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
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<td>2. History: Delhi through the Ages: The Making of the Early Modern History</td>
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<td>3. Hindi: Hindi Cinema Aur Uska Adhyayan</td>
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<td>Choose any One</td>
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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


Unit 2


Unit 3


Unit 4


Unit 5


Additional Resources:

Readings in Hindi
भार्गव, र. और अशोक आचार्या (एड.), राजनीतिक सिध्धांत: एक परिचय, दिल्ली: पिएसएन, 2008.
कुमार, संजीव (एड.), राजनीति सिध्धांत की समझ, दिल्ली: ओरिएंट ब्लैकस्प्यान, 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
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
b. Fundamental Rights, Directive Principles and debates on Citizenship
The Constitution of India, Part II, Part III and Part IV
II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II


b. The Executive

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


c. The Judiciary


III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI


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.


IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII


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.


Additional Readings:

I. 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

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

II. Organs of Government

a. The Legislature


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


III. Federalism and Decentralization

a. Federalism


IV. Constitutional Provisions and National Security Laws


Hindi Readings:

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

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

महेंद्र प्रसाद सिंह एवं हिंदुस्तु राम (सं.) (2013), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिंदी माध्यम कार्यालय निदेशालय, दिल्ली विश्वविद्यालय.

भारत खोसला, (2018), भारत का संविधान, नई दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस.

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

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

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

जोर्ज मैथू (2009) भारत में पंचायती राज: परिपेक्ष्य और अनुशंसा, नई दिल्ली: वाणी प्रकाशन.


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
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


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


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


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

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

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


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


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

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 classroom
- 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

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

Prescribed text:


**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 1 contd
Week 3 – Unit 1 contd
Week 4 – Unit 2 -- Gender
Week 5 – Unit 2 contd
Week 6 – Unit 2 contd
Week 7 – Unit 2 contd
Week 8 – Unit 3 -- Race
Week 9 – Unit 3 contd
Week 10 – Unit 4 -- Violence and War
Week 11 – Unit 4 contd
Week 12 – Unit 5 -- Living in a Globalized World
Week 13 – Unit 5 contd
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. Unit II: From settlements to cityscape – Understanding the Many cities of Delhi

IV. Unit III: Delhi's 13th and 14th Century settlements
   Case study of any two: 1) Delhi-i kuhna’s *masjid-i jami* (old Delhi/Mehrauli), 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. 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.)


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.)


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.)

- 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.)


**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.)

SUGGESTED READINGS:

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 चित्रण की समझ

Course Learning Outcomes

हिन्दी सिनेमा, समाज और सरस्कृति की समझ

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

Unit 1

सिनेमा: सामान्य परिचय

1. जनमाध्यम के रूप में सिनेमा, सिनेमा की इतिहास यात्रा-वैधिक और भारतीय परिप्रेक्ष्य

2. सिनेमा की माता (विजुअल्स और शॉट के आधार पर), शॉट के तत्व, हस्त, क्रम, आदि

3. सिनेमा के प्रकार- व्यावसायिक सिनेमा, समाजात्मक सिनेमा, क्षेत्रीय सिनेमा।

4. सिनेमा की विभाजन कोटियाँ- सामाजिक, धार्मिक, ऐतिहासिक-राजनीतिक, पारंपरिक, कामेडी और हंसर

Unit 2

सिनेमा अध्ययन

1. सिनेमा अध्ययन की हृदयाँ

2. सिनेमा में यथार्थ और उसका ट्रांजेंड, इक्क्यू रियल

3. हिंदी सिनेमा के दर्शकों की विविधता वोटियाँ, जनता की मांग और पसंद

4. हिंदी सिनेमा का राष्ट्रीय और अंतरराष्ट्रीय बाजार

Unit 3

सिनेमा: अंतर्वहनू और तकनीक

1. पटकथा, अभिनय, संगीत, संगीत और नृत्य

2. कैमेरा, लाइट, साउंड

3. सिनेमातर और निर्देशन (विभिन्न निर्देशकों की चुनिन्दा फिल्मों का अध्ययन)

4. सिनेमा और सेंसरबोर्ड, सिनेमा प्रसारण अधिनियम
Unit 4

सिनेमा अध्ययन की दिशाएं

1. सिनेमा समीक्षा के दिशिये पढ़ूँ।
2. हिंदी की महत्वपूर्ण फिल्मों की समीक्षा का व्याख्यात्मक ज्ञान (अद्वैत, मदश्री, ग्रंथालय, जस्ता, संगम, मुल्ला, जगुन्नाथ, अमर अंजन दीपक, जगुल्ला, पीसी, भट्टाचार्य, भावना चौधरी)
3. सिनेमा के इतिहास, तकनीकी, तकनीकी, स्पैशल इफेक्ट, आइटम गीत, गीत, संगीत आदि की समीक्षा
4. सिनेमा का भाषा का समाजशास्त्र

References

1. बालीजुड़: स्मिथ, ब्लैक, वोस, टेम्पस, नई दिल्ली।
2. 70 इंग्लिश आइकिंग सिनेमा, दी.एम. रायचुंद्र, नई दिल्ली।
3. हिंदी सिनेमा का समाजशास्त्र, ज्योति पांडे लघु

Additional Resources:

विकास सिनेमा में सी विज्ञान शास्त्री

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Teaching Learning Process

व्याख्यात्मक, 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 व्याख्यात्मक एवं आंतरराष्ट्रीय मूल्यांकन संबंधी गतिविधियाँ

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Assessment Methods

टेस्ट और असाइनमेंट

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Keywords

सिनेमा, हिंदी सिनेमा, फिल्म समीक्षा, फिल्म तकनीक, संसर वोर्ड