Romanticism.* London: Yale University Press, 1993.
- Pagden, Anthony. *Lords of All the World: Ideologies of Empire in Spain, France, and Britain 1500-1800.* New Haven: Yale University Press, 1995.
- Wachtel, Nathan. *The Vision of the Vanquished.* Hassocks: Harvester Press, 1977.

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.

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Approaches to Global History 1492-1991	4	3	1	0	Nil	Nil

DSE-15: APPROACHES TO GLOBAL HISTORY 1492-1991
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objective: The course has a dual objective: first, to introduce MA students to key historiographical questions of global history; and second, to expose students to a core body of literature (both recent and older works) that ably mirrors the craft of doing global history today. However provisional our understanding may be, the forces that shape our present world will be thrown into relief from the vantage point of global history.

Learning Outcome:
At the end of the course, students are expected:
- to develop global perspectives on themes covered by the course and appreciate that many historical processes are best approached from a global – rather than local or national – perspective.
- to appreciate that historiography itself (among other themes) can be a site for doing global history.
- to learn more about the shape of the modern world (especially as it emerged in early modern Europe and America) through the lens of political history.
- to explore the cultural and economic history of the 19th and 20th centuries by paying attention to developments beyond purely political events.
- to appreciate the role of urban cultures (the city) in the historical development of civil societies across time and space.

Course Content:
Unit 1: Global historiography: European tradition & non-European traditions (12 Hours)**)**
Unit 2: Emergence of the early modern world in Spain, the Netherlands, the German states, and England (12 Hours)
Unit 3: Political revolutions of the 18th century: absolutist France and colonial America (12 Hours)
Unit 4: A cultural history of the world during the 19th century and beyond: Europe, Asia and Africa (12 Hours)

Essential Readings
Unit 1: This unit will introduce historiographical issues related to the writing of world history (global history) both in the European and non-European context.
- Collingwood, R.G. (1946) *The Idea of History*, reprint New Delhi: Oxford University Press [Part I: Greco-Roman historiography].
- O'Brien, Patrick (2006) "Historiographical traditions and modern imperatives for restoration of global history" *Journal of Global History*, 1 (1): 3-39.
- Stuurman, Siep (2008) "Herodotus and Sima Qian: History and the anthropological turn in ancient Greece and Han China" in *Journal of World History,* vol. 19 (1): 1-40.

Unit 2: This unit will introduce the political history of early modern Europe by tracing the career of the absolutist states as they emerged in Europe during the course of the 16th and 17th centuries.

- Douglas North & Barry Weingast (1989) "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England," *Journal of Economic History*, 69 (4): 803-832.
- Pincus, Steve (2009) *1688: The First Modern Revolution*, New Haven & London: Yale University Press.

Unit 3: This unit will discuss the pursuit of glory by absolutist states in Europe in the age of Enlightenment and the political and economic revolutions that shook the old regimes during the course of the 18th century.

- Bernard Bailyn (1967/1992) *The Ideological Origins of the American Revolution*, Harvard University Press (chapter 5: Transformation, pp. 160 – 229.
- Craig Yirush (2011) *Settlers, Liberty, and Empire,* Cambridge: Cambridge University Press (Read Chapter 1: English Rights in an Atlantic Word, pp. 29 – 50; and chapter 2: The Glorious Revolution in America, pp. 51 – 80).
- Bayly, C. A. (2004) *The Birth of the Modern World, 1780-1914*, Malden & Oxford: Blackwell Publishing.

Unit 4: This unit will discuss period-specific global histories can be written by taking the long 19th century as a case study, and the unit also will provide a quick survey of global shifts into the 20th century that has been shaped by the USA and China.

- Allen, Robert C. (2009) *The British Industrial Revolution in Global Perspective,* Cambridge: Cambridge University Press (read chapter 6, pp. 135 – 155).
- Osterhammel, Jurgen (2014) *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton University Press (select chapter 16, etc.)
- Katznelson, Ira (2013) *Fear Itself: The New Deal and the Origins of Our Time*, New York: Liverright Publishing Corporation.
- Coase, Ronald and Ning Wang (2012) *How China became Capitalist*, Basingstoke: Palgrave Macmillan.
- Huang, Yasheng (2008) *Capitalism with Chinese Characteristics: Entrepreneurship and the State,* Cambridge: Cambridge University Press.

