

**Scheme of Examination and Courses
of Reading for B.A. (Hons.) Political Science**

SEMESTER-I (2019)



**SCHOOL OF OPEN LEARNING
University of Delhi**

*Syllabus Applicable for the students seeking admission to
B.A. (Hons.) Political Science Course in 2019*

B.A. (HONS.) POLITICAL SCIENCE SEMESTER – I (2019)

CORE-COURSE

1. Understanding Political Theory
2. Constitutional Government and Democracy in India

Compulsory

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

Environmental Science

Compulsory

GENERIC ELECTIVE

1. English: Individual and Society
2. History: Delhi through the Ages: The Making of the Early Modern History
3. Hindi: Hindi Cinema Aur Uska Adhyayan

Choose any One

Note : Students opting for option 3 will not be provided with study material and other support.

B.A. (HONS.) POLITICAL SCIENCE SEMESTER – I (2019)

DSC

1. Understanding Political Theory

Course Objective

This course introduces the various ways of theorizing the political. The idea is to introduce and assess the conventional as well as contemporary approaches to understanding politics

Course Learning Outcomes

After reading the course, the learner would

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and of applying theory into practice.

Unit 1

What is Politics: Theorizing the ‘Political’

Unit 2

Approaches to Political Theory: Normative, Historical and Empirical

Unit 3

Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

Unit 4

Critical Perspectives in Political Theory: Feminist and Postmodern

Unit 5

The Idea of Political Community: Political Obligation

References

Unit 1

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

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

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

Unit 2

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

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

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

Unit 3

Heywood, A. (1992) *Political Ideologies*. Basingstoke: Macmillan

Turner, R. (1993) 'Anarchism: What is it?' *Politics Review* 3 (1): 28-32.

Unit 4

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

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

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

Unit 5

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

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

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

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

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

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

Additional Resources:

- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.
- Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield.
- Vattimo, Gianni, 1988 [1985], *The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture*, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.
- Klosko, G. (2005) *Political Obligations*. Oxford: Oxford University Press.

Readings in Hindi

- भार्गव, र. और अशोक आचार्या (एड.), राजनीतिक सिधांत: एक परिचय, दिल्ली: पिएर्सन, 2008.
- कुमार, संजीव (एड.), राजनीति सिधांत की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Political Theory, Political, Political Community, Political Obligation

2. Constitutional Government and Democracy in India

The aim of this course is to enable students to gain knowledge about the constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.

Course Learning Outcomes

At the end of the course, students shall:

- be familiarized with the debates around the origin, and evolution of the Indian constitution.
- become aware of the manner in which government functions through its various organs.
- understand the division of power between various organs of the government at different levels.

This course enables students to develop an understanding of the tenets of Indian constitutionalism by engaging with Constituent Assembly debates. It enables them to understand the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation. Moreover, it enables the students to understand the division of powers in Indian federal set-up and its asymmetrical federal arrangements, with special emphasis on the special provisions for governance in fifth and sixth schedules of the constitution. The students are also familiarized with the process of rural and urban governance and the dynamics of gender and caste in these domains. The students would also become familiar with challenges of addressing emergency conditions and security concerns within the constitutional framework.

Unit 1

The Constituent Assembly and the Constitution

- a) Philosophy of the Constitution, the Preamble, and features of the Constitution.
- b) Fundamental Rights, Directive Principles and debates on Citizenship

Unit 2

Organs of Government

- a) The Legislature: Power and Functions of Parliament, Debates on Representation in Parliament.
- b) The Executive: Election, Power, Functions and the changing role of President and Prime Minister.
- c) The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.

Unit 3

Federalism and Decentralization

- a) Centre-State Relations, Asymmetrical features of Federalism
- b) The Panchayats and Municipalities

Unit 4

Constitutional Provisions and National Security Laws

- a) Emergency Provisions
- b) Preventive Detention and National Security Laws

References

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

- G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

b. Fundamental Rights, Directive Principles and debates on Citizenship

The Constitution of India, Part II, Part III and Part IV

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press [Chapter 3: pp.87-148]

S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), *Citizenship in India*, New Delhi: Oxford University Press, Ch.1 and Ch.2.

A.Roy (2016), 'Ambivalence of Citizenship in Assam' in *Economic and Political Weekly*, Vol.LI, .26 and 27, pp.45-51.

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 67-103.

A. Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury [Ch.2 Parliament and the Executive, pp.39-70]

Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press [Ch.4: Representative Women? Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

b. The Executive

The Constitution of India, Part V, Chapter I and III

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].

J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.

J. Manor (1994), 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

A. Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

U. Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.,) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

B. Chakrabarty (2017), *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

R. Dhavan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197

M.P.Singh and Rekha Saxena (2013), *Federalising India in the Age of Globalisation*, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.

J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 61-79.

P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. VIV: The Emergencies, pp.243-249]

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

A.G. Noorani (2011), *Challenges to Civil Rights Guarantees in India*, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

U.K. Singh (2015), 'Anti-terror laws and Human Rights' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy*, Oxford University Press, New Delhi. pp181-197.

G Haragopal, B Jagannatham (2009), 'Terrorism and Human Rights: Indian Experience with Repressive Laws', in *Economic and Political Weekly*, Vol. 44(28), pp. 76-85.

SAHRDC (2006), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt.Ltd, Bombay.

Additional Readings:

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

B. Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford

University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights – II, pp.84-115].

II. Organs of Government

a. The Legislature

V. Hewitt and S. Rai (2010), 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

c. The Judiciary

U. Baxi (2010), 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

L. Rudolph and S. Rudolph (2008), 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a. Federalism

Louise Tillin (2013) *Remapping India: New States and their Political Origins*, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.

D.P.Jinks, (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2nd Edition, Cambridge, Cambridge University Press, pp.420-446.

Hindi Readings:

ग्रेनविल ऑस्टिन (2017), भारतीय संविधान: राष्ट्र की आधारशिला, अनुवादक: नरेश गोस्वामी, नयी दिल्ली: वाणी प्रकाशन.

डी डी बसु, (1989), भारत का संविधान: एक परिचय, (दसवां संस्करण, 2013), लेक्सिस नेक्सिस.

महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.) (2013), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.

माधव खोसला, (2018). भारत का संविधान, नयी दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस.

सुभाष काश्यप (2016) भारतीय राजनीति और संविधान: विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन.

सुभाष काश्यप (2016) भारतीय राजनीति और संसद: विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन.

सुभाष काश्यप (2016), संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन.

जॉर्ज मैथ्यू (2009) भारत में पंचायती राज: परिप्रेक्ष्य और अनुभव, नई दिल्ली: वाणी प्रकाशन

अनुपमा रॉय, (2017). 'राष्ट्र, संविधान और नागरिकता', नागरिकता का स्त्री-पक्ष, (अनु.) कमल नयन चौबे, नयी दिल्ली: वाणी प्रकाशन. पृष्ठ 186-237.

Teaching Learning Process

Students will engage in debates around the origin, and evolution of the constitution and understand the particularities thereof. They will engage discussions on the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation. There will be interactive lectures on the division of powers in Indian federal set-up and its asymmetrical federal arrangements, particularly focusing on the special provisions for governance in fifth and sixth schedule of the constitution. The students are also encouraged to conduct field work and write reports on the process of rural and urban governance and the dynamics of gender and caste in these domains.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Before the end term examination, students will be asked to submit project on any of the units in the syllabus to judge their critical thinking and writing ability.

Keywords

Constitution, Division of Powers, Government, Federalism, Rural Governance, Urban

AECC

Environmental Studies

Compulsory course on Environmental Studies at UG level (AECC I)

Course Learning Outcomes

The course will empower the undergraduate students by helping them to:

- i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquire values and attitudes towards understanding complex environmental- economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Adopt sustainability as a practice in life, society, and industry.

Unit 1

Introduction to Environmental Studies (2 lectures)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Suggested Readings

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter 3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).
2. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: 3-28).

Unit 2

Ecosystems (6 lectures)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis
- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Suggested Readings

1. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: 1-16); **Chapter 2** (Pages: 18-76); **Chapter 10** (Pages: 414-458).
2. Raven, P.H., Hassenzuhl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: 38-52); **Chapter 4** (Pages: 53-62); **Chapter 5** (Pages: 100-103); **Chapter 6** (Pages: 106-128).
3. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: 307-323); **Chapter 18** (Pages: 420-442); **Chapter 28** (Pages: 747-769).

Unit 3

Natural Resources (8 lectures)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

Suggested Readings

1. Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
2. McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.
3. Raven, P.H., Hassenzuhl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: 180-263); **Chapter 14** (Pages: 272-275); **Chapter 15** (Pages: 286-289).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: 623-663).

Unit 4

Biodiversity and Conservation (8 lectures)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation
- *Case studies*: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Suggested Readings

1. Primack, R.B. (2014). *Essentials of Conservation Biology*, Oxford University Press, USA. Page. 1-536.
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 5** (Pages: 97-99); **Chapter 16** (Pages: 299-318).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 24** (Pages: 599-690); **Chapter 26** (Pages: 664-714).

Unit 5

Environmental Pollution (8 lectures)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
- Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

Suggested Readings

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: 243-255); **Chapter 18** (Pages: 280-305); **Chapter 21** (Pages: 352-358); **Chapter 22** (Pages: 365-374); **Chapter 23** (Pages: 378-388); **Chapter 25** (Pages: 416-426).
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA. Pp. 1-264.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 359-381); **Chapter 21** (Pages: 401-421); **Chapter 23** (Pages: 440-453).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: 445-535).