Suggested Readings

- al Duri, Abd (1983) *The Rise of Historical Writing among the Arabs*, Princeton: Princeton University Press
- Conrad, Sebastian (2016) *What is Global History?* Princeton: Princeton University Press.
- Khaldun, Ibn (2005) *The Muqaddimah: An Introduction to History,* Princeton: Princeton University Press, pp. 5-32.
- Ashton, T.S. (1997) *The Industrial Revolution,* Oxford: Oxford University Press.
- Pomeranz, Kenneth (2000) *The Great Divergence: China, Europe, and the Making of the Modern World Economy*, Princeton.
- J.H. Elliott (1963/2002) *Imperial Spain,* London: Penguin
  [Ch.1 Union of the Crowns; Ch.2 Reconquest & Conquest; Ch.3 The Ordering of Spain].
- Middell, Matthias (2016) "The French Revolution in the global world of the
- eighteenth century" in Alan Forrest and Matthias Middell (eds.) *The Routledge Companion to the French Revolution in World History,* London: Routledge, pp. 23-38.
- Simon Schama (1989) *Citizens: A Chronicle of the French Revolution.*

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- Appleby, Joyce (2010) *The Relentless Revolution: A History of Capitalism*, New York: W.W. Norton & Company.
- Max, Weber (2012) *The Protestant Ethic and the Spirit of Capitalism,* London: Routledge, pp. 102-125.
- McClosky, Deirdre N. (2010) *Bourgeois Dignity: Why Economics Can't Explain the Modern World*, Chicago: Chicago University Press, pp. 1-47, 366-376, 393-405.
- Tawney, R.H. (2012) *Religion and the Rise of Capitalism,* Delhi: Aakar, pp. 197-272.
- Jacobs, Jane (1985) *Cities and the Wealth of Nations*, New York: Vintage Books.
- Cronon, William (1991) *Nature's Metropolis: Chicago and the Great West*, New York: W.W. Norton & Company.
- Munford, Lewis (1961/1989) *The City in History: Its Origins, its Transformations and its Prospects*, New York: Harcourt (chs. 5, 8, 9, & 14).
- Acemoglu, Daron & James A. Robinson (2012) *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, London: Profile Books.
- Beckert, Sven (2014*) Empire of Cotton: A global history*, New York: Alfred A. Knoff.
- Christian, David (2004) *Maps of Time: Introduction to Big History*, Berkeley: University of California Press.
- Herodotus (1998) *The Histories* (trans. Robin Waterfield) Oxford: Oxford University Press.
- Lal, Deepak (2006) *Reviving the Invisible Hand: The case for Classical Liberalism in the twenty-first century*, New Delhi: Academic Foundation.
- Landers, David S. (1998) *The Wealth and Poverty of Nations*, New York: W.W. Norton & Company.
- McNeill, William H. (1963*) The Rise of the West: A History of the Human Community*, Chicago: Chicago University Press.
- McNeill, William H. (1998) *Plagues and Peoples*, New York: Anchor Books.
- Pipes, Richard (2000) *Property and Freedom*, New York: Vintage Books.
- Polybius (2010) *The Histories* (trans. Robin Waterfield), Oxford: Oxford University Press.
- Robinson, Chase F. (2003) *Islamic Historiography,* Cambridge: Cambridge University Press.
- Thucydides (1972) *History of the Peloponnesian War,* London: Penguin Books.
- Wong, R. Bin (1997) *China Transformed: Historical Change and the Limits of Europan Experience*, Ithaca: Cornell University Press.

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.

SKILL BASED COURSES

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Epigraphy and Paleography	2	1	0	1	Nil	Nil

SBC-1: EPIGRAPHY AND PALEOGRAPHY
Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Objectives: This course covers technical aspects of handling Epigraphy in Indian subcontinent. It will introduce students to the essential elements of epigraphy and palaeography, and equip them to understand its handling and how to use them for historical reconstruction. Being aware of epigraphy and palaeography encourage students to explore scripts, languages and thereby its evolution and development. Parameters of analysis involved in epigraphy and palaeography gives a firm background to understand and explore these potential field with promising research scopes.