Unit 6

Global Environmental Issues and Policies (7 lectures)

- Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

- International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc
- Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 2** (Pages: 23-39); **Chapter 3** (Pages: 41-86).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 370-376); **Chapter 20** (Pages: 385-399).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 23** (Pages: 555-598); **Chapter 30** (Pages: 801-807).

Unit 7

Human Communities and the Environment (6 lectures)

- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 10** (Pages: 416-473).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 2** (Pages: 33-36); **Chapter 8** (Pages: 148-162).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Pages: 23-26); **Chapter 31** (Pages: 826-842).

Field work/ Practicals

(Equal to 5 lectures, including two mandatory field visits)

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural

history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom

- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Study of common plants and animals; basic principles of identification
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students

Essential Readings

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. (pp. 1-520).
2. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. (pp. 1-837).
3. Gadgil, M., and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
4. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Giff, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
5. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. (pp.1-842).

Weekly Lesson Plan

Week 1

Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Week 2

Definition and concept of Ecosystem: Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

Week 3

Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Week 4

Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities

Natural and man-made sources of water; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water

Week 5

Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

Week 6

Definition of Biodiversity; Levels of biological diversity; India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories

Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

Week 7-8

Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis; Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation

Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Week 9

Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards

Related case studies

Week 10

Nuclear hazards and human health risks; Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal

Related case studies

Week 11

Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

Week 12

Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions

Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Week 13

Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print; Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies; Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc; Environmental justice: National Green Tribunal and its importance

Week 14

Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation

Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Week 15-16

Practical/project

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom
- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students
- Basic exercise to Calculate and Assess carbon footprint/ Solid waste generation/ water consumption for a specific duration at individual/ family/ college/ locality level.

Teaching Learning process

The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

Assessment methods

1. Written examinations (Semester exams, Internal assessment)
2. Project work and reports related to field visits and practical learning
3. Assignment/presentations on any contemporary environmental issue

Keywords

Environment, Ecosystem, Biodiversity, Conservation, Pollution, Natural Resources, Environmental Degradation, Protection, Sustainable Development, Climate Change, Environmental Justice, Environmental Ethics, Environmental Communication

Generic Elective

1. English: Individual and Society

Course Objective

This anthology introduces students to the various issues that face society today – caste, class, race, gender violence, and globalization. It serves as an effective entry point to an understanding of these areas that students will encounter in their higher studies and daily lives, and aims to provide them with a holistic understanding of these issues and their complexities.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Prescribed text:

Sood, Vinay, ed. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

Unit 1

Caste and Class

Chapters 1, 2, 3, 4, 5, 6

Unit 2

Gender

Chapters 8, 9, 10, 12, 13, 15

Unit 3

Race

Chapters 16, 17, 18, 19

Unit 4

Violence and War

Chapters 22, 23, 25, 26

Unit 5

Living in a Globalized World

Chapters 29, 31, 32, 34

Essential Reading

Note: This is a text-based course, and students will be examined on all the prescribed readings in Units 1 through 5. The text, *The Individual and Society*, is therefore to be considered essential reading.

Teaching Plan

Week 1 – Unit 1-- Caste/Class
Week 2 – Unit 1contd
Week 3 – Unit 1 contd
Week 4 – Unit 2 -- Gender
Week 5 – Unit 2contd
Week 6 – Unit 2contd
Week 7 – Unit 2contd
Week 8 – Unit 3 -- Race
Week 9 – Unit 3contd
Week 10 – Unit 4 -- Violence and War
Week 11 – Unit 4contd
Week 12 – Unit 5 -- Living in a Globalized World
Week 13 – Unit 5contd
Week 14 – Concluding lectures, discussion on exam pattern, etc.

Keywords

Individual
Society
Caste
Class
Gender
Race
Violence
Globalisation

2. History: Delhi through the Ages: The Making of the Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

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

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

- I. **Unit I: Between Myth and History -- Delhi's Early Pasts:** Indraprastha, Lalkot
- II.
- III. **Unit II: From settlements to cityscape – Understanding the Many cities of Delhi**
- IV.
- V. **Unit III: Delhi's 13th and 14th Century settlements**
Case study of **any two**: 1) Dehli-i kuhna's *masjid-i jami* (old Delhi/Mehraulti), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad
- VI. **Unit IV: Shajahanabad:** Qila Mubarak (Red Fort) as a site of power and the morphology of the city.
- VII.
- VIII. **Unit V: 18th century Delhi:** political upheaval and social empowerment – complicated understandings of 'decline'.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. **(Teaching Time: 2 weeks Approx.)**

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press

Unit 2: This unit will study the proverbial 'seven cities of Delhi', focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. **(Teaching Time: 3 weeks Approx.)**

- Ali, Athar. (1985). "Capital of the Sultans: Delhi through the 13th and 14th Centuries", in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Habib, Irfan. (1978). 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review* vol. 4, pp. 287-303.
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE" in Albrecht Fuess and Jan Peter Hartung. (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal. (Ed.). *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.

Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. **(Teaching Time: 4 weeks Approx.)**

- Flood, Finbarr B. (2008). "Introduction" in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- Pinto, Desiderio s.j.. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112-124.

- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' *IESHR*, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre. **(Teaching Time: 4 weeks Approx.)**

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Gupta, Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i 'Amm and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "'The Mighty Defensive Fort': Red Fort At Delhi Under Shahjahan -- Its Plan And Structures As Described By Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence, perhaps, in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. **(Teaching Time: 4 weeks Approx.)**

- Alam, Muzaffar. (2013) "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp.xiii-lxiv
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city" *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manoharlal Publishers.
- Raziuddin Aquil, (2017) "Violating Norms of Conduct" in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

SUGGESTED READINGS:

- Anthony Welch, 'A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi', *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). "Delhi Walled: Changing Boundaries" in James D. Tracy, *City Walls: the Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the 'Twilight'", in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen Blake. (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, S. Nurul. (1991). "The Morphology of a Medieval Indian City: A Case study of Shahjahanabad", in Indus Banga, (Ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Matsuo, Ara. (1982). "The Lodi Rulers and the Construction of Tomb-Buildings in Delhi". *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) "Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History." *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *An Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation

3. Hindi: Hindi Cinema Aur Uska Adhyayan

Course Objective(2-3)

हिन्दी सिनेमा जगत की जानकारी

सिनेमा के निर्माण, प्रसारण और उपभोग से संबंधित आलोचनात्मक चिंतन की समझ

Course Learning Outcomes

हिन्दी सिनेमा, समाज और संस्कृति की समझ

सिनेमा निर्माण, प्रसार और कैमरे की भूमिका आदि की व्यावहारिक समझ

Unit 1

सिनेमा: सामान्य परिचय

1. जनमाध्यम के रूप में सिनेमा, सिनेमा की इतिहास यात्रा-वैश्विक और भारतीय परिप्रेक्ष्य
2. सिनेमा की भाषा (विजुअल्स और शॉट के आधार पर), शॉट के तत्व, दृश्य, क्रम, आदि
3. सिनेमा के प्रकार- व्यावसायिक सिनेमा, समानान्तर सिनेमा, क्षेत्रीय सिनेमा।
4. सिनेमा की विषयवार कोटियाँ- सामाजिक, धार्मिक, ऐतिहासिक, राजनीतिक, पारिवारिक, कामेडी और हॉरर

Unit 2

सिनेमा अध्ययन

1. सिनेमा अध्ययन की दृष्टियाँ
2. सिनेमा में यथार्थ और उसका ट्रीटमेंट, हाइपर रियल
3. हिंदी सिनेमा के दर्शकों की विविध कोटियाँ, जनता की माँग और पसंद
4. हिंदी सिनेमा का राष्ट्रीय और अंतरराष्ट्रीय बाज़ार

Unit 3

सिनेमा: अंतर्वस्तु और तकनीक

1. पटकथा, अभिनय, संवाद, संगीत और नृत्य
2. कैमरा, लाइट, साउंड
3. निर्देशक और निर्देशन (विख्यात निर्देशकों की चुनिंदा फिल्मों का अध्ययन)
4. सिनेमा और सेंसरबोर्ड, सिनेमा प्रसारण अधिनियम

Unit 4

सिनेमा अध्ययन की दिशाएँ

1. सिनेमा समीक्षा के विविध पहलू
2. हिंदी की महत्वपूर्ण फिल्मों की समीक्षा का व्यावहारिक ज्ञान (अछूत कन्या, मदर इंडिया, काबुलीवाला, शोले, सद्गति, पार, भूमिका, जुबैदा, अमर अकबर एंथनी, गुलाबी गेंग, पीकू, मधुमती, माय नेम इज़ खान)
3. सिनेमा के दृश्य, तकनीक, कहानी, स्पेशल इफेक्ट, आइटम गीत, गीत, संगीत आदि की समीक्षा
4. सिनेमा की भाषा का समाजशास्त्र

References

1. बालीवुड: ए हिस्ट्री, मिहिर बोस, टेम्पस, नई दिल्ली.
2. 70 इयर्स आफ इंडियन सिनेमा, टी.एम. रामचंद्रन,
3. हिंदी सिनेमा का समाजशास्त्र, जवरीमल पारख

Additional Resources:

विश्व सिनेमा में स्त्री विजय शर्मा

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विश्लेषण

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सिनेमा, हिंदी सिनेमा, फिल्म समीक्षा, फिल्म तकनीक, सेंसर बोर्ड