Learning Outcomes:
On successful completion of this course, the students will be able to:
- know the essential elements of epigraphy and palaeography
- variations in and different types of inscriptions of different historical periods and region
- learning of languages and scripts used in inscriptions with specific case studies
- practical in hand experience of handling inscriptions

Course Content:
Unit -I. Essential Elements of Epigraphy and Palaeography: Antiquity of Writing and writing materials in India ; Origin and development of scripts in India (with special reference to any one Harappan Scripts, Brahmi, Kharoshthi, Siddhamatrika, Sarada, Gaudiya, Nagari script; Grantha, Vatteluttu, Tamil Brahmi); Eras and Dates in Indian inscriptions; Early Indian numerals; Issue of Categorizing early Indian inscriptions and its application in historical reconstruction; Developmental stages of the any five Brahmi letters - a, ka, cha, na, pa, bha, ma, ya, sha, sa, ha; Use of diacritical marks.

Unit – II. Study of some important inscriptions (any three)
- Asokan Pillar Inscriptions Delhi-Meerut (Ridge) and Delhi Topra (Firozshah Kotla)
- Hathigumpha inscription of Kharvela
- Besnagar inscription of Heliodorus
- Junagadh inscription of Rudradaman I
- Allahabad Prasasti of Samudragupta
- Mehrauli Iron Pillar inscription
- Aihole inscription of Pulkesin II
- Ikshvaku inscription of Virapurushadatta
- Nasik cave inscription of Gautamiputra Satakarni
- Banskhera inscription of Harshavardhana
- Brihadeswara temple inscription of Rajaraja Chola I

Note: Visit to any one find spot of the inscription is essential and may be chosen to write project depending on interest of the student.

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Essential Readings:

Unit: I: This unit introduces the students to the essentials of epigraphy and palaeography. It explores antiquity of writing and use of different scripts in India, classification of inscriptions, evolution and development of early historic Indian scripts.

- Sircar, D.C.: ed. (1983) Select Inscriptions bearing on Indian History and Civilization, vol.1&2.
- Singh, K.S. and Manoharan S. (1993). Language and Scripts, vol-9.
- गौरीशंकर हीराचंद ओझा: प्राचीन भारतीय लिपिमाला, 2016.
- Salomon Richard. (1999). Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages (South Asia Research). Oxford: Oxford University Press.
- Hultzsch, E. (1925). Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI.
- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Bühler, G. Indian Palaeography, New Delhi: Munshiram Manoharlal, 1904, 2004.
- Subrahmanian, N.and Venkataraman, R. 1980 Tamil Epigraphy Madurai: Ennes Publications.
- शमाथ अर्मता:भारतीय अभ्रलेखशास्त्र,प रार्लिर्पशास्त्र एवं कालक्रम पद्धति, 2010.

Unit: II: This unit involves students with handling some important inscriptions.

- Hultzsch, E. (1925). Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI.
- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Bühler, G. Indian Palaeography, New Delhi: Munshiram Manoharlal, 1904, 2004.
- Subrahmanian, N.and Venkataraman, R. 1980 Tamil Epigraphy Madurai: Ennes Publications, 1980.
- शमाथ अर्मता:भारतीय अभ्रलेखशास्त्र,प रार्लिर्पशास्त्र एवं कालक्रम पद्धति, 2010.

Suggested Readings:

- Hultzsch, E. (1925). Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI.
- Diskalkar D. B.: Selections from Sanskrit Inscriptions, 1977.
- वास ुदेव उपाध्याय: भारतीय सिक्के, 1948
- Mahadevan, Iravatham. (2003). Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University.
- Ojha, G. H. The Palaeography of India. New Delhi: Munshiram Manoharlal (1918, 1993)
- Pollock, Sheldon. The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India. New Delhi: Permanent Black (2006, 2007).
- Ramesh, K. V. (1984). Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan.
- Subrahmanian, N. and Venkataraman, R. (1980). Tamil Epigraphy Madurai: Ennes Publications.

Practical Component:

a. Visit to any one spot of the inscription is required and maybe chosen to write project depending on the interest of the student.
b. Students will also be engaged to read select inscriptions.

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

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
SBC-2: EPIGRAPHIC AND ARCHITECTURAL REMAINS FOR THE STUDY OF MEDIEVAL INDIAN HISTORY						
Credit Distribution, Eligibility, and Pre-requisites of the Course						
Epigraphic and Architectural Remains for the Study of Medieval Indian History	**2**	**1**	**0**	**1**	**Nil**	**Nil**

Course Objective:

This course aims to provide students with a comprehensive understanding of the latest research in the fields of epigraphy and monumental remains, with a focus on how these materials have contributed to reshaping our knowledge of medieval Indian history. By exploring these primary sources, students will gain valuable insights into the role of the state in relation to professional scribes, artisans, and other specialists who played a crucial part in the creation and preservation of epigraphic records. Special attention will be given to the rich inscriptional data found in Arabic, Persian, and Sanskrit across the subcontinent. These inscriptions, located on temples, mosques, and other monuments, offer vital information about the political, religious, and cultural dynamics of medieval India. The course will also examine how these inscriptions have been systematically collected and cataloged by institutions such as the Archaeological Survey of India and other research bodies, illustrating their importance in reconstructing historical narratives. Students will study various epigraphic remains—ranging from stone inscriptions to copper plates—which serve as primary sources for understanding the socio-political landscape, administrative structures, and cultural developments of the period. Ultimately, the course seeks to deepen students' appreciation of how epigraphic and monumental remains provide invaluable insights into the medieval Indian past and the ongoing scholarly efforts to decipher and preserve these historical records.

Course Learning Outcomes (CLOs):
By the end of the course, students will be able to:
1. Interpret epigraphic records as primary sources for understanding medieval Indian history.
2. Analyze architectural and monumental remains to reconstruct political, cultural, and religious developments.
3. Identify different styles of epigraphy such as Nagari, Kufic, and Nastaliq, and assess their historical significance.
4. Assess the contributions of artisans, scribes, and state institutions in the creation and preservation of epigraphic and monumental records.
5. Use inscriptional data from Arabic, Persian, Sanskrit, and Tamil to understand regional variations in medieval historical narratives.

Course Content:
Unit 1: Epigraphy and Architecture as Historical Sources of India's Medieval Past
Unit 2: Regional and Linguistic Variations in Epigraphic Records

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Unit 1: Epigraphy and Architecture as Historical Sources of India's Medieval Past

- Introduction to epigraphy and architecture as tools of historical analysis.
- Arabic, Persian, and Sanskrit inscriptions – forms and significance.
- Evolution of epigraphic styles: Kufic to Nastaliq.
- Case studies: Qutb Complex, Old Delhi, and Ajmer.
- Chronograms and stylistic features in monuments.

Essential Readings:

Asher, Catherine, (1991) *Architecture of Mughal India.*
Balasubramaniam, R (2005) *The World heritage complex to the Qutab*, Aryan Books International.
Sircar, D.C. 1965. *Indian Epigraphy,* Delhi, [portions of selected chapters]
W.E. Begley, *Monumental Islamic Calligraphy from India,* Islamic Foundation Villa Park, Illinois, 1985, pp. 1–75.
G.H. Khare, *Persian Sources of Indian History,* vol. 4, Pune, 1973.
Carr Stephen, *Archaeological and Monumental Remains of Delhi,* Simla, 1870.
Tirmizi, S.A.I. 1968. *Ajmer Through Inscriptions,* New Delhi, pp. 11-24.
M. Abid Ali Khan [1931], *Memoirs of Gaur and Pandua,* Edited and revised by H.E. Stapleton, Calcutta, 1986 [Calcutta reprint], pp. 80–105.
Harbilas Sharda, *Ajmer: Historical and Descriptive,* pp. 9–63.
Mehrdad Shokoohy and Natalie H. Shokoohy, *Nagaur: Sultanate and Early Mughal History and Architecture of the District of Nagaur, India,* London, 1993, pp. 7–84.
Koch, Ebba (1991) *Mughal Architecture: An outline of its History and Architecture 1526-1858.*

Unit II: Regional and Linguistic Variations in Epigraphic Records
- Sanskrit inscriptions of Delhi during the medieval period
- Sanskrit inscriptions of Uttar Pradesh
- Tamil and Sanskrit inscriptions from the Chola Empire
- A survey of the inscriptions of the Vijayanagar Empire

Essential Readings:

Prasad, Pushpa. 1990. *Sanskrit Inscriptions of the Delhi Sultanate, 1191-1526,* OUP, Delhi, pp. xv-xxxii.
Prasad, Pushpa. 2011. "Artisans in Medieval India: Through Nagari Inscriptions," *Proceedings of the Indian History Congress,* Vol. 72, Part-I, pp. 246–263.
Sastri, K.A. Nilakanta, *Colas,* Archaeological Survey of India, 1955 [Selected Portions].
Subbarayalu, S. and Rajavelu, S. (eds.), *Inscriptions of the Vijayanagar Empire,* Primus, 2014.

Practical Component:
a. Reading of some medieval inscriptions.
b. The students will be required to critically evaluate field data from their visit to historic sites such as Qutub complex and Old Delhi of Mughal Period and to write report on them.
c. Students will also engage with the methodologies used in the collection and analysis of data by institutions like ASI.

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

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SBC-3: HISTORICAL AND ARCHIVAL RECORDS: SKILLS AND METHODS Credit Distribution, Eligibility, and Pre-requisites of the Course						
Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Historical and Archival Records: Skills and Methods	2	1	0	1	Nil	Nil

Course Objectives:

This Skill Enhancement Course endeavours to provide students with hands-on training in archival research, preservation, and management. This will facilitate students' basic familiarity with the historical evolution of archives in modern India. As per the latest approach students will learn about digital archiving and the use of technology in historical research. The course would impart knowledge of legal and ethical frameworks in archival studies. This course equips students with the knowledge and skills necessary to navigate the dynamic field of record preservation offering valuable insights into potential career opportunities in this field. Students will be introduced to the fundamentals of historical and archival research methods. Develop practical skills for identifying, analysing, and interpreting historical sources. Familiarize students with Indian archival institutions and digitization initiatives. To provide hands-on experience through project-based learning.

Course Learning Outcomes:

By the end of the course, students will:
- Be able to apply the foundational theories and methodologies of archival science in diverse contexts.
- Be able to conduct independent research using primary sources and build competencies relevant to careers in institutional academia, archival management, museums, cultural heritage sectors, and digital history initiatives.
- Apply knowledge of technologies to real world record creation and recordkeeping problems and situations, and assess the impact and usability of emerging technologies for archival purposes.
- Conduct fieldwork in archives, preparing research reports and case studies.
- Develop skills in creating digital and physical archives for preservation and accessibility and gain hands-on experience in paleography, transcription, and digital archiving.
- Understand how archival research applies to media, public policy, legal studies, and historical consultancy.
- Within diverse contexts, identify, develop, apply and assess requirements, policies and procedures for the creation, use, management of, and access to trustworthy records

Course Structure:

Unit 1: Introduction to Historical and Archival Research
Unit 2: Project Work (Practical Hands-on Learning, experience & Case Studies through archival research and historical documentation)

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Essential Readings and Applications:

Unit 1: Introduction to Historical and Archival Research
- Understanding Historical Research: Importance, Sources, and Challenges.
- Types of Historical Records: Manuscripts, Inscriptions, Official Records, Private Papers, Oral Histories, and Visual Archives.
- Historiography and Source Criticism: Methods of Analysis, Authenticity, and Reliability.
- Indian Archives and Repositories: National Archives of India, State Archives, Institutional Archives (e.g., Nehru Memorial Museum & Library, Bhandarkar Oriental Research Institute).
- Legal and Ethical Aspects of Archival Research: Copyright, Privacy, and Preservation Laws.

Essential Readings:

- Balachandran, A. (2022). 'Documents, Digitisation and History'. *South Asia: Journal of South Asian Studies* 45(2): 314-328.
- Balachandran, A., and Rochelle Pinto. (2010). *Archives and Access*. Bangalore: Centre for Internet and Society.
- Bhattacharya, Sabyasachi. (2019). *Archiving the British Raj: History of the Archival Policy of the Government of India, with Selected Documents, 1858-1947*. Oxford: Oxford University Press.
- Braudel, Fernand. (1958) 1980. 'History and the Social Sciences: The Longue Durée'. In *On History*, 25-54. Chicago: University of Chicago Press.
- Brundage, Anthony. (2017). *Going to the Sources: A Guide to Historical Research and Writing*. Hoboken, NJ: Wiley.
- Couture, Carol, and Jean-Yves Rousseau. (1987). *The Life of a Document*. Montreal: Véhicule Press.
- Cox, Richard J. (2005). *Archives and Archivists in the Information Age*. New York: Neal-Schuman.
- Cox, Richard J., and David A. Wallace. (2002). *Archives and the Public Good: Accountability and Records in Modern Society*. Westport, CT: Quorum Books.
- Ginzburg, Carlo. (2002). *The Judge and the Historian: Marginal Notes on a Late-Twentieth-Century Miscarriage of Justice*. New York: Verso, 3-119.
- Heron, Craig. (2014). 'Archives: Public Awareness and Engagement'. *Archivaria* 78(Fall): 1-18.
- Schwartz, Joan M., and Terry Cook. (2002). 'Archives, Records, and Power: The Making of Modern Memory'. *Archival Science* 2(1-2): 1-19.

Unit 2: Project Work (Practical Hands-on Learning, experience & Case Studies through archival research and historical documentation):

The projects should be historical and work with primary sources, e.g., a qualitative or quantitative archival project, a source criticism, a comparative-historical analysis, a case study, or an application of historical and archival methods in political philosophy (e.g., working with manuscript collections and personal papers, or a project on the history of ideas). The project should clearly state the topic and question, explain the research design and methods, and propose and demonstrate an argument.

Project Options:

- Analysing Colonial Bureaucratic Records: Using gazetteers, census reports, and police records for historical research.
- Archival Report on a Historical Site or Institution – Visit a state archive, university archive, or museum and prepare a report on its cataloging and preservation practices.
- Case Study on a Famous Archive or Library – Examine archival collections such as those in the Asiatic Society, Nehru Memorial Library, or any regional/state repository.
- Digital Archives: Exploring and analyzing digitized collections (National Archives of India, British Library, Internet Archive, etc.); create a small-scale digital repository of local manuscripts, family records, or oral histories using free digital tools.
- Epigraphy and Manuscript Study: Working with inscriptions and old manuscripts for linguistic and historical analysis.
- Local Archival Research: Exploring state/district archives for historical data.
- Newspaper Archives and Public Memory: Studying historical newspapers (e.g., *The Hindu*, *Amrita Bazar Patrika*, *Kesari*).
- Oral History Documentation: Conducting interviews and recording oral histories from local communities or family archives.
- Preservation and Conservation Project: Examining archival material preservation techniques and writing a report on conservation methods.
- Transcription and Analysis of Historical Documents – Select a primary source document from the National Archives or a local repository, transcribe and interpret it.

Readings & Resources:

- Burke, Peter. (2001). *Eyewitnessing: The Uses of Images as Historical Evidence*. Ithaca, NY: Cornell University Press.
- Dobreva, Milena, and Gabriella Ivacs. (2015). *Digital Archives: Management, Use and Access*. London: Facet Publishing.
- Genovese, Taylor R. (2016). "Decolonizing Archival Methodology: Combating Hegemony and Moving towards a Collaborative Archival Environment." *AlterNative: An International Journal of Indigenous Peoples* 12(1): 32-42.
- Lahiri, Nayanjot. (2006). *Finding Forgotten Cities: How the Indus Civilization was Discovered*. Kolkata: Seagull Books.
- Marino, Chris. (2018). "Inquiry-based Archival Instruction: An Exploratory Study of Affective Impact." *The American Archivist* 81(2): 483-512.
- Russell, Lynette. (2005). "Indigenous Knowledge and Archives: Accessing Hidden History and Understandings." *Australian Academic & Research Libraries* 36(2): 161-171.
- Hill, Michael R. (1993). *Archival Strategies and Techniques*. Newbury Park, CA: Sage.
- Khalidi, Omar. (2011). "A Guide to Arabic, Persian, Turkish, and Urdu Manuscript Libraries in India." *MELA Notes* 84: 1-85.
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Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.